Experiential management learning

Research conducted in fulfilment of PhD studies

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Abstract

"Experiential learning" theory explains how people learn through experience. The subject has been researched and documented, but most modern accounts are based on countries such as the USA, UK, Canada, Australia and South Africa, with little consideration for the smaller countries and islands. This dissertation seeks to correct this by analysing feedback from experiential workshops run for young, employed adults in some of the less-studied countries, and by comparing it with established concepts of culture and personalities.

The literature review begins with an examination of how and where people learn, followed by a summary of the history and present application of experiential learning techniques. This is followed by an examination of some of the theories of cultures and their characteristics, and a consideration of personality styles. The chapter concludes with some practical examples of experiential learning sessions.

The research section offers three hypotheses, the first intended to investigate correlation between Hofstede's "Masculinity" index and the feedback received at the end of an experiential course to ascertain whether people from some cultures are more receptive to this type methodology than others. The outcome indicates that the more masculine or assertive the culture of the participant, the more critical they are of this methodology. Hofstede's statement that there is a "strong link" between his individualism dimension and the results of management training was not replicated.
The second hypothesis is to test whether young, employed, Czech adults prefer active learning programmes, or more social and small-group based programmes. An analysis of participants' attitudes to experiential programmes run by a Czech outdoor management training company indicates that the more social and small group based programmes are more liked by Czech participants.
The third hypothesis is to test whether a module taught at the Czech University of Life Sciences for young Czech adults is more acceptable if experiential techniques are used. An analysis of participants' attitudes taken on the first day of the course is combined with cultural characteristics of the participants to develop a tailor-made module. The degree of participants' satisfaction is measured from the end-or-course review, which shows a marked improvement once this technique is used.

The discussion chapter considers some of the situations in which experiential learning techniques can be used to the benefit of the participants, both at university and at work. Another point considered is whether a post-course assessment/critique completed by the participants should be compulsory or voluntary, and how the timing of the assessment may influence the results given. The last part of this chapter considers the practical application of the technique and the situations in which it might be used.

The conclusion summarises the results of the tests for the three hypotheses, none of which were rejected, and summarises the benefits of the technique.

Key words

Experiential learning, memory, intercultural learning, intra-cultural learning, Kolb learning cycle, outdoor management training, post-course assessment

Souhrn

Teorie "Zkušenostního učení" vysvětluje, jak se lidé učí prostřednictvím zkušeností. Tento koncept byl již velmi dobře prozkoumán a dokumentován, ale většina moderních výzkumů je umístněna do velkých zemí jako USA, Velká Británie, Kanada, Austrálie a Jižní Afriky, nezohledňují tak specifika menších zemí či ostrovů. Tato studie se snaží zmíněný deficit zmírnit prostřednictvím výsledku zkušenostních seminářů, které se uskutečnily v některých méně studovaných zemích, a dale na základě porovnání se zavedenými koncepty kultur a osobnostních charakteristik.

Přehled literatury začíná analýzou toho, jak se lidé učí, následovanou shrnutím historické a současné aplikace technik zkušenostního učení. Dále je připojen rozbor vybraných terií kultur a jejich charakteristik se zohledněním typických osobnostních stylů. Tato část práce na závěr uvádí praktické příklady semináře, který užívá techniky zkušenostního učení

Kapitola věnovaná výsledkům průzkumu nabízí tři hypotézy:

První si klade za cíl průzkum korelace mezi Hofstedeho "MAS Index" a zpětnou vazbu obdrženou na závěr již zmíněného semináře využívajícího techniky zkušenostního učení z něhož vyplývá, že lidé z vybraných kultur jsou senzitivnější k této technice nežli lidé z jiných kultur. Autor představuje svou hypotézu, že existuje souvislost mezi kulturou, z níž účastník semináře pochází, a jeho zpětnou vazbou poskytnutou na konci semináře. Tato souvislost může být interpretován jako míra, do jaké je konkrétní kultura vnímavá ke zkušenostnímu učení. Výsledky průzkumu indikují, že čím maskulinnější či asertivnější je kultura, z níž účastník průzkumu pochází, tím kritičtější k daným technikám účastník je.

Druhá hypotéza se zaměřuje na průzkum toho, zda mladí, zaměstnaní, dospělí Češi upřednostňují aktivní výukové programy nebo spíše sociálně založené výukové programy probíhající v malých skupinách. Analýza přístupu účastníků průzkumu naznačuje, že přístup českých vzdělávacích outdoor-managementových firem indikují, že Češi jednoznačně upřednostňují sociálně založené programy realizované v malých skupinách.

Třetí hypotéza sleduje, zda je studentů na České zemědělské univerzitě pozitivněji vnímána, jestliže jsou využity skušenostní techniky. První den semináře kombinuje kulturní charakteristiku účastníků se zkušenostní výukou za účelem přípravy "na míru šitého" modelu výuky. Spokojenost účastníků semináře je posuzována na základě závěrečného dotazníku, který dokladuje zásadní zlepšení spokojenosti účastníků s kvalitou semináře.

Diskusní část práce je věnována situacím, kdy jsou techniky zkušenostního učení využity ku prospěchu účastníků semináře nejen na univerzitě, ale rovněž i v zaměstanání.

Další úvaha je, zda post-kurz posouzení by mělo být dobrovolné nebo povinné, a zda načasování ovlivní výsledky

Klíčové slovo

Zkušenostní učení, paměť, interkulturní učení, intra-kulturní vzdělávání, Kolb učení cyklu, trénink manažerských dovedností, post-kurz hodnocení

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CHAPTER 1: INTRODUCTION

The author of this work was involved for several years in organising training for adult employees of various telecommunications companies in many countries. Many of these were located in countries of the British Commonwealth, but over the years other countries were included in the programmes for commercial reasons.

There was one particular series of experiential workshops organised in a number of different countries, facilitated each time by the same two (British) presenters, using the same materials in the same way, yet the feedback received from each of these workshops was very different. The reason for the differences was not understood at the time by the presenters, nor the commissioning organisation.

This dissertation is about experiential learning theory, which explains how people learn through experience. The subject has been previously researched and documented, but most modern accounts are usually based on countries such as the USA, UK, Canada, Australia and South Africa, with little consideration for the smaller countries and islands.

This dissertation seeks to correct this to some degree, by analysing the feedback from the experiential workshops run in some of the less-studied countries, and by comparing it with established concepts of culture and personalities. The author introduces his hypothesis that there is a link between the culture of the participants on the course, and the feedback obtained from the end-of-course review. This link can be interpreted as the degree to which a particular culture is receptive to the experiential learning technique.

The methodology is to work with three sets of data,

- Firstly to analyse a set of data from adult learners attending training courses abroad, to determine whether a link exists between the culture of the participant and the degree to which the participant believes the training to have been favourable or unfavourable. This is followed by
- An analysis of data from Czech adult participants who attended a set of outdoor management courses – to determine which type of activity are most acceptable to them, and
- Thirdly, an analysis of data from young Czech adult students prior to – and after attending modules of the Management modules taught in English at the Czech University of Life Sciences. The data collected prior to the module was used to determine the personality types and learning preferences of the students. This was used to tailor the presentation style to match the preferences as far as was possible. The data collected after was to determine whether the module manager had been able to improve the acceptability[1] of the modules once the attitudes and expectations of the participants is known.

[1] The term "Acceptability" is used widely in this dissertation. The meaning is taken as "satisfactory, and capable of reaching a required standard" [Cambridge dictionary]. It is usually interpreted here as meaning that something is being approved of by the participant or student.

CHAPTER 2: LITERATURE OVERVIEW

"I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who"
Rudyard Kipling "The elephant's child"

This literature research is structured in the following manner:

In section 2.1: How adults learn
The title of this research includes the word "Management", implying that the learner is not a child. This part considers the differences between the ways children and adults learn. For the purpose of this study, an adult is considered as anyone of age 18 and above.

In section 2.2: Experiential learning theories and methodologies
The terms are defined, and beginning with Kolb, the modern history of experiential learning is described, and the concept and usefulness of the "Business game" introduced.

In section 2.3: Personality types
Besides the possibility of intercultural differences, there are also intra-cultural personality considerations, meaning that within each culture (region or country) there exist a number of different personality styles. This part considers the possibility that experiential learning theory might be more readily accepted by some personality types than others.

In section 2.4: Intercultural considerations
From the research of the literature, much of the work on Experiential learning to date appears to have been carried out in the English-speaking countries. This part considers the possibility that experiential learning theory might be more readily accepted by some cultures than others, and uses work by Hofstede and others to explore this possibility.

In section 2.5: Personality types and intercultural issues considered together
In this section the researcher compares terminology used by different writers, and identifies a distinct similarity between "Masculine/Feminine" from Hofstede, "Assertive/Non assertive" from Dawson, "Direct/Indirect" from Pease and Garner, and "Active experimentation/Reflective observation" (AE/RO) from Kolb.

In section 2.6: Types of experiential management learning programmes
The first part of this section identifies from literature the components which are present in many experiential programmes. Following on, two types of experiential management learning programmes are identified and described.

In section 2.7: Summary of literature research
In this section, the main findings of the literature research are summarised. Firstly, the theoretical basis for experiential learning is established, by researching the work of Kolb and others, and by means of the available publications of the Experiential Learning Association; the benefits appear positive and valuable. The places and

means by which (adult) people learn are discussed, and comparisons made between them, based largely on the outcome of the Lambert Review for the British government and publications from the European Centre for the development of vocational training (CEDEFOP). Intercultural aspects are considered, mainly in this work through the writings of Hofstede and Lewis, supplemented by considerations of the intra-cultural aspects through the work of Kolb and Dawson.

--

2.1 How adults learn

Throughout life, whether or not they are aware of it, people are continuously learning. Their motives for learning alter as they grow older, and the techniques by which they acquire this new information also alter. In the following paragraphs of this section the questions of "Why", "What", "How", and "Where", as well as a brief consideration of "Memory" are addressed.

2.1.1 Learning through life – why?

In the paper "A theory of human motivation" [Maslow, 1943] described his concept of a "Hierarchy of needs", in which he postulated that an individual has a series of basic needs, and that once the basic need is satisfied a person will then progress to the next higher need. He wrote:

> "There are at least five sets of goals, which we may call basic needs. These are briefly physiological, safety, love, esteem, and self-actualisation. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires.
>
> These basic goals are related to each other, being arranged in a hierarchy of prepotency. This means that the most prepotent goal will monopolise consciousness and will tend of itself to organize the recruitment of the various capacities of the organism. The less prepotent needs are minimized, even forgotten or denied. But when a need is fairly well satisfied, the next prepotent ('higher') need emerges, in turn to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators."

Whilst recognizing that the majority of people never reach the level of "self actualisation", there is a tendency to progress upwards through the hierarchy as one becomes older, whilst never ignoring the needs of the levels below. Thus, for a baby, the needs are largely "Physiological", progressing upwards to reach "Esteem" by the time the teenage years are reached.

An understanding of this is crucial, in order to understand *why* people learn. Breathing, eating, drinking etc are instinctive or performed unconsciously; at this level the learning is involuntary, but to progress to the need of safety (and beyond) requires some conscious learning, and the higher in the hierarchy one

reaches, so the learning becomes more conscious. If the level of the hierarchy also tends to be a function of age, so conscious learning could be said to be developing as one grows older. Although people never stop learning unconsciously, from childhood and throughout life, a greater proportion of one's learning becomes a conscious decision on the part of the individual. A person either decides to learn something for himself, or is told or encouraged to do so. Conscious learning may be either voluntary or compulsory.

Before leaving this discussion, the limitations of Maslow's theory should be borne in mind. Maslow himself wrote that his theory "is not nearly as rigid as we may have implied"[2], and identified 7 exceptions. Furthermore, the study was based on 1940's North America, but has not been found to apply in the same sequence in all other countries[3] nor for all situations. People living in India, for example, tend to put "Esteem" lower (i.e.: sooner) in the hierarchy, valuing status or respect for an individual at an earlier stage than valuing "Love/Belonging" [Blunt p.137].

2.1.2 Learning through life – what?

In the book "Cultures and Organisations – Software of the mind", [Hofstede 2010] contrasts the way people learn at an early age, with the way they learn when they are older. From his studies he writes about "Values" and "Practices". He believes that "Values are acquired early in our lives", and describes them as "Broad tendencies to prefer certain states of affairs over others". He shows this diagrammatically (see figure 2-1) to demonstrate that a person learns more values than practices when aged up to about 10 years old, and when older than that, more practices than values. He writes that values are "Largely unconsciously absorbed …. from our environment", and explains that after about 10 years of age "…we gradually switch to a different, conscious was of learning, focusing primarily on new practices".

[2] Maslow, A. H. "A theory of human motivation", 1943, Psychological Review vol 50, pp 386.
[3] See for example, pp. 480-482 of Mullins, L.J., "Management and organisational behaviour", 7th Ed 2005, Pearson Educational Limited, UK, ISBN 0-273-68876-6,

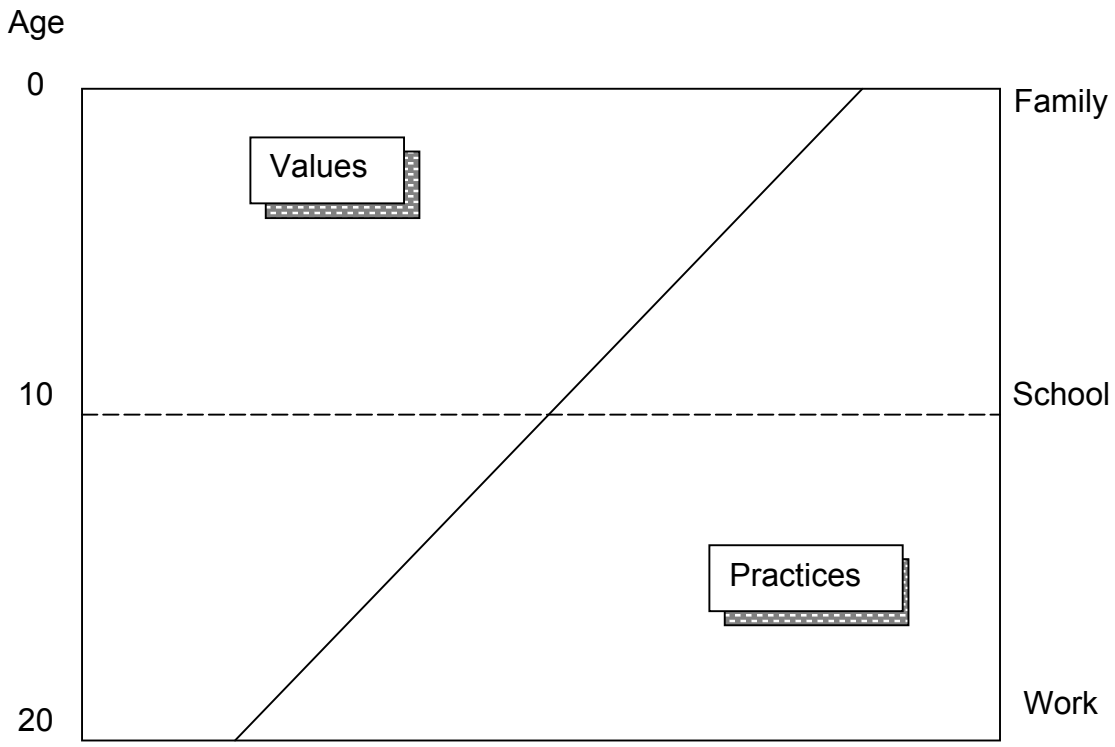

Figure 2-1: The learning of Values and Practices (From Hofstede[4])

Voluntary learning

This term implies a level of *choice* on the part of the individual. If a person decides to learn something for himself, it is voluntary. It starts from early childhood, and continues into old age. A child may learn to play the piano, for example. There is no compulsion about this – the child does it because it wants to, and even at an early age is beginning to reach Maslow's level of "Esteem". As one grows into teenage years and beyond, this need for esteem remains a constant goal, with examples of voluntary learning including driving a car, learning an additional foreign language, learning to paint or gardening – all for the individuals' own satisfaction and enjoyment.

Compulsory learning

This term would be used when one *has* to learn something. Some organization or somebody has decided or ordered that an individual must acquire certain learning. This begins in early childhood where a child is taught how to behave, mainly in the family scenario, and continues during the school years, as governments have decided to give all children the right to a basic education, to ensure that a child can at least read, write and perform elementary mathematical procedures. During adult life, this compulsory learning will often be decided upon by a persons' employer for commercial reasons (see figure 2-1), but may also be imposed by the government who may wish to teach people how to behave, for example obey laws, follow new processes or

[4] Hofstede G. and Hofstede G.J., "Cultures and organisations: software of the mind", 3rd edition 2010 McGraw-Hill, ISBN 0-07- 166418-1, p. 10

deal with the introduction of a new currency unit – such as the Euro. Compulsory learning has spawned phrases such as "being *sent* to school" or "being *sent* on a course". There is, however, a crossover which occurs at a certain stage, where, for instance, a young person at University may choose whether to stay on for another year, or leave and seek employment.

2.1.3 Learning through life – how?

The learning process has been well documented. The classic learning cycle from [Kolb 1974] illustrates that the process is not just a "one-off" event, but carries on throughout life. Kolb thought of it as a continuous cycle throughout life, though by the beginning of the 21st century he was describing it more as a "spiral" [Kolb, Boyatzis & Mainemelis 2001].

Throughout life the theory does not change, however the motivation and method of learning does. For example, the way a child learns is not the same as the way an adult learns. The differences can be seen if one considers learning a language. A child will learn to speak the language of its parents without any formal instruction, so by the time the child goes to school it will already know how to talk. In the same way, a young child will absorb any other language at the same time and acquire a second language just by "being there when it is spoken". An adult who tries to learn the same second language will invariably tend do it analytically, by considering the construction of the language: the tenses, cases and other parts of speech.

It is by considering how people and their attitudes differ throughout life that an appropriate technique can be chosen to facilitate the learning.

2.1.3.1 The role of memory

The role of memory in learning and education cannot be overlooked. In the 1970's the terms "Semantic" and "Episodic" memory were introduced. They were defined thus: [Tulving 1974]

- "Episodic memory refers to memory for personal events and the temporal-spatial relations among these events.
- Semantic memory represents organized knowledge that a person possesses about words and other verbal symbols, their meanings and referents, about relations among them, and about rules and algorithms for the manipulation of symbols, concepts and relations"

Prof. Robert Sternberg[5] has also written extensively about memory and the part it plays in education. In his studies he attempted to show how Tulving's concepts of memory interrelate (see figure 2-2. below)

[5] Dean of the School of Arts and Sciences, Professor of Psychology, and Adjunct Professor of Education at Tufts University, and Honorary Professor of Psychology in the Department of Psychology at the University of Heidelberg, Heidelberg, Germany.

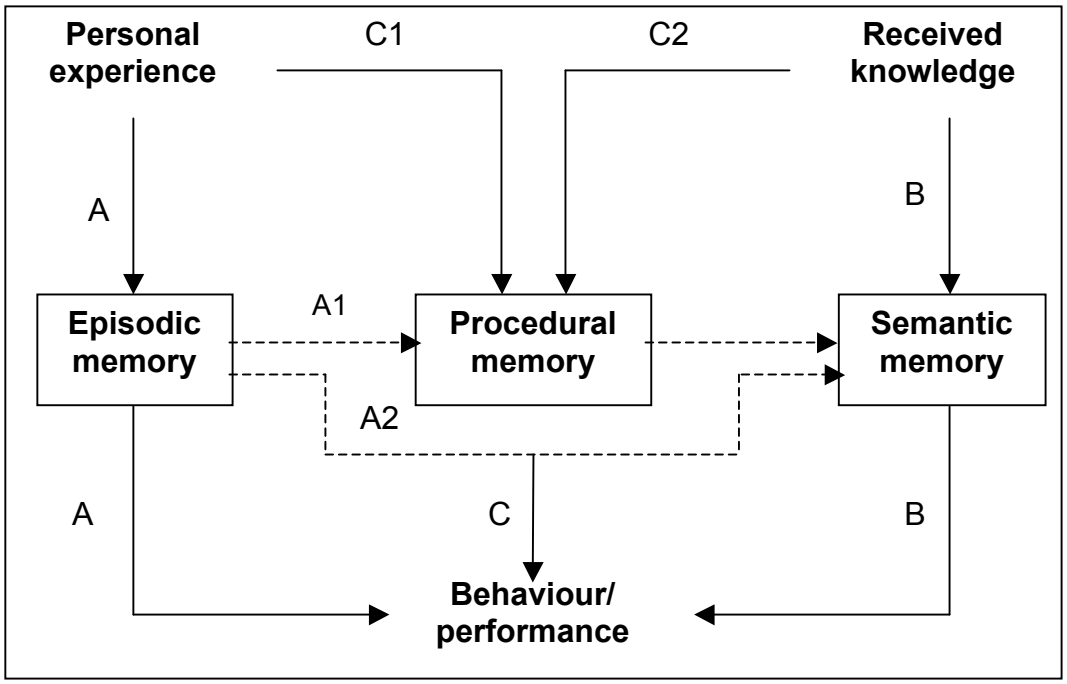

Figure 2-2: Memory structures and knowledge acquisition in a cognitive model of tacit knowledge [Sternberg *et al* 2000]

It will be noted that he included a third type of memory, which he named

- "Procedural memory", which he defines as "Memories on how to do something (e.g.: skiing, biking, and tying your shoe)" [Sternberg 2006]

It is relevant to consider here the links shown in Figure 2-2 in more detail. According to Sternberg, the way a person behaves or performs is based on "Personal experience" and "Received knowledge". He describes received knowledge as information which will probably have been received mainly passively; the learner will have listened to an instruction, a lecture or presentation in some form, and the knowledge will have entered the semantic memory, enhancing it with general knowledge, definitions, facts and historical dates etc. This is what happens at school, college and university. The student will have been filled with facts.

Personal experience, on the other hand, is mainly received actively. This personal experience is stored and remembered in the episodic memory and will include both trivial and substantial memories, such as a first kiss, graduating, or starting a first job.

According to Sternberg, however, both personal experience and received knowledge – together with elements from the episodic memory - are combined to feed the procedural memory, which ultimately (and when apparently relevant) also influences the semantic memory.

2.1.4 Learning through life – where?

Focusing on adult learners, there are limited options available – the learning can be facilitated in the Public Sector, or in the Private Sector.

2.1.4.1 The public sector

The public sector in Europe is filled with schools, universities, colleges, academies and other institutions providing education. By their very nature, schools focus on children, whilst universities and colleges mainly on young adults (teenagers to late 20's). In most European countries, colleges tend to be more biased to providing vocational training[6], whereas universities focus more on providing academic education. In the UK, the Lambert Report[7] [Lambert 2003] found that "Business is critical of what it sees as the slow-moving, bureaucratic and risk-averse style of university management." The teaching methodology has evolved in each country in its own way, and suits the environment it is in – though is sometimes conservative in its consideration of change, and sometimes reluctant to take on new ideas or methodologies. Coventry University stated, in their response so the Lambert Report[8] that "Businesses do not have time and do not see the University sector as adding value to their activities". In institutions and societies where students follow their careers to become teachers and eventually professors, there is a danger that Universities and Colleges may become isolated from the rest of society, so it is vital that these institutions encourage, develop and maintain links with governments, businesses and communities in their region. The entire Lambert report addresses the need to bring universities and businesses closer together, and offers suggestions to the UK government of the day (ie: in 2003) of ways to achieve this.

Universities provide an excellent foundation for many young people starting out on life's journey, but have to change to deliver education to adult learners. For example, the University of Manchester's Institute of Science and Technology (UMIST) reported to the Lambert Review in 2003 that they have "… continued to reshape and remodel a number of its postgraduate programmes to make them more flexible"[9]. They added that, at the time, this involved creating "….new Masters Training Packages which have increasingly been able to encourage students to come from industry and take modules or full programmes over a number of years as part of their career development programme". Universities tend to organise themselves around semesters and teaching periods, whereas an adult learner is more likely to require block teaching, at a time convenient to the purchaser of the programme. UMIST met this need with their new programme by providing:

"(i) One week intensive teaching blocks
(ii) One to three day intensive teaching blocks coupled with workbooks
(iii) Through electronic distance learning technologies" [8]

Universities have excellent facilities, and are well placed to host conferences – which can help to build links with their surrounding business environment –

[6] The word "*College*" is used here in its UK English sense, meaning "*any place for specialised education after the age of 16 where people study or train to get knowledge and/or skills*" (Cambridge dictionary on-line)
[7] Richard Lambert published and presented his independent review of Business-University Collaboration to the UK Government on 4 December 2003. He has been Chancellor of Warwick University since 2008
[8] Coventry University's response to the Lambert Review 2003, page 1, retrieved 14th April 2010 at http://www.hm-treasury.gov.uk/d/ucoventryuni170403.pdf
9 "Delivering new university/business partnerships" written by UMIST in response to the Lambert review 2003, Annex 2, page 1. Retrieved 14th April 2010 at http://www.hm-treasury.gov.uk/d/utheuniversityofmanchester160403.pdf

yet often it is the hotels and purpose-built conference centres which host the more successful conferences.

2.1.4.2 The private sector

In-house training

Probably the most appropriate way of teaching new employees is through "in-house training" programmes. The European Centre for the development of vocational training (CEDEFOP) stated that "Everyone regards continuing training, especially that provided by employers, as good, if not essential. Studies show that it can raise productivity and encourage innovation and so help improve competitiveness, market share and profitability[10]". If the company is large enough, there will be a training department, otherwise there will be at least someone who is responsible for training, and for companies who operate an ISO9000 (or similar) system, it is mandatory to implement a programme of continuously training their employees. A research paper[11] from CEDEFOP notes that "Overall, enterprise size seems to have a strong effect on the extent to which the provision of continuous vocational training is formalised: large enterprises have a much more formalised approach than small ones". In its basic form, the in-house training might range from an initial briefing or familiarisation session for new employees, to "on the job training" (OJT), where a new employee will work next to an existing employee and learn the job by watching and helping, and beyond, to sending people on "attachments" to other departments or branches – perhaps even abroad. CEDEFOP adds that, in a recent survey, an "established pattern" appears ….. regarding the gap in training provision and enterprise size: in all [EU-27] countries, small enterprises are more frequently non-trainers than large enterprises". They noted, however, that, "…..in countries such as Denmark and Austria this gap is small compared with some southern and eastern Member States (sometimes exceeding 50 percentage points)".

Some larger organisations might have their own in-house training college, which can be a convenient solution, providing exactly the right training required by the company, and at the right time. The inherent danger of the in-house training college is, however, the possibility of becoming incestuous - so focussed on the company that they do not realise that there might be new or alternative solutions to the task in hand. "We've always done it this way" might be the answer to a challenge, without seriously considering the possible advantages of changing a method.

In-house training is also initially considered to be less expensive than other options. For basic and on-the-job training this may often be the case, however as a certificate has to be awarded to a successful participant on some occasions, the cost of accreditation can be significant. In cases where the business runs a private training college, the costs become more significant. The overheads of running the college (building costs, salaries, administration,

[10] CEDEFOP "Briefing note" March 2010, from the European Centre for the development of vocational training

[11] CEDEFOP Research paper No.2, "Employer-provided vocational training in Europe", Luxembourg: Publications Office of the European Union, 2010, ISBN: 978-92-896-0626-4

utilities etc) as well as the incidental expenses of travel and accommodation for the participants need to be recovered in some way, and the complete value of such an enterprise needs to be considered carefully. The real costs of providing vocational training to a staff member can be calculated using the CEDEFOP methodology, see figure 2-3.

<table>
<tr><td>Fees and payments C7a</td><td>Travel and subsistence C7b</td><td>Labour costs of internal trainers C7c</td><td>Training centre, teaching materials C7d</td><td>Contributions C8a</td><td>Receipts C8b</td><td>Personnel absence cost (PAC)</td></tr>
<tr><td colspan="2">Variable costs</td><td colspan="2">Fixed costs in short term</td><td>Fixed and mandatory costs. Only contributions which finance CVT must be included. Concerns all enterprises (training and non-training)</td><td></td><td>Rough estimate of PAC, potentially biased, no real expenditure of the enterprise</td></tr>
<tr><td colspan="4">Direct costs of CVT
C7sub</td><td colspan="2">Mutualised costs of CVT
C8a-C8b</td><td></td></tr>
<tr><td colspan="6">Total monetary expenditures for CVT courses (TME)
C7tot=C7sub + C8a-C8b (all enterprises)</td><td>PAC =
C3tot* (A5/A4)</td></tr>
<tr><td colspan="7">Total costs of CVT courses
Sum of C7tot all enterprises + sum of PAC</td></tr>
</table>

Notes:

CVT = Continuous vocational training
PAC = Personnel absence cost
TME = Total monetary expenditure

Figure 2-3 CEDEFOP Methodology for determining total costs of providing vocational training, when utilising a company-owned training centre[12].

Outsourced training

Outsourced training can provide a viable alternative for many companies. Currently most companies see this as hiring a consultant or trainer/s to deliver the required course, although there are alternatives such as distance learning (CD/VCD, video, books or internet), which can enable the participant to learn at his/her own pace.

An external consultant or trainer can provide a fresh view of training for an organisation, and can normally be flexible regarding timing of the training and venue. The method of training can range from a one-to-one intensive programme for (for example) a new director, to a more formally organised course. Often, the trainer will act as a facilitator – setting the scene so that the participators can discover things for themselves in a "workshop" environment. Consultants or trainers are usually familiar with the industry, and are sometimes accredited to deliver awards to successful participants (e.g.: Microsoft accredited trainers).

The cost of outsourced training can appear high when considered purely on a rate/hour basis, but when compared to the actual cost of maintaining an in-

[12] From CEDEFOP Research paper No.2, "Employer-provided vocational training in Europe", Luxembourg: Publications Office of the European Union, 2010, ISBN: 978-92-896-0626-4. page 91

house training college, plus the benefits of a fresh view of the company from an "outsider", the outcome can be rewarding. CEDEFOP recommends an analysis of actual costs of providing training by various means, using the methodology illustrated in Figure 2-3.

2.2 Experiential learning theories and methodologies

There are numerous definitions of experiential learning, a few of which are given below:

"The process of acquiring skills, knowledge and understanding through experience rather than through formal education or training"

Centre for Lifelong learning at Warwick University, UK[13]

"Experiential education is the process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking"

Kraft & Sakofs (1988)

"Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values"

Association for experiential education[14]

"The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"

David Kolb (1984)

The common link through all these definitions is the practical application of the knowledge. In 1972, the Management Development Branch of the International Labour Office (ILO), published documentation[15] to support a course about training techniques for management development. The combined contributors did not use the term "Experiential learning", but instead wrote of "Participative teaching methods" – a good description of the topic.

[13] www.warwick.ac.uk/fac/soc/conted/SocratesAPEL/uk/glossuk.htm *(accessed 27th August 2008)*
[14] http://www.aee.org/about/whatIsEE *(accessed 27th August 2008)*
[15] Management development manual 36, 1972, "An introductory course in teaching and training methods for management development", International labour office, Geneva, ISBN92-2-101006-6

2.2.1 Critical appraisal of work in the field

David A Kolb, is often credited with being the creator of the term "Experiential learning" from his early paper on the subject [Kolb 1974], however this term was already in use. Kolb together with his colleague, Roger Fry developed the "Learning cycle", and showed its relevance to experiential learning. David Kolb is currently (2010) Professor of Organizational Behaviour in the Weatherhead School of Management at Case Western Reserve University, in the USA. He is the recipient of four honorary degrees recognising his contribution to experiential learning in higher education. The work by Kolb and Fry was largely developed on foundations laid by Lewin, Dewey and Piaget [Kolb 1984].

2.2.1.1 Kurt Lewin

Kurt Lewin is known for his work in the field of organisational behaviour and group dynamics and with the development of the methodology of action research. From this he deduced that learning is optimised when there is a connection between the immediate, ("concrete") experience and a period of analytic consideration. His diagram, the "Cycle of action", represents this (figure 2-4), which became the precursor of Kolb's "Experiential learning cycle".

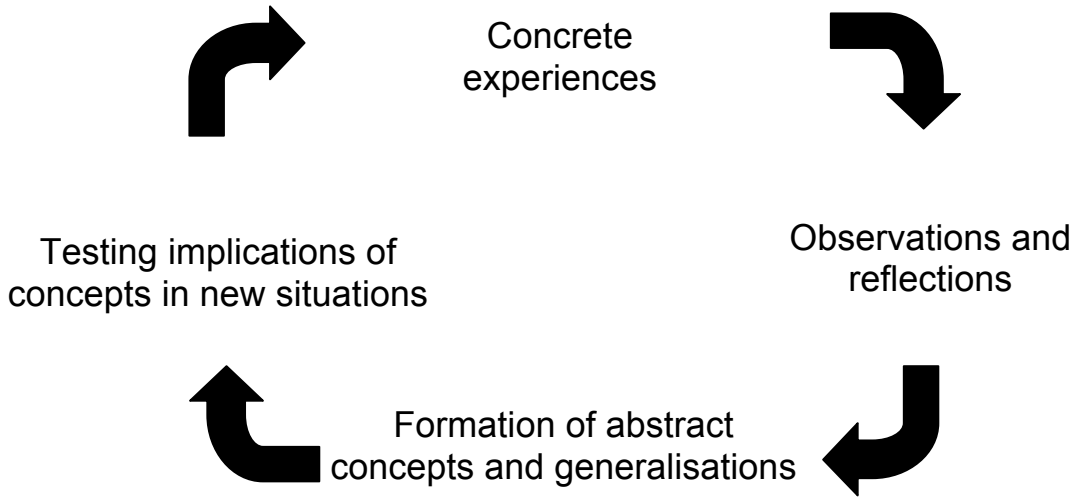

Figure 2-4: Lewin's Experiential learning model

2.2.1.2 John Dewey

John Dewey wrote about Experiential learning in 1938[16], and became known for having the opinion that the traditional education of that time was too concerned with delivering knowledge, and not enough on understanding the students' actual experiences. He became known as the philosophical father of "Progressive education" (now known as Experiential education).

Dewey's theory is that *experience arises from the interaction of two principles -- continuity and interaction*. Continuity is that each experience a person has, will influence his/her future - for better or for worse. Interaction refers to the situational influence on one's experience. In other words, *one's present experience is a function of the interaction between one's past experiences and the present situation*. For example, one student's experience of a lesson will depend on how the teacher arranges and facilitates the lesson, as well that student's past experience of similar lessons and teachers. The concept is shown diagrammatically in figure 2-5.

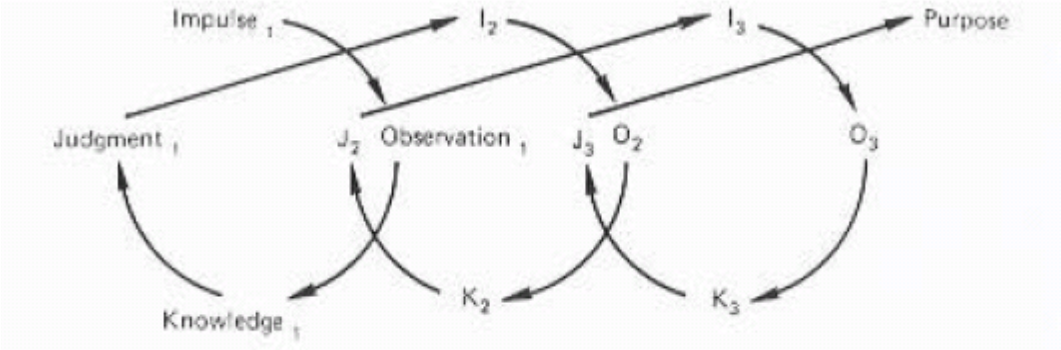

Figure 2-5: Dewey's Experiential learning model[17]

2.2.1.3 Jean Piaget

During his years at the University of Neuchâtel, Jean Piaget (1896 – 1980) became interested in how the human mind develops. During his work studying and designing methods of testing children's intelligence, he became interested in the relationship between experience and human knowledge. He developed a model (Piaget's model of Learning and Cognitive Development), figure 2-6, which describes the basic learning processes of children as they develop into adults. Four basic learning methodologies are apparent as the child develops, returning at adolescence to the same style which was first used (active orientation), demonstrating that the basic learning style is convergent. Kolb later used this to identify the basic developmental processes which shape the basic learning processes of adults.

[16] Dewey, J. (1938/1997). *Experience and education*. Macmillan

[17] Kolb, David A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall Inc. – Page 23

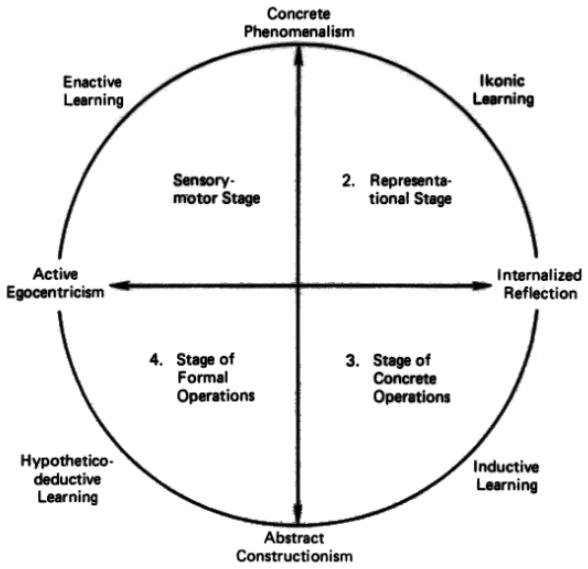

Figure 2-6: Piaget's model of learning and cognitive development[18]

2.2.1.4 David Kolb

David Kolb built on the work of these three researchers to develop his "Experiential learning cycle" (also known as the "Kolb cycle") shown in figure 2-7. From his 1984 publication entitled "Experiential learning"[19] he described, "Learning *[as]* the process whereby knowledge is created through the transformation of experience." He described experiential learning as involving the application of the information received from the teacher to the experiences of the student, rather than consisting of activity generated in the classroom alone. Thus, instead of a student acquiring knowledge exclusively from the teacher, it is learned through the process of taking the new information from class and testing it against their own real-life experiences.
Kolb's "Experiential learning cycle" consists of four phases:

- A "Concrete experience" which, in the classroom context would probably not be a lecture, but instead some sort of activity such as a role-play, simulation, exercise, video etc

- A period of "Reflective observation" follows during, which the learner is encouraged to think about the previous experience from a number of (possibly guided) perspectives.

- The third phase is called "Abstract conceptualisation" during which the learner will consider, or develop theories, as to why what was observed actually occurred. The learner considers what is relevant to him (her) and draws conclusions.

[18] Kolb, David A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall Inc. – Page 25
[19] Kolb, David A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall Inc.

- The final phase is "Active experimentation" and is where the learner tests out the theories which (s)he has developed, and considers ways in which this learning can be applied.

This cycle is continuous – the "Active experimentation" phase of one cycle leading on to the "Concrete experience" phase of the next cycle, where after a further period of "Reflective observation" the learner considers what might be done differently during the next "Abstract conceptualisation" phase. To emphasise this, an axis of time is sometimes shown in the figure.

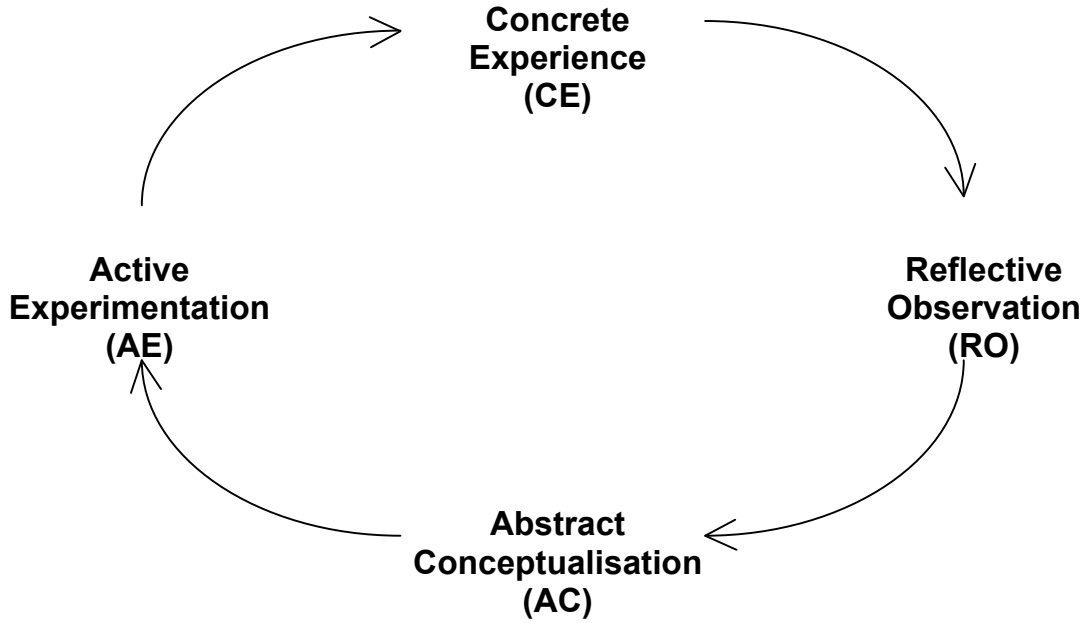

Figure 2-7: Kolb's "Experiential Learning Cycle" [30]

2.2.1.5 The learning context

The context is inseparable from the notion of learning and transfer [Fiore, Metcalf and McDaniel]. Theories such as Transfer appropriate processing (TAP) can support the understanding of experiential learning within a variety of different areas. In particular, and in the context of this dissertation, Fiore *et al* argue that TAP "supports the notion that initial strategies influence later problem solving, and that the matching of strategies during learning and test facilitates overall problem-solving effectiveness" (p.34).

Classes using simulations do not need to be exact simulations of the environment in which the learner is placed for them to be used as a learning device. Research conducted for the United States Department of Aviation regarding the effectiveness of personal computer-based aviation training devices [Taylor *et al*] noted that the use of simulations with a high degree of accuracy had little, if any, impact on the actual operational job tasks. In fact, an article in the International journal of aviation psychology [Jentsch & Bowers in 1998] indicated that low fidelity simulations are equally effective.

2.2.1.6 The business game

The International Labour Organisation (ILO) training manual referred to earlier (in paragraph 2.2) listed a number of participative teaching methods, which included:

- Field studies
- Case studies
- Decision simulations, or Business games
- Incident method
- Role play
- Group projects

These are all different types of Experiential learning techniques, therefore it is interesting to consider an illustration[20] developed by B. Hawrylyshyn (Figure 2-8), based on the experience of the Centre d'Etudes Industrielles in Geneva, indicating which management skills are best developed by different techniques.

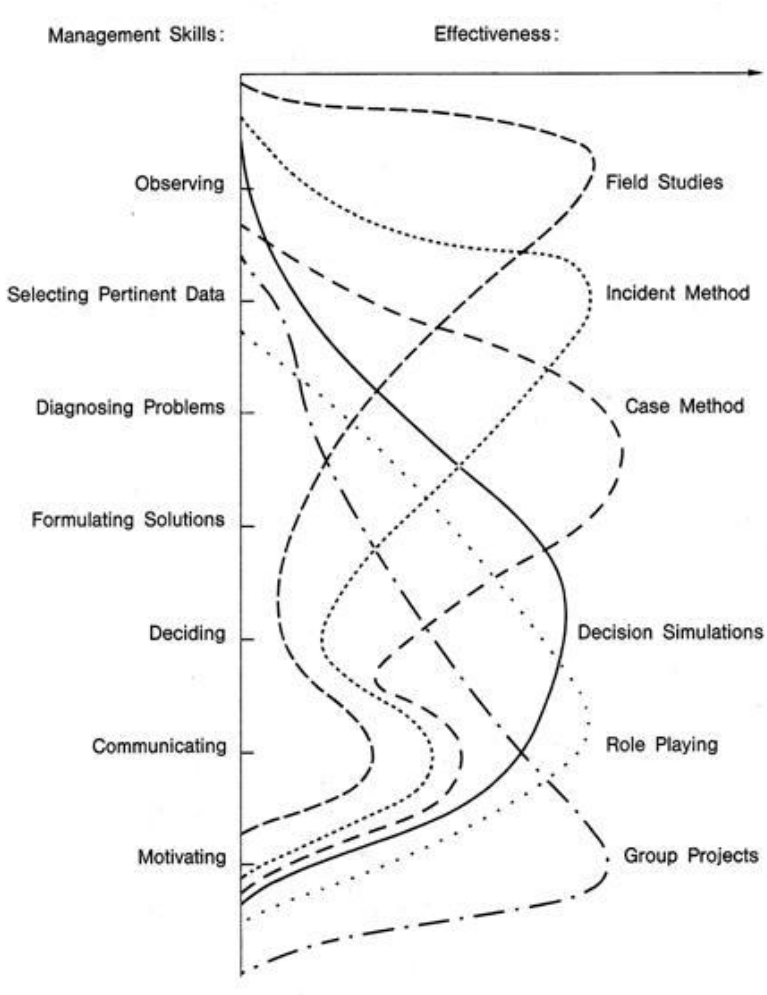

Figure 2-8: Effectiveness of participative methods[31]

[20] *From:* Hawrylyshyn, B., "Preparing managers for international operations", Business quarterly (Canada), Autumn 1967, pp 28 - 35

The authors of the ILO manual observe that the main lesson is that, if training is intended to improve or develop multiple skills, then a combination of teaching methods should be used. This statement is probably true, however, the graph must be considered as a reflection of the thinking and attitudes of the learners at that time (1967). It seems likely that each of these methods have evolved considerably over the last 40 years, and a properly managed modern simulation (business game), for example, contributes to the development of each of the management skills to a much greater extent than apparent from the graph.

It is thought (by the ILO) that the concept of the business game was developed in Germany as a "War game" *("Kriegspiele")* which was used by the military. Apparently it was developed by the British army as a "Tactical exercise without troops", and when it was taken to the USA it was seen by a visitor from the American Management Association (AMA), who realised its potential as a management learning tool. In the late 1950's the AMA published their "Top management business simulation" – according to the ILO, it was the first business game, as such. G. R. Andlinger then published an article in the Harvard Business Review [Andlinger 1958], and also developed the "Andlinger game". These games – and the simulation games in particular – were based on calculations which needed to be performed quickly by the game supervisor, and as computers were not widely available in those days, the simulations tended to be rather simplistic.

A confidential document originating from British Telecom[21], seen by the author, studies the concept of the Business Game. They point out that developments in the use of technology (particularly the availability of computers) and significant developments in game theory as a result of work completed by John van Neumann and Oskar Morgenstern in 1994,[22] have enabled more complex environments to be covered in greater detail.

Whilst recognising that a business game is only one example of experiential management learning, it is useful to notice how Kolb's "Learning cycle" relates to business games, and simulations. This is illustrated in figure 2-9, where the importance of the briefing and de-briefing sessions within the business game process are shown in relationship to Kolb's "Active experimentation" and "Reflective observation" phases.

[21] "Business simulation model" – a confidential internal document produced by British Telecom employees in August 2001 as a proposal for a client.
[22] Brandenburger A. M., Nalebuff, B. J.; "The Right Game: Use Game Theory to Shape Strategy"; Harvard Business Review July – August 1995.

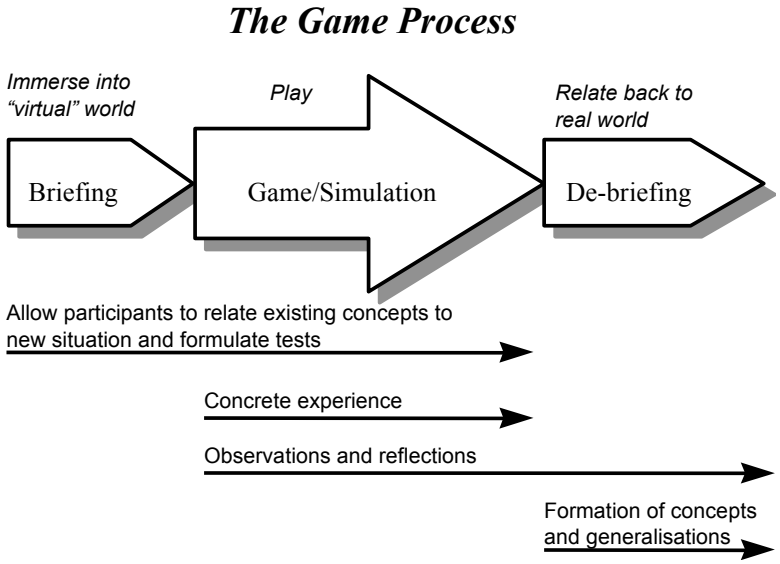

Figure 2-9: The simulation process and the Kolb learning cycle[23]

2.3 Personality types

In the previous section, the differences between people from different cultures have been discussed. It is not necessary to travel to another country to see evidence of different personalities and ideas. Two writers who have studied this are David Kolb [Kolb 1984; Kolb *et al* 2001) and Roger Dawson [Dawson 2005]. Their ideas are explained and discussed below:

2.3.1 Kolb's work on Personalities

David Kolb has already been mentioned several times in this paper. Though Kolb, working with his colleague Fry in 1975, initially argued that possession of the abilities shown at each of these poles was critical for effective learning from experience, he later (1984) observed and acknowledged that not all people are strong at each stage in the cycle. In his continued his work on the Learning cycle he added two axes to his original diagram (reproduced here as figure 2-10), which point to the polar extremes of concrete-abstract and active-reflective. In summary he postulates that the "Concrete-Abstract [CE-AC] dimension represents how one prefers to perceive the environment or grasp experiences in the world [whereas] the Active-Reflective [AE-RO] dimension represents how one prefers to process incoming information"[24]. The CE-AC axis can be considered as containing the two dialectic concepts of "Feeling" and "Thinking", whilst the AE-RO axis contains those of "Doing" and "Watching" (ie: doing and not doing).

[23] Hussain S., Jensen, K. *"Business Games. A review of the use of business games as organisational learning tools",* 1996, internal *British Telecom* report

[24] Kolb, 1984, as cited by Armstrong S.J. & Mahmud A., "Experiential learning and the acquisition of managerial tacit knowledge", The Academy of Management: Learning and Education 2008, vol 7, no 2, page 192

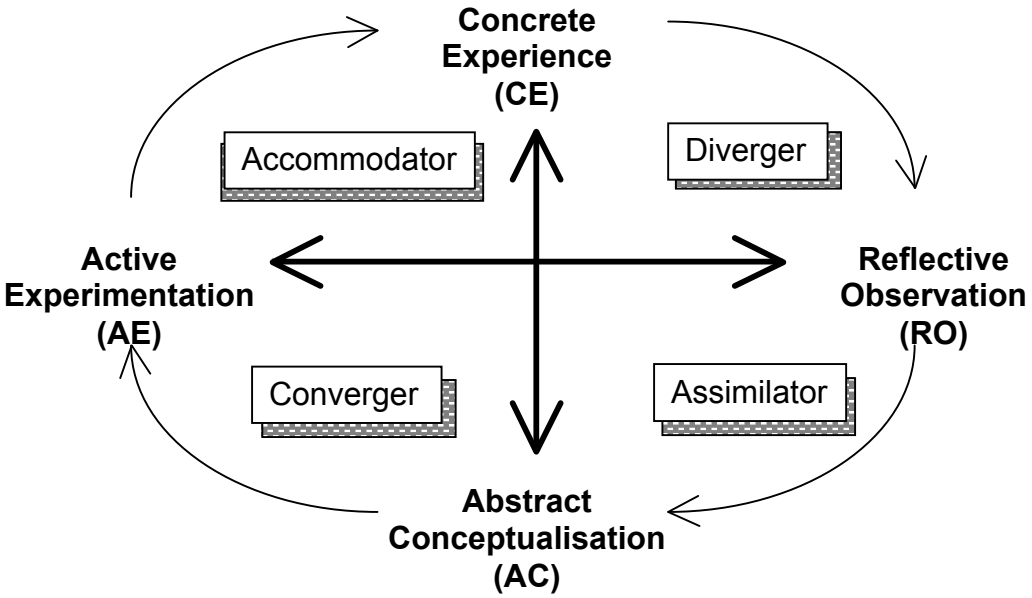

Figure 2-10: Kolb's learning styles [Kolb *et al* 2001]

He considered the attributes of people who happen to fall into any one quadrant of his diagram, which he named as Accommodator, Diverger, Assimilator and Converger, in order to identify the principle characteristics of these people. These are summarised in Figure 2-11 [based on Armstrong & Mahmud 2008].

The results of these studies led Kolb to make two assertions, which are relevant to this study:

a) Matching learning context and learning style will lead to enhanced learning performance, and

b) A mismatch between learning style and learning context is likely to impede the process of learning and knowledge acquisition in a specialised profession

	Divergers	Assimilators	Convergers	Accommodators
Good at	• Able to view concrete situations from many angles • Brainstorming	• Inductive reasoning • Ability to create theoretic models • Able to understand wide range of information and put in concise form	• Problem-solving and decision making • Practical application of ideas and theories	• Carrying out plans and tasks • Getting involved in new experiences
Interests and tendencies	• Interested in people • Tend to be imaginative • Feelings-oriented	• More concerned with idea and abstract concepts than with people	• Technical tasks and specific problems through hypothetical-deductive reasoning rather than interpersonal issues	• Prefer trial-or-error approach based on own tuition or other people for information
Educational preferences	• Arts subjects • History • Political sciences • Languages	• Maths • Chemistry • Economics • Sociology	• Physical sciences • Engineering	• Business • Management
Career preferences	• Social services • Arts and communications	• Science • Information • Research	• Technology • Economics • Environmental sciences	• Careers in organizations • Careers in business • Must be able to adapt to changing circumstances
Reasons why	• Good at establishing personal relationships, communicating effectively and helping other people • Able to make sense of complex situations	• Good at gathering and analyzing information • Good at theory-building and developing conceptual models	• Has technical and problem-solving skills • Likes quantitative analysis and the use of technology	• Can use their competencies in acting skills (eg: Leadership, initiative and action)

Figure 2 - 11: Principal characteristics of Kolb's personality types

2.3.2 Dawson's work on Personalities

Roger Dawson is a well respected American lecturer on the subject of business negotiation. He became interested in personality types after returning from a high-profile conference which he had attended, along with a number of his colleagues. He was intrigued to find that each of his colleagues had different opinions about the conference. One thought it was inspiring, another thought there was insufficient information given, another thought it was a complete waste of time, and another thought it was intimidating. He began to analyse the situation, and realised that each person had different levels of assertiveness and emotional feelings. From this he produced a diagram (figure 2-12), and considered the attributes of each quadrant – naming each one as either:

- Pragmatic,
- Analytical,
- Amiable, or
- Extravert

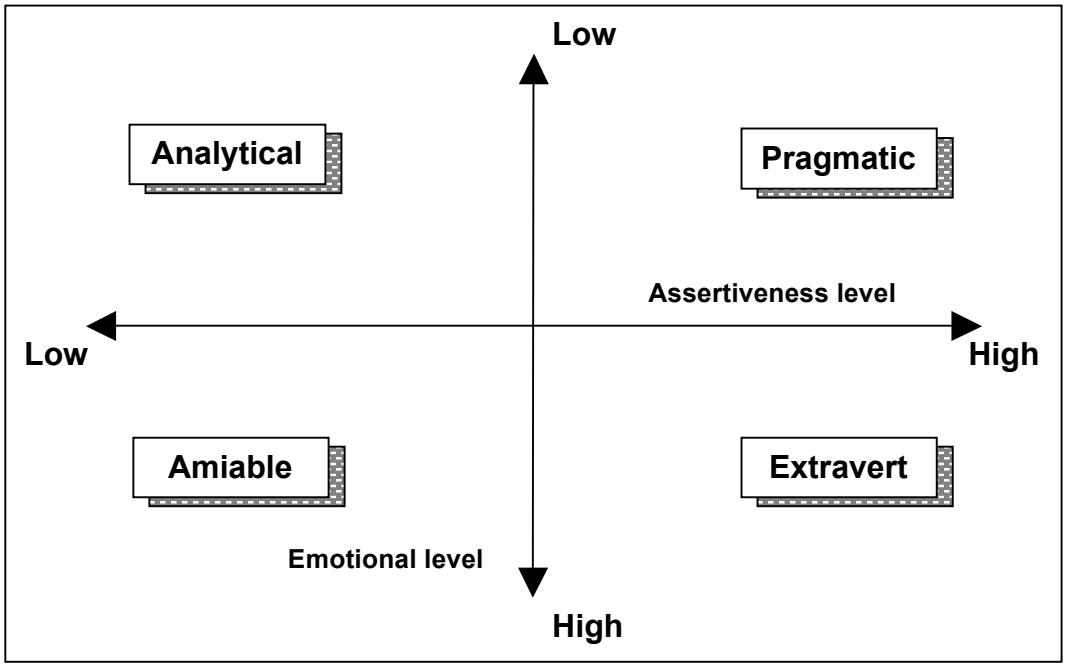

Figure 2-12: Dawson's "Personality styles"
Adapted by the author

Pragmatists, he describes as people with a high level of assertiveness, and a low level on the emotional scale. In his opinion, pragmatists are very business-like, and do not like wasting time. For this reason, they dislike spectator sports (they prefer participative sports), dislike taking holidays, dress relatively formally and make decisions quickly.

Analytical people in his opinion are those who are low on the assertiveness scale and also on the emotional scale. He believes that this type of person thrives on information, always wants to know more details, and acts on facts. Typically, this type of person makes decisions slowly, and expects everything to be accurate and detailed. Typically this type of person might be an engineer or accountant – and if in a management role believes that management control can be done with the aid of many charts, tables and analyses.

Amiable people are those who are low on the assertiveness rating, and high on the emotional rating. These people like to build up trust, hate conflict, tend to act on feelings, and are slow decision-makers. They do not tend to be particularly tidy, probably have an old car (because they "like" it, and dislike the conflict involved in trading it in and buying a new one), and have lived in the same neighbourhood for a long time, for the same reason. These people, he believes, do not usually work as managers except perhaps in the middle ranks of the civil-service or other large organisation.

Extraverts, according to Dawson, rate highly on both the emotional scale and the assertiveness scale. They become enthusiastic and excited quickly, and are relatively fast decision-makers, tending to act on feelings. They are friendly, love being with people and enjoy spectator sports. They tend, however, to be rather poorly organised and are generally untidy.

Dawson, like Kolb, believes you have to work out the type of person you are, and the type of person you are dealing with, in order to match (or at least, prepare for) personality styles as much as possible. He believes that people in positions diagonally opposed in the diagram generally find it difficult to "get on with" each other. By this he means that the Analytical person finds it difficult to work with the Extravert, and the Pragmatist has difficulty with the Amiable person.

2.3.3 Commonality between Kolb and Dawson

The two major axes of Dawson's chart are "Emotional level" and "Assertiveness level", and may be considered comparable to Kolb's axes in this way:

- Kolb's "Feeling-thinking" (AC-CE) axis can be considered analogous to Dawson's "Emotional level" axis because the definition of "Emotion" is "a strong feeling" [Cambridge dictionary].
- Kolb's "Doing-watching" (AE-RO) axis can be considered analogous to Dawson's "Assertiveness level" axis as the definition of "Assertive" is "a display of behaviour" [Cambridge dictionary].

2.4 Intercultural considerations

In this dissertation, the work of two modern, acknowledged experts in the field of Intercultural relationships is examined and analysed at length. Many others have written on the subject[25], but Geert Hofstede is chosen because of his academic approach and his links to the Czech University of Life Sciences[26], and Richard Lewis is chosen because of his thorough and up-to-date studies and approach.

2.4.1 Professor Geert Hofstede

Geert Hofstede is professor emeritus of Organizational Anthropology and International Management at Maastricht University in the Netherlands. He became interested in national cultural differences in the late 1960's when he was working for IBM, writing "Culture's Consequences" in 1980. Further research and feedback was compiled and published later [Hofstede 2005]. The earlier work was based on material gathered from surveys carried out among the international subsidiaries of IBM, and was later expanded to include studies from countries outside the IBM family. The Czech Republic, being outside the IBM "family" at that time, was added based on research carried out by Dr Luděk Kolman of the Czech University of Agriculture in Prague [Kolman *et al* 2003].

Based on an analysis of the data available to him, Hofstede first considered national "Values" and "Practices". The term "Values" describes broad *(national)* tendencies to prefer certain states of affairs to others. He describes them as "feelings, with either a plus or a negative side to them" [Hofstede 2005 p8]. These might include, for example, national feelings about what is:

- Right versus wrong
- Dangerous versus safe
- Decent versus indecent
- Ugly versus beautiful
- Normal versus abnormal

Hofstede considers that "Values" are acquired early in life, and become ingrained into the individual's personality, i.e.: they are generally not "un-learned". "Practices", on the other hand, he considers as made up of "Rituals", "Heroes" and "Symbols".

"Symbols" are the most superficial, and represent words, gestures, pictures or objects that carry a particular meaning only recognised by those who share that culture. He believes that new symbols can be easily adopted and old ones discarded over time.

The term "Heroes" are persons, alive or head, real or imaginary, who possess characteristics that are highly prized in a culture and thus serve as models for behaviour [Hofstede 2005 p7]. Snoopy, Barbie or J. F. Kennedy might be

[25] For a list of some of the other books and authors, refer to the Bibliography.
[26] doc. PhDr. Luděk Kolman, CSc. from the Department of Psychology in the Economics and Management faculty contributed to Hofstede's work, and is acknowledged in Hofstede's references.

examples in the USA, Princess Diana, Basil Fawlty or Andy Capp in the UK, Asterix in France, or Vaclav Havel, "Good soldier" Švejk or Jara Cimerman in the Czech Republic.

"Rituals" are collective activities, superfluous in their own right, but which are considered as being socially essential, and are therefore carried out for their own sake. These might include the method of greeting each other (shaking hands every time, kissing etc), how words are used (written and spoken), and social or religious ceremonies. These are apparent to an outsider, but only understood by those within the culture.

From Hofstede's research, "Practices" are initially absorbed at an early age, but are constantly modified and added to as a child becomes an adult, so that by the time a person leaves school, the "Values" are fixed for life, but the "Practices" continue to be added to or modified as life goes on.

By considering and focussing on the national values and practices, Hofstede has developed his "Dimensions of national cultures". These are:

- Power distance index (PDI)
- Individualism index (IDV)
- Masculinity index (MAS)
- Uncertainty avoidance index (UAI)
- Long-term orientation index (LTO)[27]

Power distance is defined as "the extent to which the less powerful members of organisations and institution within a country expect and accept that power is distributed unequally" [Hofstede 2005 p 46].

Individualism refers to societies in which the ties between individuals are loose – everyone is expected to look after him/herself. The opposite of this is Collectivism, which applies to societies who tend to be integrated into strong groups.

A society is masculine when emotional gender roles are clearly distinct: men are supposed to be assertive, tough and ambitious [Hofstede 2005 p144]. By contrast, a feminine society is one in which gender roles overlap, and both men and women are generally modest, tender and concerned with the quality of life.

Uncertainty avoidance describes the extent to which the members of a culture feel threatened by ambiguous or unknown situations.

Long-term orientation implies that a society encourages the virtues oriented towards future rewards, particularly perseverance and thrift. In contrast, a society which has a short-term orientation stands for a society fostering virtues of the past and present – Hofstede gives examples [Hofstede 2005 p 210] of respect for tradition, preservation of "face" and fulfilling social obligations.

[27] Only 39 countries or regions were considered here, as opposed to 78 for the other indices.

From the above dimensions, Hofstede believes that it is possible to understand how a culture works, and what is likely to happen when people from one culture move to, work in or work with people of another culture.

It should be borne in mind, however, that there is nothing "right" or "wrong" with being at one extreme or the other, nor in the middle of his tables. The tables are taken purely as an indication of the way Hofstede believes each nationality behaves.

In the context of experiential education, the individualism-collectivism has been "strongly associated with differences in management training courses results under individual of group focussed condition" [Hofstede 2001 cited by Kolman 2003][28]

2.4.1.1 Critics of Hofstede

Hofstede is the most-cited Dutch author, the ninth-most cited European, and among the top 100 most cited authors in the world, according to the Social Science Citation Index. Despite this, there have been numerous criticisms of Hofstede's work. His research has been strongly criticised for oversimplifying complex cultures, generalising from a limited number of companies or industries, failing to reflect changes in cultures over time, and ignoring within-country cultural heterogeneity [Sivakumar & Nakata]. One of his constant critics is Professor Brendan McSweeney from the School of Management at the University of London. Because of his clarity, his main criticisms are summarised below [McSweeney 2002]:

- The sample from each country which he used to base his original conclusions on is a small sub-set of that culture. It used information from IBM employees in that country, meaning that they were working, intelligent and (probably) middle-class people, with a reasonable income. Because IBM is an international organisation, the employees were therefore used to working in a multi-cultural environment. In marketing terms the word "segmentation" would be used. A marketing person would not base a wide marketing campaign on the information obtained from such a small and obvious segment of the population.

- McSweeney also criticises Hofstede's belief that IBM was one big international culture, and that differences perceived from the questionnaires could only be accounted for by the national culture in which the employee was located. McSweeney is of the opinion that, although IBM might look like one organisation from the outside, in reality it could not have been. McSweeney thinks that there are many more variables than the few which Hofstede used which could account for the differences.

- Another criticism of Hofstede's work is that the questionnaires used were not neutral enough, deep enough, nor flexible enough to deal with the

[28] Kolman L et al; "Cross-cultural differences in Central Europe"; Journal of Managerial Psychology Vol 18, Number 1 2003, pp 76-88; ISSN: 0268-3946

possibility that one answer might be given on one day, and another on another day, because, according to McSweeney, every society has a range of apparently contradictory sayings or arguments. In the UK, for example, we might say that a person should "Look before he leaps", while also suggesting that "He who hesitates is lost".

McSweeney appears to have some valid points. Possibly the way in which the questionnaires were analysed from the very particular segment of each culture *was* flawed, however from the point of view of a relatively relaxed Englishman, the Germans *are* frustratingly orderly, the Russians *do* seem to be rude, the Japanese *do* seem to do everything together, and the French *are* inclined to always take an opposing view to the British – and there are countless other nuances which make Hofstede's dimensions feel right, though some concepts remain which seem difficult to accept.

One such instance is the way in which Hofstede groups all the Arab countries together[29]. The group which he surveyed was made up of Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia and the United Arab Emirates. This is a peculiar segment of the Arab world. It does not include countries like Yemen (there were two Yemens in those days; the Republic in the north and the Communist-backed south), Morocco, Tunisia, Iran, Jordan, Palestine, Bahrain, Qatar and Oman. From my personal knowledge, these countries are different – and even within his selected group, Lebanon at the end of the 1960's was (and still is) very different to Saudi Arabia[30].

Additionally, the survey was carried out during the period 1967 to 1971, and the world looks very different nowadays:

- The face of the Middle East has changed.
    - Libya has been "frozen out" from the west since the Lockerbie air crash in 1988.
- The face of Europe has changed since the events following the fall of the Soviet Union and the restoration of democracy in the countries of the former "Eastern Europe".
- The situation with the ongoing Arab-Israeli conflict continues to cause concern around the world.
- The former Yugoslavia has now divided into its ethnic groupings, etc.

[29] He also groups "East Africa" together as Ethiopia, Kenya, Tanzania and Zambia, but missing out Uganda, and "West Africa" as the "rich" countries of Ghana, Nigerian and Sierra Leone, but missing out Senegal, Ivory Coast, Chad, Cameroon, Niger and others. Many of my remarks regarding the Arab group can also be applied to these two groups.

[30] Lebanon at that time was the commercial centre of the Eastern Mediterranean. Business was booming, and society was very liberal. Women had more-or-less the same rights as men, and the capital city of Beirut had fashionable shops, night clubs and casinos. By contrast, Saudi Arabia was at the opposite extreme. As the home of the two key centres of Islam, Mecca and Medina, Saudi Arabia lives strictly by the rules of the religious leaders. Women could not drive, men and women could not hold hands in public, nor even share the same lift or swimming pool. There were few fashionable shops at that time, and alcohol was (and remains) forbidden everywhere. Those working for the IBM family in these countries could hardly have been more different!

This must mean that some of the Values and Practices (Symbols, Heroes and Rituals) which Hofstede observed at that time would also have changed. If these have changed, then logically his cultural dimensions will also have changed [Kirkman, p. 286].

2.4.2 Richard D. Lewis

Richard D. Lewis is the author of "When cultures collide" [Lewis 2006], a global culture guide. According to his autobiography, he was brought up in the north of England, and went to university to develop his talent for languages Whilst he was there he realised the importance of understanding the culture of the people of the country if one is to understand the language fully. He spent a number of years in Finland where he studied the language and culture. He is chairman of an international institute of language and cross-cultural training in the UK, and has an impressive list of high-profile clients. Like Hofstede, he writes extensively about cultures in many countries, but writes specifically about business etiquette in the different countries.

His book is divided into three parts – the first about "Cultural diversity" discuses themes such as language (which includes humour and why/whether it works across cultures), cultural conditioning, and the use of time, manners and mannerisms. The second part is entitled "Managing and leading in different cultures" and includes sections on status, teambuilding, motivation and meetings. In the final part he analyses more than 80 different countries in the current 3rd edition, using the following headings:

- Culture and Values,
- Concepts, such as
  - Leadership and status, and
  - Space and time,
- Cultural factors in communication, such as
  - Communication pattern
  - Listening habits
  - Behaviour at meetings and negotiations
  - Manners and taboos
- How to Empathise with each culture
- Motivation, and things to avoid

2.4.2.1 Criticisms of Lewis

Lewis is not without his critics either. He is British, and therefore tends to write about things from the perspective of an Englishman. Europe is covered extensively (except for Cyprus, Malta, Luxembourg, Andorra, Lichtenstein, and San Marino), as is most of the rest of the world, though there are gaps, and apart from the Republic of South Africa, all the countries of sub-Saharan Africa are grouped together. Reviews of his book are generally positive, though the tendency to group sub-Saharan Africa as well as several of the Arab countries together is criticised [Katz 2004].

It is not clear how he has gathered this information, though he does have a worldwide network of offices. It is probable that he has personal knowledge of

many of these countries, and has used colleagues and associates from around the world to survey each country using the same headings.

Unlike Hofstede, he does not draw tables or graphs, but writes about countries in free style, though using fairly regular headings.

2.4.3 Other research into cultural differences in learning style

2.4.3.1 The GLOBE study

In 1993, the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) programme commenced, which involved about 170 social scientists and management scholars from 62 cultures/countries representing all major regions throughout the world. The outcome of the research was published mainly in 2004 [House], and contained some of the results of the work, one of which was to group the 62 countries/cultures which were analysed into "Clusters". These clusters are shown in figure 2-13 Apart from further work by House and his colleagues, other work was carried out linking culture to leadership qualities [Northouse]

Anglo	Latin Europe	Nordic Europe	Germanic Europe	Eastern Europe
Australia	France	Denmark	Austria	Albania
Canada	Israel	Finland	Germany	Georgia
England	Italy	Sweden	Switzerland	Greece
Ireland	Portugal		The Netherlands	Hungary
New Zealand	Spain			Poland
South Africa (White sample)	Switzerland (French speaking)			Slovenia
United States				

Latin America	Sub-Saharan Africa	Middle East	Southern Asia	Confucian Asia
Argentina	Namibia	Egypt	India	China
Bolivia	Nigeria	Kuwait	Indonesia	Hong Kong
Brazil	South Africa (Black Sample)	Morocco	Iran	Japan
Chile		Qatar	Malaysia	Singapore
Colombia	Zambia	Turkey	Philippines	South Korea
Costa Rica	Zimbabwe		Thailand	Taiwan
Ecuador				
El Salvador				
Guatemala				
Mexico				
Venezuela				

Figure 2-13: GLOBE Society clusters[31]

31 Although the Czech Republic participated in the study, the data was not included in all the analyses because of "problems in the data" [Northouse] .

2.4.3.2 Very recent research has examined cultural differences in learning style and preferences [Joy & Kolb 2009]. In the introduction to the study, an example is given that students from high power distance cultures often seem uncomfortable with professors who want to be called by their first name, illustrating this by the observation that "Asian students appear quiet and reflective in the extroverted, high participation American classroom" (p70). The study itself compared learning style preference from Kolb's Learning Style Indicator (KLSI) to cultural groupings arrived at in the GLOBE study [House *et al* 2004]. The cultural groupings in the study consisted of 62 countries in the following clusters: Anglo, Latin Europe, Nordic Europe, Germanic Europe, Eastern Europe, Latin America, Sub-Saharan Africa, Middle East, Southern Asia and Confucian Asia.

The outcome of the research indicated a correlation between the culture clusters and the AC-CE dimension of the KLSI, with the observation that "Analysis of the GLOBE country ratings on individual cultural dimensions [ie: Hofstede's dimensions] suggests that individuals tend to have abstract learning styles in countries that are high in uncertainty avoidance, future orientation, performance orientation and institutional collectivism" with Italy and Brazil having the most concrete learning styles, and Singapore and Germany having the most abstract learning styles.

The conclusion of the paper includes a warning that this is "work in progress", as it is based on some rather small clusters, particularly from Southern Africa and the Middle East.

2.5 Personality types and Intercultural issues considered together

From paragraphs 2.3 - 2.4 (above), it will be seen that Dawson and others concentrate on the individual rather than the culture, however there are some similarities which can be useful. Figure 2-14 gives a comparison of the characteristics of masculinity or assertiveness given by several authors.

Dawson writes about assertiveness, which is used as the horizontal axis of his chart (figure 2-15), whilst Pease and Garner[32] write about "Directness", and how to recognise it.

[32] Pease, A and Garner, A; "Talk Language"; 2002; Orion, ISBN: 0959365818

Hofstede[33]		Dawson		Pease and Garner[34]		Kolb[35]	
Masculine	**Feminine**	**Assertive**	**Non-assertive**	**Direct**	**Indirect**	**Active Experimentation (AE)**	**Reflective Observation (RO)**
Expressive	Reserved	Opinionated	Reserved	Expresses opinions readily	Reserves opinion	Extravert	Introvert
Assertiveness	Modesty	Aggressive	Relaxed; friendly	Impatient	Easygoing	Active "Doing" style	
Making decisions: Decisive and aggressive	Making decisions: Intuition and consensus	Quick decision maker	Considers all options	Swift decisions	Meditative decisions	Experimental approach	Reflective approach
Conflict resolution: let strongest win	Conflict resolution: compromise and negotiation	Demanding	Supporting	Confronting	Supportive		
Competitiveness encouraged	Competitiveness tolerated	Takes reasoned chances	Reserved	Takes risks	Avoids risks		

Table 2-14: Comparison of the concepts of "Masculinity vs Femininity", "Directness" and "Assertiveness".

[33] Based on chapter 4 of "Cultures and Organisations", and especially Tables 4.2 to 4.6
[34] Based on "How to observe directness" from "The four personality styles" by Pease, Alessandra and Cathart", Pease Training International, 1987. (out of print)
[35] Based on KLSI – Kolb Learning Style Inventory

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2.6 Examples of Experiential Management Learning

Various theories of Experiential Management Learning have been considered in the foregoing. In this section the researcher investigates two examples of what activities in management education might be called "Experiential". A comprehensive list would be very long, so these two examples are only shown as examples of work in this field. Both, however, in some way include elements such as:

- Mixing together a group of people who are either unknown to each other, or not very-well known to each other.
- Taking them away from their normal everyday environment, and from their everyday dependencies
- Giving them a task in which the whole group can participate
- Providing them with relevant skills training
- Giving them access to skilled instructors
- Allowing them time to think about what has happened and what they have learned
- Distilling the learning points for (their) future reference.[36]

2.6.1 Type 1: Formal, classroom-based experiential teaching

The first type considered is that of a formal classroom-style experience, in which a group of people (students or delegates) are given an assignment, which they have to solve as a group. The "Business Game" is one example of this type, and one, which has been used by the Czech University of life Sciences, is "Woodstock Plus"[37].

The game is played by a group of university students who are told that they are members of the senior management team of a company set up to manufacture and sell a range of products by means of a chain of independent wholesalers. The team is told that they will be operating in a competitive market-place. They will have to decide what their exact product will be (wooden toys are suggested), the individual roles of the team members, and the name of the company. They also have to make strategic decisions such as what profits they expect in what time span, what share of the market they hope to gain, how to treat the workforce etc.

The game is played in "periods", and at the end of each a set of financial statements are produced which they have to use as a basis for further decisions about how the company is run. Decisions to be made include routine considerations such as how much stock to purchase, whether to employ more

[36] Based on the "Outward Bound Recipe" by Derek Prichard, Director, Minnesota Outward Bound School (http://www.wilderdom.com/obmain.html)

[37] "Woodstock Plus" was formerly published by Harrison Macey Ltd., 217 Silver Road, Norwich, UK (Company was dissolved in November 2009)

or less staff, how to respond to marketing research, but there are also unexpected issues such as inflation/deflation and how to respond to threatened industrial action (strikes).
In practice, a class is divided into several groups, each being responsible for creating their own company, and competing with the others in the same class. As students, they may lack experience in some areas – how to read and understand financial statements, for example. In the Woodstock simulation a set of course materials are given to the students to help them in this regard. At the end of the simulation period (which may be as long as a term or semester), the simulation controller analyses the performance of each of the companies and uses his/her judgement to announce a winner, who is rewarded in some way.

From table 2-1, it will be seen that this type of programme achieves several of the criteria of "Experiential", though not all:

Target criteria	Is target achieved?
• Mixing together a group of people who are either unknown to each other, or not very-well known to each other.	NOT ENTIRELY - Using a group of university students means that they are probably all in the same class, and are all know to each to some extent. For example, they may be aware of the strengths and weaknesses of their classmates, exam results etc
• Taking them away from their normal everyday environment, and from their everyday dependencies	NOT ENTIRELY - They are probably in the same classroom they would normally use, have their normal classroom material and accessories (eg: laptops or mobile phones) about them, and know they will return to the "real world" in just 90 minutes.
• Giving them a task in which the whole group can participate	YES – The exercise is one in which the whole group can participate
• Providing them with relevant skills training	YES – relevant lectures or support materials are available to them either face-to-face, or via learning support systems such as MOODLE
• Giving them access to skilled instructors	YES – Access to the teachers is always available
• Allowing them time to think about what has happened and what they have learned	YES – Students can be coached at the end of each game period, or informed about the logic of the game at the end. The role of the teacher as "Facilitator" is important, as (s)he must draw out the learning points from each team.
• Distilling the learning points for (their) future reference.[38]	YES – but only if the role of the teacher as "Facilitator" is respected, as it is (s)he who must draw out the learning points from each team, and from the class as a whole

Table 2-1: Team "Business game" played in a classroom setting, measured as an "Experiential" programme (author's own summary)

[38] Based on the "Outward Bound Recipe" by Derek Prichard, Director, Minnesota Outward Bound School (http://www.wilderdom.com/obmain.html)

2.6.2 Type 2: "Outdoor management training"

The concept of "Outdoor management training" has been developed by many colleges, universities, and private training organisations to provide programmes which address every criteria in the list above. One particularly well known organisation is "Outward Bound[39]", known in the Czech Republic as Česká cesta.

Česká cesta, which is also a long-standing and active member of the Czech Society for Human Resources Development (*Česká společnost pro rozvoj lidských zdrojů*), states that, "….we aim our ideas, energy and experience not only at the preparation of projects for clients, but also at the area of development of human resources and experiential and outdoor education, through our active participation in professional societies". The prime target group for Česká cesta is at young adult professionals in the Czech Republic. Table 2-2 shows how Outward Bound and Česká cesta meet the criteria outlined above:

Target criteria	Is target achieved?
• Mixing together a group of people who are either unknown to each other, or not very-well known to each other.	NOT ALWAYS – MBA students who attend as part of an induction (for example) may know each other slightly, but other programmes for companies often include groups of people who are at least acquainted
• Taking them away from their normal everyday environment, and from their everyday dependencies	YES - They are deliberately disorientated and even if they take their mobiles with them, there is every chance they won't work!
• Giving them a task in which the whole group can participate	YES – The exercise is one in which the whole group can participate
• Providing them with relevant skills training	YES – Relevant support is available when necessary
• Giving them access to skilled instructors	YES – Relevant support is available when necessary
• Allowing them time to think about what has happened and what they have learned	YES – Participants are coached at the end of each game period. They are also encouraged to record their own experiences
• Distilling the learning points for (their) future reference.[40]	YES – They are also encouraged to record their own experiences

Table 2-6: Team game played off-campus measured as an "Experiential" programme (author's own summary)

[39] The Outward Bound organisations were founded at Gordonstoun school in Scotland in the 1930's by Kurt Hahn, and are now active in 34 countries

[40] Based on the "Outward Bound Recipe" by Derek Prichard, Director, Minnesota Outward Bound School (http://www.wilderdom.com/obmain.html)

2.7 Results of Literature Overview

The theoretical basis for experiential learning has been established, by researching the work of Kolb and others, by means of the available publications of the Experiential Learning Association, and by the personal experiences of the author; the benefits appear positive and valuable. The places and means by which (adult) people learn have been discussed, and comparisons have been made between them, based largely on the outcome of the Lambert Review for the British government and the comments on it, and various CEDEFOP publications. Intercultural aspects have been considered, mainly in this work through the writings of Hofstede and Lewis together with very recent work carried out by Joy and Kolb. This has been supplemented by considerations of the intra-cultural aspects through the work of Kolb and Dawson. The main influences are shown diagrammatically in figure 2-12.

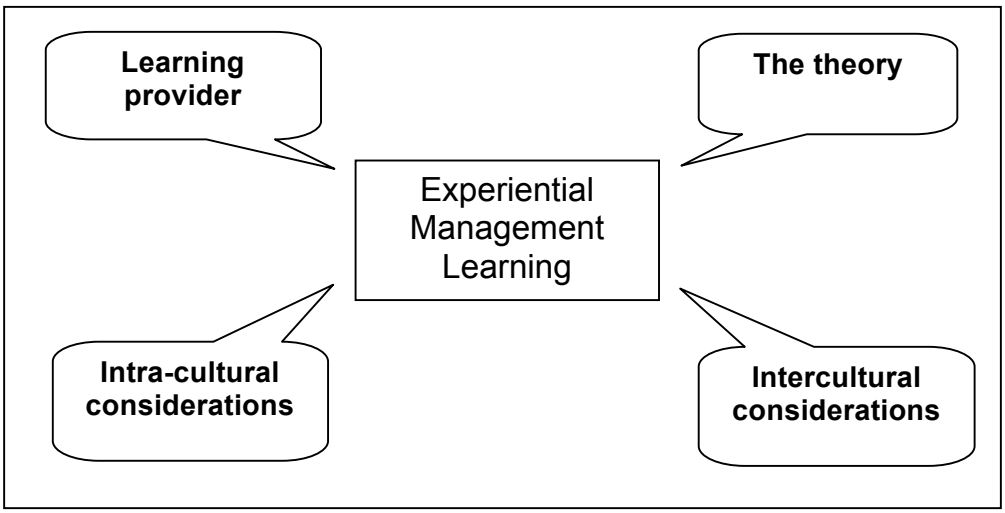

Figure 2-12: Experiential management learning – the main influences

Each of these considerations complements each other in this study, however this is not shown in the figure, for reasons of clarity. These are briefly stated in the (non-exhaustive list) below, and could become a part of further work.

The learning provider…..

- and the way the learning provider selects and applies the appropriate elements of the theory
- and the way the learning provider deals with intercultural issues,
- and the way the learning provider deals with the intra-cultural issues.

The theory…..

- and the way it influences the methodology of the learning provider
- and the way is might be adapted to cope with intercultural issues,
- and the way it might be adapted to cope with the intra-cultural issues.

The intercultural issues …..

- and the way it influences the learning provider, the location and methodology
- and whether the theory is appropriate
- and whether there are intra-cultural issues as well

The intra-cultural issues…..

- and whether the theory is suited to all levels in society
- and whether the learning provider and methodology is acceptable to all levels in society
- and whether any intercultural issues can be accepted by all levels of society.

CHAPTER 3: OBJECTIVES AND METHODOLOGY

The main objective of this research is to identify the acceptability of Experiential Management Learning by people from different cultures. The research will identify experiential techniques acceptable to young Czech adults, and concludes with the application of an experimental experiential module at CULS.

This research is conducted in three parts, shown diagrammatically in fig. 3-1:

- The first part is to compare the acceptability of experiential management learning in different cultures. This comprises
- The second part is to examine an experiential management course in the Czech Republic to determine which type of programme is most acceptable to young Czech adults.
- The third part is to test the theory by analysing the attitude of students at the Czech University of Life Sciences, when exposed to a course module partly designed on the experiential basis.

3.1 Case study I - Overseas experiential management learning course

The first case study is based on data collected from an experiential adult learning course held in 7 different intercultural environments. The data is taken from a collection of post-course assessments from more than 100 young adult employees of telecommunications companies from around 30 countries in Africa, the Americas, Asia, Europe and the Middle East. In this respect it is similar to Hofstede's sample – as they were all at a similar level of seniority, and were all working in the same sector though from different companies (Hofstede's sample was international, though all were working for the same company – IBM). The participants in the author's study had all attended the same course of experiential training (there were 12 courses delivered at 12 different international locations in the years from 2001 to 2005), delivered by the same presenters and using the same methods and materials. In each case, the course was free of charge to the participants and their companies, being funded from a (British) Commonwealth training initiative, or from a donor organisation.

From this data is derived the **first hypothesis**, which this research intends to test, which is as follows:

$H1_1$: Young adults from masculine cultures regard experiential management learning programmes less favourably than those from more feminine cultures.

The null hypothesis is:

$H1_0$: Young adults from masculine cultures regard experiential management learning programmes the same as, or more favourably than those from more feminine cultures.

The hypothesis will be tested by the following objectives **(OBJ1 – OBJ5)** and methodologies:

Objective 1 [OBJ1] and methodology

[OBJ1] To analyse the post-course feedback according to the venue in which the courses were held

The methodology used here is to tabulate the responses for each question from each participant. Although the participant was anonymous, the home country of each participant was known. The following five measurements will be derived from this analysis:

- An average rating of all responses from each participant can be calculated (to get a measure of whether some participants "liked" the course more than other participants)
- The standard deviation of all responses from each participant can be calculated (to see whether each participant had particular problems with some parts of the course)
- An average rating of all the responses to each question can be calculated (to see whether some aspects of the course were "liked" more than others by the participants in general.)
- The standard deviation of all responses to each question can be calculated (to see whether there is consensus among the participants about the various aspects of the course)

Objective 2 [OBJ2] and methodology

[OBJ2] To analyse the post-course feedback according to the cultural background of the participants

The methodology is to place the results of all the feedback into one table, and sorted according to the home culture of each participant. The feedback is then sorted into individual cultural groups, and the results analysed using the same methodology as in section 3.1.2.

The difference between OBJ1 and OBJ2 arises from the fact that, several of the courses had participants from several different nationalities. There were, for example, some Nigerians studying in Ghana as well as in Nigeria, though the feedback from the Ghanaian course was different from the feedback from the Nigerian course.

Objective 3 [OBJ3] and methodology

[OBJ3] To compare the outcome of [OBJ2] with Hofstede's cultural indices of the participants (when available for those participants)

The methodology here is to compare the overall ranking for each course given by each group of nationalities (ie: the 5th outcome from [OBJ2]) against the different cultural indices from Hofstede's research. It is unfortunate that only a few of the nationalities which attended the courses have been analysed by Hofstede. In private correspondence with Prof Hofstede, the author is assured that he has no data on other nationalities, other than that given in edition 3 of "Cultures and Organisations", published in June 2010. For the purposes of this research, the new data given is in the terms of an additional index "Indulgence vs. Restraint" (IVR), and does not include all the countries in this dissertation.

The comparison is made by means of calculating the correlation coefficient between each of Hofstede's indices (individually) and the overall course outcome.

Objective 4 [OBJ4] and methodology

[OBJ4] To test Hofstede's proposition [cited in Kolman et al 2003] that a strong link is apparent linking the results of management training courses to the "Individualism-collectivism" dimension (IDV).

This test will be conducted during [OBJ3], and correlation will be sought between the IDV index and the rating given by the cultures. For the purposes of this test, a two-tailed test would be appropriate, with a significance level of 5% (given that the link is said to be "strong").

Objective 5 [OBJ5] and methodology

[OBJ5] To identify which aspects of this course are most correlated to the culture of the participants

Thirteen different questions were answered by the participants on the course. The purpose of this objective will be to attempt to identify whether there is any relationship between the culture of the individual and their reaction to different aspects of the course.

On a question-by-question basis, and on a culture-by-culture basis, the methodology used is to determine the percentage of participants who were favourable about the question, compared to the percentage who were unfavourable about that question, so that a table of comparative favourability/unfavourability can be drawn up. This table can then be compared to Hofstede's MAS index to search for correlation. This methodology is based on work carried out by Professor Cooper (Lancaster University/UK) and Dr Bowles (University of Manchester/UK) when investigating employee morale in business. The methodology is described below, and is based on the results of a questionnaire with a 5-level Likert structure, where "1" was the highest (most positive) rating, and "5" the lowest (or most negative) rating:

First step:

On receiving the initial data, the number of responses with the top two scores (1 and 2) for each individual question, was used to calculate a figure called 'Percentage favourable', a score of 3 was taken as being neutral, and the total of the lowest two scores (4 and 5) was used to calculate "Percentage unfavourable" – on a *question by question basis*.

Second step:

The percentage favourable figure was then calculated on a *question by question basis* from the set of data from one business unit only[41], then compared to the overall results from all business units for that question.

Third step:

The percentage unfavourable figure was then calculated on a *question by question basis* from the set of data from one business unit only, and then compared to the overall results from all business units for that question[42].

Fourth step:

The total percentage favourable/unfavourable was calculated by adding the results from the second and third steps above, with an overall negative sign indicating unfavourability.

It should be noted that neutral scores (ie: 3 on the Likert scale) were ignored.

3.2 Case study II – Outdoor management programme (an example of experiential learning in the Czech Republic)

In this case study, the researcher obtained feedback from young Czech adult participants attending an outdoor management programme organised by Česká cesta, an organisation specialising in such programmes. The age profile of the participants was broadly the same as that in Hofstede's sample. This data is analysed in order to gauge the acceptability of experiential programmes to Czech participants.

From this data is derived the **second hypothesis**, which this research intends to test, which is as follows:

$H2_1$: Young employed adults in the Czech Republic are more receptive to social and team-based experiential management programmes offered by Česká cesta than to active and physical programmes.

The null hypothesis is:

[41] In the research section in chapter 4, the comparison is made between countries rather than business units.

[42] Again, in the following research, instead of business units, countries were analysed

$H2_0$: Young Czech adults like active and physical programmes as much, or more than the social and team-based experiential management programmes offered by Česká cesta

The hypothesis will be tested by the following objectives **(OBJ6 – OBJ8)** and methodologies:

Objective 6 [OBJ6] and methodology

[OBJ6] To determine the overall reaction of Czech participants to experiential learning courses

The methodology used to satisfy this objective is to gather information from participants on a series of courses, and to use their post-course feedback forms to analyse whether they regard them favourably or unfavourably. The methodology is similar to that use to satisfy objective 5 [OBJ5], described above.

Objective 7 [OBJ7] and methodology

[OBJ7] To determine which type of experiential programme is most liked by Czech participants

The participants were exposed to seven different types of experiential training course, and the feedback is used to determine which was the most liked by the participants. The methodology used is again similar to that used in satisfaction of objective 5 [OBJ5].

Objective 8 [OBJ8] and methodology

[OBJ8] To determine whether the results of objective 7 are in alignment with Hofstede's cultural indices for the Czech Republic.

The methodology will be to use the outcome of objective 7 [OBJ7] and compare it to the indices and opinions of Hofstede.

3.3 Case study III – Survey of student personality types at the Czech University of Life Sciences (CULS)

In this section, the author conducts a survey of personality types of students (ie: young Czech adults) at the CULS, using a technique outlined by Dawson, and similar to Joy & Kolb's methodology for testing learning styles by culture. This information is then used to design and manage the marketing module of an existing programme to match, as far as possible, the personal characteristics and preferences of the participants. **The third hypothesis** is derived from this, which is:

$H3_1$: An experiential marketing programme designed to have a methodology matching the personal characteristics and preferences of young Czech adults is perceived by the participants to be better than one to which no such attention has been paid.

The null hypothesis is:

$H3_0$: An experiential marketing programme designed to have a methodology matching the personal characteristics and preferences of young Czech adults is not perceived by the participants to be any better than one to which no such attention has been paid.

In order to test this hypothesis, the following objectives (OBJ9 – OBJ11)were investigated:

Objective 9 [OBJ9] and methodology

[OBJ9] To determine how Czech students view themselves
The methodology used was that, during the first lecture at the beginning of the semester, and following a brief explanation of the meanings of the terms used, the students were asked to give information anonymously about themselves as to how assertive they believed themselves to be, and how emotional they believed themselves to be. The data was collected and analysed in accordance with Dawson's personality styles in order to gauge the general attitude of the class.

Objective 10 [OBJ10] and methodology

[OBJ10] To design an experiential learning programme to match the consensus from objective 9

The methodology will be to use the outcome from Objective 9, together with the opinions of Hofstede, Dawson and Pease, to design an experimental experiential model which matches the students' personal characteristics and characteristics as far as is possible..

Objective 11 [OBJ11] and methodology

[OBJ11] To measure the acceptability of the new programme.

The post-course feedback received from CULS for this course will be compared to that from previous occasions the course has been presented, to gauge whether there has been any change in attitude. If there has, the author supposes that, given that there has been no other change, this change in attitude is due to the utilisation of an experiential learning programme which matches the students' personal characteristics and characteristics.

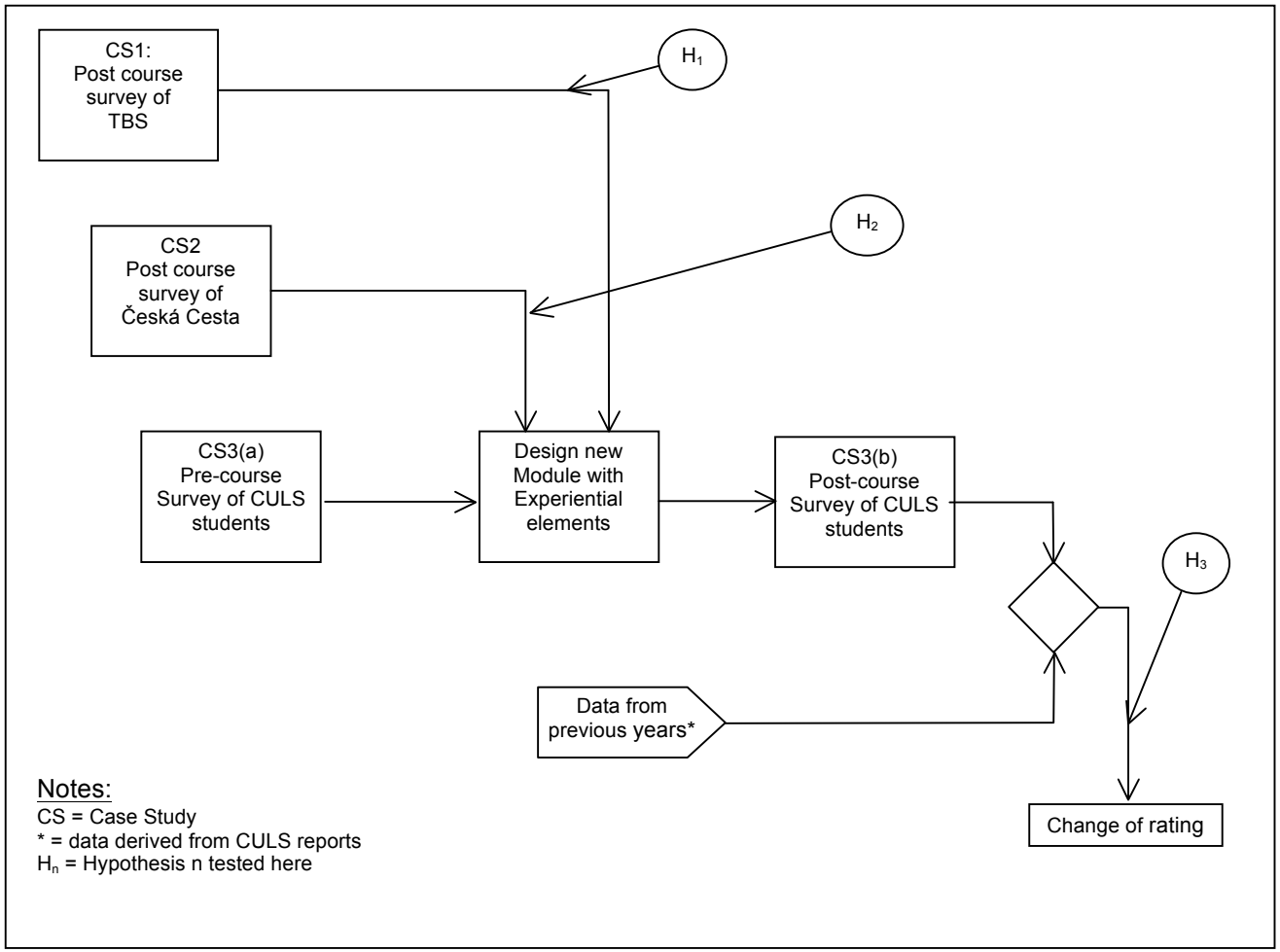

Fig 3-1: Research plan

CHAPTER 4: RESULTS

4.1 Research structure

This research is structured as described in chapter 3. The three case studies are in sections 4.2, 4.3 and 4.4, followed in section 4.5 by the design of an experiential management module for Czech students, where the author uses the characteristics identified from the second and third case studies to design an experiential module for a course taught at CULS. The outcome of the programme is measured using a standard CULS feedback form, and shows enthusiastic acceptance of the technique.

4.2 Case study I: Overseas Experiential management learning course

In 2001, this researcher first became involved with organising and teaching on Experiential Management workshops, organised by the Commonwealth Telecommunications Organisation (CTO), a London-based organisation, linking together telecommunications companies in many parts of the British Commonwealth. At the time, most of these companies were operating as monopolies in their own countries. The workshop was designed to help prepare them for the advent of a competitive environment. The workshop was entitled the "Telecommunications Business Simulation workshop", or TBS, for short. This programme was an experiential Management Learning programme of the first type listed in the previous section (section 2.5.1), however, although some of the participants knew each other, many did not – neither in their professional nor private lives.

The CTO had been working with University College London (UCL), where a group of graduates had been commissioned to identify what factors would influence the success of a telecommunications company in a competitive situation. This researcher was then commissioned by the CTO to turn their report into a business simulation program to support a workshop which was to be run in various parts of the Commonwealth.

The program was written, and the workshop subsequently run for the CTO, and later for British Telecommunications (BT) in the Caribbean region (twice), in Europe (once), in Africa (three times), and the Middle East (once). A computer spreadsheet tool was chosen as the programming medium for the simulation because [Robson]:

- Easy to use and maintain, and whenever appropriate, easy to amend
- Comprehensively documented
- Cost effective

Excel was used, primarily because it was anticipated that it might have to be changed quickly "in the field", and that whatever facilities might be in use at a remote location, the basic Microsoft Office package would always be available.

	1	2	3	4	5
Q1: Theoretical content of workshop					
Q2: Practical content of workshop					
Q3: Level of information					
Q4: Printed material & handouts provided					
Q5: Usefulness of simulation process					
Q6: Consistency of papers or presentations within a session					
Q7: Organisation of workshop					
Q8: Length of workshop					
Q9: Pace of workshop					
Q10: Audience participation					
Q11: Logical flow from session to session					
Q14: Visual aids					
Q15: Seating arrangements, comfort, visibility					

Table 4-1: The basic questions asked.

(Only one of the five boxes had to be marked for each question)

Two of the questions used in the early workshops (Question 12 and Question 13) related to the travel arrangements and hotel accommodation provided by the organisers to those delegates who did not normally live at that location. This was removed from the later questionnaires because it did not apply to all the delegates, and was generally not under the control of the workshop managers. These are not shown in Table 4-1. **The rest of the questions are those which are used in the analyses which follow.**

4.2.1 Criticisms of the structure and content of the questionnaire

There can be a number of criticisms about the questionnaire:

1: The timing of the questionnaire, which was required to be handed in by the delegates on the last day.

• The workshop was required to finish before lunch on the last day. The programme for the last day contained: presentation of results by each team; vote for the "most successful company"; explanation of the simulation process (by one of the presenters); presentation of certificates of attendance; award of prize to the most successful company; handing in feedback forms; lunch and departure. There are a number of problems here:

• Although the forms were handed out before the last day, they tended to be lost or mislaid, and replacements had to be handed out on the last day

• Many delegates had booked homeward travel shortly after the end of the workshop, thus the incentive was to complete the paperwork, and leave quickly.

• One of the questions in particular, question 3 (Level of information), could not be answered properly before the explanation of the simulation process, however, in practice, the form was completed prior to, or during that presentation, meaning that the feedback given often did not take the explanation of the simulation process fully into account. This may also have influenced the feedback given on questions 1 and 2 (Theoretical and practical content of workshop).

2: The title of the training event, which was advertised as a "Business simulation workshop".

The word "Workshop" was evidently a problem, as it became clear that it had not been understood by some delegates in the way which the sponsors intended. The sponsors had intended to advertise an experiential management training event, involving the delegates actively participating in, and continuously contributing to what might be described as a *"Management game"*. Some of the delegates attended the event expecting one or more of the following:

- That they would be shown how to write a business simulation program
- That they would be given a copy of the program to take home
- That they need not attend the entire workshop, but could instead take time out to attend business meetings, conduct their normal day-to-day business, or go sightseeing.
- Punctuality not to be important

It seemed that the misunderstanding that they would be shown how to write a business simulation was most apparent in the delegates from the Dutch countries of the Caribbean and South America, and also in the delegates from South Africa.
The expectation of being able to take a copy home was addressed during the introductory remarks on the first day, where it was explained that the program was deliberately exaggerated to give a speedy (or larger) response to a particular input and would therefore be hazardous to use in practice, and also that the program was proprietary, and not for sale.
Some delegates took the opportunity to travel to another country to attend the workshop with the expectation that they would be able to attend some personal or business meeting in that country. Some delegates thought that they could attend to their normal work before attending the workshop – or even *whilst* attending the workshop. This was most apparent for the "home" delegates, meaning, for example, the delegates from Dubai who were attending the workshop in Dubai; the delegates from Trinidad who were also attending the workshop in Trinidad etc. This, in particular, caused a problem with punctuality. Because of the nature of the workshop, the event could not start without all delegates being present. Another group of delegates thought that they could take advantage of a "paid for" trip to another country to go sightseeing.

3: Pragmatically, the questions which were asked.

The questions asked were very subjective, ratings were to be given from 1 to 5, with 1 being "The best", and 5 being "The worst", and within the questionnaire there was no attempt made to check the validity of answers given.
Question 1, for example, "Theoretical content of workshop", requiring the respondent to be qualified to make a judgement on the theoretical content, and might be answered differently by two people coming from two very different backgrounds. An IT professional might be unimpressed by the simple techniques which were used, whereas an HR professional might be very impressed purely by that very simplicity. Similar considerations might apply to all the questions – particularly those which relate to the comfort factor (question 13) or the visual aids (question 12). In each case, the measure of what is good or bad depends on what the delegate's own personal standards are.
Another problem is that questions 4, 6 and 13 asked more than one question. Question 4, for example, asked the respondent to give an opinion about "Printed material and handouts provided". It is possible that the handouts could have been very good, whilst the other printed material might have been poor, however both of these were expected to be rated as one. In this workshop, the handouts were nicely produced pamphlets, whilst other "printed material" was probably interpreted by the delegates as the draft financial printouts given to them, which were of the type which many managers are expected to deal with in everyday business. Similar flaws exist in question 6 ("papers or presentations"), and question 13 ("seating arrangements, comfort and visibility").
Yet another problem was the wording of questions 8 and 9. Question 8 was simply "Length of workshop", and Question 9 was "Pace of workshop". The

problem was that a rating of 4 or 5 (ie: less than satisfactory) might have been interpreted by one delegate as being too short, and by another delegate as being too long. Of course, the free text field adjacent to this question could have been used by the delegate to explain this, but it was never used. The same criticism could be made of the question of the pace of the workshop. A rating of 4 or 5 (ie: less than satisfactory) might have been interpreted by one delegate as being too fast, and by another as being too slow. The options available for these questions might have been better if they had been worded:

Length of workshop:

1: It was much too long
2: It was rather long
3: The length was just right
4: It was rather short
5: It was much too short

Pace of workshop:

1: It was much too slow
2: It was rather slow
3: The pace was just right
4: It was rather fast
5: It was much too fast

Despite these criticisms and limitations, this was the data this researcher had available to use.

4.2.2 Preliminary analysis of the responses.

The entire data from all the workshop evaluations was put into one table, then segmented in various ways in order to understand the results. The entire data set is given in Appendix 3.

The initial analysis was based on understanding the feedback from each workshop, meaning those run in the following locations (in alphabetical order):

- Dubai
- Ghana
- Lesotho
- Malta
- Nigeria
- St Lucia
- Trinidad

Two of these, Malta and Nigeria, had delegates entirely from that country (though not necessarily from the same company or organisation); the others were mixed. The initial analysis undertaken by this research at the request of the programme manager was to simply look at the average ratings given by each delegate at each course venue, and then to consider the standard deviation

of the ratings for each question in an attempt to assess the level of agreement of participants regarding that question.

4.2.2.1 Analysis of the Dubai workshop

This workshop brought together 13 delegates from 7 countries of the Middle East. The ratings given by the participants on this workshop are given in Table 4-2.

The overall average rating given by all 13 delegates was 2.44[43], and ranged from 1.38 from one delegate to 3.54 from another. On this occasion, 9 of the 13 (or 69.2%) rated the overall workshop as being lower than a rating of "2".

The criterion rating highest at this workshop was "Practical content of workshop" (Q2), rating an average of 1.92, evenly spread between "1" (5 delegates), and "3" (4 delegates). The lowest ratings for the measurement criterion on this workshop was for "Seating arrangements, comfort and visibility" (Q15), scoring "3.0" - though there was disagreement amongst the participants, evidenced by ratings ranging from "1" given by 2 delegates, to "5" given by another delegate.

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
EGP 01	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	**2.54**	**0.52**
KWT 01	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	5.0	**3.23**	**0.60**
LIB 01	3.0	3.0	2.0	2.0	2.0	2.0	3.0	4.0	2.0	2.0	3.0	3.0	3.0	**2.62**	**0.65**
OMN 01	3.0	1.0	2.0	2.0	2.0	1.0	2.0	4.0	1.0	2.0	3.0	2.0	4.0	**2.23**	**1.01**
OMN 02	4.0	3.0	3.0	3.0	4.0	2.0	4.0	3.0	4.0	5.0	3.0	4.0	4.0	**3.54**	**0.78**
OMN 03	2.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	3.0	**2.23**	**0.60**
OMN 04	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	4.0	4.0	**2.00**	**1.00**
OMN 05	2.0	2.0	3.0	2.0	2.0	4.0	2.0	1.0	2.0	1.0	3.0	2.0	1.0	**2.08**	**0.86**
QAT 01	3.0	2.0	4.0	4.0	2.0	4.0	4.0	3.0	4.0	4.0	1.0	4.0	3.0	**3.23**	**1.01**
UAE 01	2.0	1.0	3.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	3.0	**1.85**	**0.69**
UAE 02	3.0	3.0	4.0	4.0	2.0	3.0	3.0	5.0	4.0	2.0	3.0	3.0	3.0	**3.23**	**0.83**
YEM 01	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	**1.62**	**0.51**
YEM 02	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	**1.38**	**0.51**
Avg	**2.38**	**1.92**	**2.62**	**2.46**	**2.08**	**2.23**	**2.31**	**2.62**	**2.54**	**2.46**	**2.46**	**2.69**	**3.00**	**2.44**	
Std Dev	**0.96**	**0.86**	**0.96**	**0.88**	**0.76**	**1.01**	**1.11**	**1.26**	**0.97**	**1.05**	**0.66**	**1.03**	**1.15**		

Table 4-2: Results of ratings from the Dubai workshop

On this occasion it might be relevant to note that, although the workshop took place in a 5-star hotel, the conference room given to the organisers of the workshop was small and hardly large enough for the workshop - and on this occasion no "break-out rooms" were provided, meaning that the competing teams had to sit in public areas of the hotel to plan their strategies. This would undoubtedly have influenced the "Comfort" rating.

[43] In all cases, the scale ranged from "1" – the best, to "5" - the worst

4.2.2.2 Analysis of the Ghana workshop

The overall average rating for the 20 delegates who participated in this workshop was 1.75, ranging from a low rating of 2.46 to a high rating of 1.0. 15 of the 20 (ie: 75%) delegates gave an average overall rating of better than "2.0". (The ratings given by the participants on this workshop are given in Table 4-3).

For the individual criterion, the worst overall rating was for "Length of workshop" (Q8), where 11 of the 22 delegates (ie: 55%) rated it as either a "3" or a "4", resulting in an average rating of 2.45. The criterion rating highest was "Seating arrangements, comfort and visibility", which only 1 of the 20 rated as being below "2", whilst 13 (ie: 65%) rated it as being better than "2".

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
CAM 01	2.0	2.0	3.0	2.0	2.0	1.0	1.0	3.0	2.0	2.0	1.0	2.0	1.0	**1.85**	**0.69**
CAM 02	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	**1.62**	**0.51**
CAM 03	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	1.0	2.0	**2.15**	**0.55**
CAM 04	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	**2.15**	**0.38**
GHN 01	1.0	1.0	1.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	2.0	1.0	2.0	**1.54**	**0.66**
GHN 02	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	**1.54**	**0.52**
GHN 03	2.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	**1.46**	**0.52**
GHN 04	2.0	1.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	1.0	1.0	**1.92**	**0.64**
GMB 01	2.0	1.0	2.0	3.0	2.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	**1.69**	**0.63**
GMB 02	3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	**2.46**	**0.52**
GMB 03	1.0	2.0	2.0	2.0	2.0	2.0	2.0	4.0	4.0	3.0	2.0	1.0	2.0	**2.23**	**0.93**
GMB 04	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	**1.00**	**0.00**
NIG 01	1.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	1.0	1.0	1.0	**1.69**	**0.75**
NIG 02	2.0	2.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	1.0	2.0	**1.77**	**0.60**
NIG 03	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	**1.15**	**0.55**
NIG 04	1.0	3.0	2.0	1.0	3.0	1.0	1.0	3.0	2.0	2.0	2.0	1.0	1.0	**1.77**	**0.83**
SRL 01	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	**1.31**	**0.48**
SRL 02	3.0	3.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0	1.0	**1.92**	**0.76**
SRL 03	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	3.0	1.0	**1.38**	**0.65**
SRL 04	2.0	3.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	**2.31**	**0.63**
Avg	**1.80**	**1.65**	**1.95**	**1.70**	**1.75**	**1.75**	**1.70**	**2.45**	**2.05**	**1.60**	**1.45**	**1.45**	**1.40**	**1.75**	
Std Dev	**0.70**	**0.75**	**0.69**	**0.57**	**0.55**	**0.64**	**0.66**	**0.83**	**0.76**	**0.68**	**0.60**	**0.60**	**0.60**		

Table 4-3: Results of ratings from the Ghana workshop

4.2.2.3 Analysis of the Lesotho workshop

This programme brought together 26 delegates from 10 different sub-Saharan countries, and two Indian Ocean islands. The ratings given by the participants on this workshop are given in Table 4-4.

The overall rating for the programme was 1.59, ranging from a high of "1.0" from one delegate to a low of 2.38 from another. Overall, 24 of the 26 delegates (ie: 92.3%) rated it as being better than "2".
On this occasion, three criteria were rated as being "equal high", with a score of 1.46. These were "Practical content of workshop" (Q2), "Consistency of papers within the workshop" (Q5), and "Audience participation" (Q10). The consensus (measured by the standard deviation) for each of these was similar (SD = 0.51 for Q5 and 0.58 for Q2 and Q10). The criterion rating lowest on this occasion was "Level of information" (Q3), with an average of 1.85. Two of the delegates (ie: 7.7%) rated this as being below "2".

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
AFS 01	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	**1.15**	**0.38**
AFS 02	2.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	1.0	1.0	**1.69**	**0.63**
BOT 01	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	**1.31**	**0.48**
BOT 02	1.0	2.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	**1.46**	**0.52**
KEN 01	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	**2.31**	**0.48**
KEN 02	2.0	2.0	2.0	3.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	**1.77**	**0.60**
LSO 01	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	**1.69**	**0.48**
LSO 02	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	**2.38**	**0.51**
LSO 03	2.0	1.0	4.0	1.0	1.0	3.0	1.0	3.0	1.0	1.0	2.0	1.0	3.0	**1.85**	**1.07**
LSO 04	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	**1.38**	**0.51**
LSO 05	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	**1.00**	**0.00**
LSO 06	2.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	**1.62**	**0.51**
LSO 07	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	**1.85**	**0.69**
MAU 01	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	5.0	2.0	2.0	**1.77**	**1.09**
MOZ 01	1.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	**1.46**	**0.52**
MOZ 02	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	**1.08**	**0.28**
SEZ 01	2.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	**1.69**	**0.48**
SEZ 02	2.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	**1.62**	**0.51**
SWZ 01	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	**1.15**	**0.38**
SWZ 02	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	**1.54**	**0.66**
TNZ 01	1.0	1.0	1.0	1.0	1.0	3.0	1.0	3.0	2.0	1.0	1.0	1.0	1.0	**1.38**	**0.77**
TNZ 02	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	**1.15**	**0.38**
UGA 01	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	**1.85**	**0.38**
UGA 02	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	**1.85**	**0.38**
ZAM 01	1.0	1.0	3.0	3.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	**1.46**	**0.78**
ZAM 02	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	**1.92**	**0.28**
Avg	**1.54**	**1.46**	**1.85**	**1.54**	**1.46**	**1.54**	**1.54**	**1.69**	**1.65**	**1.46**	**1.73**	**1.62**	**1.62**	**1.59**	
Std Dev	**0.58**	**0.58**	**0.67**	**0.65**	**0.51**	**0.71**	**0.58**	**0.79**	**0.63**	**0.58**	**0.87**	**0.57**	**0.64**		

Table 4-4: Results of ratings from the Lesotho workshop

4.2.2.4 Analysis of the Malta workshop

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
MLT 01	3.0	1.0	2.0	3.0	2.0	2.0	2.0	4.0	2.0	1.0	2.0	2.0	1.0	**2.08**	**0.86**
MLT 02	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	**1.85**	**0.55**
MLT 03	3.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	1.0	**1.85**	**0.69**
MLT 04	3.0	1.0	3.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	**1.85**	**0.69**
MLT 05	3.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	**1.54**	**0.66**
MLT 06	1.0	2.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	**1.62**	**0.51**
MLT 07	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	**1.62**	**0.65**
MLT 08	2.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	**1.62**	**0.65**
MLT 09	2.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	**1.62**	**0.51**
MLT 10	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	**1.62**	**0.65**
Avg	**2.30**	**1.80**	**2.00**	**2.00**	**1.60**	**1.90**	**1.60**	**2.10**	**1.70**	**1.10**	**1.60**	**1.50**	**1.20**	**1.72**	
Std Dev	**0.67**	**0.63**	**0.47**	**0.82**	**0.52**	**0.32**	**0.52**	**0.88**	**0.67**	**0.32**	**0.52**	**0.53**	**0.42**		

Table 4-5: Results of ratings from the Malta workshop

The overall rating given by all 10 Maltese delegates (all from the same company) averaged 1.72, and ranged from 2.08 (the lowest) to 1.54 (the highest). The ratings given by the participants on this workshop are given in Table 4-5.

Of the 13 criterion measured, the lowest rating (2.3) was given to "Theoretical content of workshop" (Q1), whilst the highest (1.1) was given to "Audience participation" (Q10).

There was high agreement about "audience participation", shown by a standard deviation of 0.32, and the highest level of disagreement (SD=0.88) about the course duration (Q8), which ranged from 2 people rating the duration as "1", to one rating it a "4". The average was 2.1. In the free-text field there was no indication of why the person who rated the duration as "4", did so.

4.2.2.5 Analysis of the Nigerian workshop

This workshop was designed only for Nigerian delegates, and of the 14 participants, 11 worked for the same company, though they worked in different parts of the country. Of the remainder, one came from the government regulator's office, and the other two from competing companies. Despite this mix, the workshop was harmonious - the only problems being caused by the atrocious weather – torrential rain, which caused power failures and flooding in the general area of the workshop venue, resulting in delays and poor timekeeping.

The ratings given by the participants on this workshop are given in Table 4-6

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Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
NIG 01m	2.0	2.0	2.0	1.0	2.0	3.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	**1.77**	**0.60**
NIG 02m	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	**2.31**	**0.48**
NIG 03m	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	1.0	**2.31**	**0.63**
NIG 04m	3.0	1.0	2.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	2.0	1.0	1.0	**1.69**	**0.75**
NIG 05m	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	**1.92**	**0.49**
NIG 06m	2.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	**2.54**	**0.52**
NIG 07m	1.0	3.0	1.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	1.0	**1.92**	**0.86**
NIG 08m	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	**1.38**	**0.51**
NIG 09m	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	**1.69**	**0.48**
NIG 10m	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	**1.92**	**0.28**
NIG 11m	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	**1.85**	**0.38**
NIG 12g	2.0	1.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	1.0	2.0	1.0	1.0	**1.62**	**0.65**
NIG 13n	1.0	2.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	**1.46**	**0.52**
NIG 14s	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	**1.15**	**0.38**
Avg	**1.9**	**1.9**	**1.9**	**1.6**	**1.9**	**1.7**	**1.7**	**2.1**	**2.1**	**1.7**	**2**	**1.6**	**1.4**	**1.82**	
Std Dev	**0.7**	**0.7**	**0.5**	**0.6**	**0.6**	**0.7**	**0.6**	**0.7**	**0.7**	**0.6**	**0.6**	**0.6**	**0.6**		

Table 4-6: Results of ratings from the Nigeria workshop

The overall rating from all 14 delegates for this workshop was 1.82, with 11 delegates (78.6%) rating it overall as being better than "2". The scores ranged from 1.15 to 2.54.
The individual criterion rated highest on this occasion was "Seating arrangements, comfort and visibility" (Q15), rating "1.43". The two lowest were "Length of workshop" (Q8) and "Pace of workshop" (Q9), both rating "2.1".

4.2.2.6 Analysis of the St Lucia workshop

This workshop brought together 16 delegates from 10 different countries of the Caribbean area. The overall average rating for the workshop was 1.85, ranging from an overall rating of 1.31 given by two delegates to 2.62 by another delegate. Overall, 10 of the 16 (or 62.5%) rated it as being better than "2". The ratings given by the participants on this workshop are given in Table 4-7.

The criterion rating highest was "Audience participation" (Q10) which was rated as 1.5, with "Length of activity" (Q8) again rating the lowest with 2.44, however with some level of disagreement (Standard deviation was 0.96, being the greatest on this workshop).

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
BAR 02	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	**1.77**	**0.44**
BHM 02	1.0	1.0	1.0	2.0	2.0	1.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	**1.85**	**0.80**
BHM 03	2.0	3.0	2.0	3.0	3.0	3.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	**2.23**	**0.73**
BHM 04	1.0	1.0	1.0	1.0	1.0	2.0	2.0	3.0	1.0	2.0	1.0	1.0	2.0	**1.46**	**0.66**
BHM 05	2.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0	2.0	2.0	1.0	2.0	1.0	**1.92**	**0.64**
BLZ 01	2.0	2.0	2.0	2.0	3.0	1.0	1.0	4.0	3.0	2.0	2.0	2.0	2.0	**2.15**	**0.80**
BVI 02	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	**1.15**	**0.38**
DOM 02	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	**1.31**	**0.48**
GRN 01	3.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	**2.62**	**0.51**
STK 02	2.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	**1.38**	**0.51**
STL 01	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	1.0	**1.77**	**0.60**
STL 02	3.0	3.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	**2.31**	**0.63**
STL 03	1.0	1.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	1.0	2.0	2.0	2.0	**1.92**	**0.64**
STV 01	2.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	**1.31**	**0.63**
TDD 02	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	**2.00**	**0.00**
TDD 03	3.0	2.0	4.0	1.0	4.0	2.0	3.0	3.0	3.0	2.0	2.0	1.0	1.0	**2.38**	**1.04**
Avg	**1.88**	**1.81**	**1.94**	**1.81**	**1.94**	**1.63**	**1.69**	**2.44**	**2.13**	**1.56**	**1.69**	**1.81**	**1.69**	**1.85**	
Std Dev	**0.72**	**0.75**	**0.85**	**0.75**	**0.85**	**0.62**	**0.60**	**0.96**	**0.72**	**0.51**	**0.48**	**0.75**	**0.70**		

Table 4-7: Results of ratings from the St Lucia workshop

4.2.2.7 Analysis of Trinidad workshop

The overall average rating for the 24 people from 17 different countries attending this workshop was 2.38, and ranged from 1.31 from one delegate to 3.92 from another. The ratings given by the participants on this workshop are given in Table 4-8.

Delegate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
ANG 01	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	**1.69**	**0.48**
ANT 01	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	**1.31**	**0.48**
ANT 02	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	**2.23**	**0.60**
ARU 01	3.0	3.0	4.0	2.0	2.0	4.0	3.0	3.0	4.0	2.0	3.0	2.0	4.0	**3.00**	**0.82**
ARU 02	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	1.0	3.0	5.0	4.0	**2.92**	**0.95**
BAR 01	3.0	2.0	3.0	3.0	3.0	4.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	**2.77**	**0.60**
BHM 01	2.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	**1.54**	**0.52**
BON 01	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	**2.92**	**0.28**
BVI 01	3.0	3.0	3.0	2.0	3.0	4.0	4.0	3.0	3.0	2.0	3.0	2.0	2.0	**2.85**	**0.69**
CUB 01	2.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	**2.23**	**0.60**
CUB 02	2.0	2.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	**1.62**	**0.65**
CUB 03	3.0	3.0	2.0	1.0	2.0	2.0	1.0	4.0	4.0	1.0	2.0	1.0	1.0	**2.08**	**1.12**
DOM 01	2.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	**2.23**	**0.60**
GUY 01	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	3.0	**2.00**	**0.58**
JAM 01	3.0	1.0	2.0	2.0	2.0	2.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	**2.27**	**0.48**
JAM 02	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	**2.50**	**0.00**
STK 01	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	1.0	1.0	2.0	2.0	**2.62**	**0.87**
STM 01	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	**2.00**	**0.41**
STM 02	4.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	**3.00**	**0.58**
STM 03	4.0	3.0	4.0	3.0	3.0	4.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	**2.92**	**0.76**
SUR 01	4.0	3.0	3.0	5.0	5.0	2.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	**3.92**	**0.86**
SUR 02	2.0	2.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	2.0	2.0	1.0	**1.69**	**0.63**
TCI 01	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	**2.50**	**0.00**
TDD 01	2.0	3.0	3.0	2.0	3.0	3.0	1.0	2.0	3.0	1.0	2.0	3.0	2.0	**2.31**	**0.75**
Avg	**2.58**	**2.33**	**2.63**	**2.33**	**2.42**	**2.67**	**2.15**	**2.60**	**2.52**	**1.69**	**2.27**	**2.44**	**2.31**	**2.38**	
Std Dev	**0.70**	**0.62**	**0.76**	**0.90**	**0.87**	**0.90**	**1.07**	**0.75**	**0.87**	**0.82**	**0.78**	**0.86**	**0.89**		

Table 4-8: Results of ratings from the Trinidad workshop

Of the different criterion, the highest overall rating was for "Audience participation" (Q10) with an average rating of 1.69, and the lowest was for "Usefulness of simulation process" (Q6), with an average rating of 2.67.

4.2.2.8 Summary of analysis of workshops by venue

The following graph (Figure 4-1) and table (Table 4-9) summarise the overall results from each workshop. The graph appears to indicate in which workshop there was a problem, as a clear distinction can be observed between those where it was rated worse than "2", and those where it was rated better than "2". It could be clearly stated that there was a problem with the Trinidad and Dubai workshops, but is this an over-simplification?

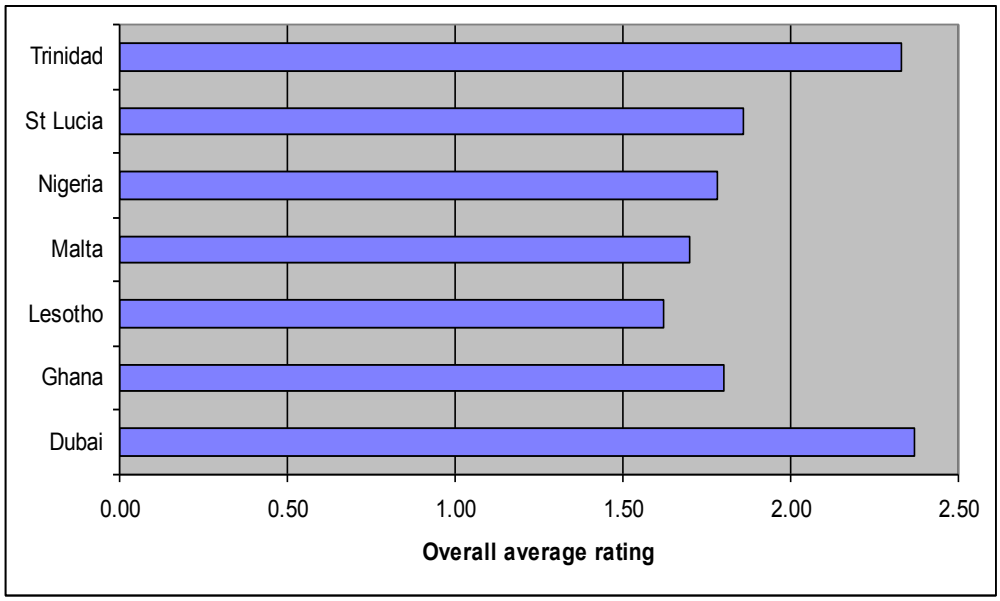

Figure 4-1: Overall rating for each workshop in the series

	Number of times rated highest	Number of times rated lowest
Consistency of papers or presentations	1	
Visual aids	1	1
Practical content of workshop	2	
Value of simulation process	2	
Seating arrangements, comfort & visibility	2	1
Audience participation	4	
Theoretical content of workshop		1
Level of information		1
Length of workshop		4
Pace of workshop		1

Table 4-9: Highest and lowest rated criterion, overall (Most and least popular)

The above type of analysis and figures will be familiar to many in the training and education industry. The Czech University of Life Sciences conducts a similar analysis for each module, and the feedback is available to help guide the module managers in their decision-making process. The problem facing this researcher however, was not simply how well-received or how badly-received a workshop was (ie: an experiential management workshop), but to find out why there was a difference, when the presenters, content and material were the same on each occasion. Could the differences be accounted for just by whether the room was comfortable, or whether there were tropical rainstorms, or was there some other reason?

This researcher believes that the clue to this puzzle lies in the worse overall averages for the programmes held in Dubai and in Trinidad, for both these

workshops included people from very different cultures and backgrounds. The following section will analyse the workshops by the cultural background of the participants.

4.2.3 Analysis of the workshops by the cultural backgrounds of the delegates

At each of the different venues, the delegates were from a different culture to the presenters[44], though the local organisation (hiring the venue, arranging transportation, meals etc) was the responsibility of a local representative from that location. This research will therefore now consider the variety of different cultures who attended the workshops, analyse their opinions and ratings, and attempt to explain these results by using knowledge of cultural differences and possible clashes. Deductions will be based on Hofstede (when available), and Lewis (see previous chapter 2).

The cultural groups who attended were:

- From the Caribbean area:
  - The delegates as a group
  - Those who were native English-speakers
  - Those who were native Dutch-speakers
  - Those who were native Spanish-speakers
- Those from East Africa
- Those from the Indian Ocean Islands
- Those from Malta
- Those from the Middle East area:
  - The delegates as a group
  - The delegates who lived in the States surrounding the Arabian Gulf
  - The delegates from Egypt and Libya
  - The delegates from Yemen
- Those from Southern Africa (as distinct from South Africa)
- Those from West Africa

Each of these groups will be analysed in turn.

4.2.3.1 Analysis of Caribbean workshops, held in St Lucia and Trinidad

These workshops comprised 40 delegates from 20 countries, from which 29 were native English speakers, 3 were Spanish speakers (from Cuba), and the remaining 8 were from the Dutch West Indies, normally speaking Dutch whilst also being fluent in English. The ratings given by the participants on these workshops are given in Table 4-10.

This analysis is in four groupings, as identified above:
1) The whole group of Caribbean delegates
2) The native English-speakers

[44] Both presenters were British nationals

3) The delegates from the Dutch-speaking countries and territories
4) The Spanish-speaking delegates

Ven	Del	L	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
TDD	ARU 01	D	3	3	4	2	2	4	3	3	4	2	3	2	4	**3.00**	**0.82**
TDD	ARU 02	D	2	3	3	3	3	3	2	3	3	1	3	5	4	**2.92**	**0.95**
TDD	BON 01	D	2	3	3	3	3	3	3	3	3	3	3	3	3	**2.92**	**0.28**
TDD	STM 01	D	2	2	2	2	2	3	2	2	2	1	2	2	2	**2.00**	**0.41**
TDD	STM 02	D	4	2	3	3	3	4	3	3	3	2	3	3	3	**3.00**	**0.58**
TDD	STM 03	D	4	3	4	3	3	4	2	3	3	2	3	2	2	**2.92**	**0.76**
TDD	SUR 01	D	4	3	3	5	5	2	5	4	4	4	4	4	4	**3.92**	**0.86**
TDD	SUR 02	D	2	2	2	1	1	2	1	3	1	2	2	2	1	**1.69**	**0.63**
STL	BAR 02	E	2	2	2	2	2	2	1	1	2	1	2	2	2	**1.77**	**0.44**
STL	BHM 02	E	1	1	1	2	2	1	2	4	2	2	2	2	2	**1.85**	**0.80**
STL	BHM 03	E	2	3	2	3	3	3	1	2	3	2	1	2	2	**2.23**	**0.73**
STL	BHM 04	E	1	1	1	1	1	2	2	3	1	2	1	1	2	**1.46**	**0.66**
STL	BHM 05	E	2	2	2	3	2	1	2	3	2	2	1	2	1	**1.92**	**0.64**
STL	BLZ 01	E	2	2	2	2	3	1	1	4	3	2	2	2	2	**2.15**	**0.80**
STL	BVI 02	E	1	2	1	1	1	1	1	1	1	1	2	1	1	**1.15**	**0.38**
STL	DOM 02	E	2	1	1	1	1	1	2	2	1	1	2	1	1	**1.31**	**0.48**
STL	GRN 01	E	3	3	3	3	2	2	2	3	3	2	2	3	3	**2.62**	**0.51**
STL	STK 02	E	2	2	1	1	1	2	1	2	2	1	1	1	1	**1.38**	**0.51**
STL	STL 01	E	1	1	2	2	2	2	2	2	2	1	2	3	1	**1.77**	**0.60**
STL	STL 02	E	3	3	2	2	2	1	2	3	2	2	2	3	3	**2.31**	**0.63**
STL	STL 03	E	1	1	2	2	2	2	2	3	3	1	2	2	2	**1.92**	**0.64**
STL	STV 01	E	2	1	3	1	1	1	1	1	2	1	1	1	1	**1.31**	**0.63**
STL	TDD 02	E	2	2	2	2	2	2	2	2	2	2	2	2	2	**2.00**	**0.00**
STL	TDD 03	E	3	2	4	1	4	2	3	3	3	2	2	1	1	**2.38**	**1.04**
TDD	ANG 01	E	2	2	2	2	2	1	1	2	1	1	2	2	2	**1.69**	**0.48**
TDD	ANT 01	E	2	1	1	1	1	1	1	2	2	2	1	1	1	**1.31**	**0.48**
TDD	ANT 02	E	3	2	3	2	2	3	2	2	2	1	2	3	2	**2.23**	**0.60**
TDD	BAR 01	E	3	2	3	3	3	4	3	2	3	2	3	3	2	**2.77**	**0.60**
TDD	BHM 01	E	2	2	1	1	1	2	1	2	2	1	1	2	2	**1.54**	**0.52**
TDD	BVI 01	E	3	3	3	2	3	4	4	3	3	2	3	2	2	**2.85**	**0.69**
TDD	DOM 01	E	2	2	3	3	2	2	2	3	2	1	2	2	3	**2.23**	**0.60**
TDD	GUY 01	E	2	2	3	2	2	2	1	2	2	1	2	2	3	**2.00**	**0.58**
TDD	JAM 01	E	3	1	2	2	2	2	3	3	3	3	3	3	3	**2.27**	**0.48**
TDD	JAM 02	E	3	3	3	3	3	3	3	3	3	3	3	3	3	**2.50**	**0.00**
TDD	STK 01	E	3	3	3	3	3	3	3	4	3	1	1	2	2	**2.62**	**0.87**
TDD	TCI 01	E	3	3	3	3	3	3	3	3	3	3	3	3	3	**2.50**	**0.00**
TDD	TDD 01	E	2	3	3	2	3	3	1	2	3	1	2	3	2	**2.31**	**0.75**
TDD	CUB 01	S	2	2	3	3	3	2	2	2	2	1	2	3	2	**2.23**	**0.60**
TDD	CUB 02	S	2	2	2	2	2	3	1	1	1	1	1	2	1	**1.62**	**0.65**
TDD	CUB 03	S	3	3	2	1	2	2	1	4	4	1	2	1	1	**2.08**	**1.12**
Avg			**2.30**	**2.13**	**2.35**	**2.13**	**2.23**	**2.25**	**1.96**	**2.54**	**2.36**	**1.64**	**2.04**	**2.19**	**2.06**	**2.17**	
Std Dev			**0.78**	**0.71**	**0.86**	**0.88**	**0.88**	**0.95**	**0.93**	**0.84**	**0.82**	**0.71**	**0.73**	**0.87**	**0.87**		

Table 4-10: Results of ratings of all Caribbean workshops

4.2.3.1.1 The whole group of Caribbean delegates

The mean rating given by all the delegates from this region was 2.17. The highest rating (1.6) was given for "Audience participation" (Q10), and the lowest rating (2.54) was given for "Length of workshop" (Q8).

The delegate who rated all criteria of the workshop highest, gave 1.15, and was from the British Virgin Islands (Tortola). The lowest rating was given by a delegate from Surinam, with 3.92.

Twenty-two of the total number of delegates (55%) rated the workshop as lower than "2".

4.2.3.1.2 The native English-speakers

Ven	Del	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
STL	BAR 02	2	2	2	2	2	2	1	1	2	1	2	2	2	**1.77**	**0.44**
STL	BHM 02	1	1	1	2	2	1	2	4	2	2	2	2	2	**1.85**	**0.80**
STL	BHM 03	2	3	2	3	3	3	1	2	3	2	1	2	2	**2.23**	**0.73**
STL	BHM 04	1	1	1	1	1	2	2	3	1	2	1	1	2	**1.46**	**0.66**
STL	BHM 05	2	2	2	3	2	1	2	3	2	2	1	2	1	**1.92**	**0.64**
STL	BLZ 01	2	2	2	2	3	1	1	4	3	2	2	2	2	**2.15**	**0.80**
STL	BVI 02	1	2	1	1	1	1	1	1	1	1	2	1	1	**1.15**	**0.38**
STL	DOM 02	2	1	1	1	1	1	2	2	1	1	2	1	1	**1.31**	**0.48**
STL	GRN 01	3	3	3	3	2	2	2	3	3	2	2	3	3	**2.62**	**0.51**
STL	STK 02	2	2	1	1	1	2	1	2	2	1	1	1	1	**1.38**	**0.51**
STL	STL 01	1	1	2	2	2	2	2	2	2	1	2	3	1	**1.77**	**0.60**
STL	STL 02	3	3	2	2	2	1	2	3	2	2	2	3	3	**2.31**	**0.63**
STL	STL 03	1	1	2	2	2	2	2	3	3	1	2	2	2	**1.92**	**0.64**
STL	STV 01	2	1	3	1	1	1	1	1	2	1	1	1	1	**1.31**	**0.63**
STL	TDD 02	2	2	2	2	2	2	2	2	2	2	2	2	2	**2.00**	**0.00**
STL	TDD 03	3	2	4	1	4	2	3	3	3	2	2	1	1	**2.38**	**1.04**
TDD	ANG 01	2	2	2	2	2	1	1	2	1	1	2	2	2	**1.69**	**0.48**
TDD	ANT 01	2	1	1	1	1	1	1	2	2	2	1	1	1	**1.31**	**0.48**
TDD	ANT 02	3	2	3	2	2	3	2	2	2	1	2	3	2	**2.23**	**0.60**
TDD	BAR 01	3	2	3	3	3	4	3	2	3	2	3	3	2	**2.77**	**0.60**
TDD	BHM 01	2	2	1	1	1	2	1	2	2	1	1	2	2	**1.54**	**0.52**
TDD	BVI 01	3	3	3	2	3	4	4	3	3	2	3	2	2	**2.85**	**0.69**
TDD	DOM 01	2	2	3	3	2	2	2	3	2	1	2	2	3	**2.23**	**0.60**
TDD	GUY 01	2	2	3	2	2	2	1	2	2	1	2	2	3	**2.00**	**0.58**
TDD	JAM 01	3	1	2	2	2	2	3	3	3	3	3	3	3	**2.27**	**0.48**
TDD	JAM 02	3	3	3	3	3	3	3	3	3	3	3	3	3	**2.50**	**0.00**
TDD	STK 01	3	3	3	3	3	3	3	4	3	1	1	2	2	**2.62**	**0.87**
TDD	TCI 01	3	3	3	3	3	3	3	3	3	3	3	3	3	**2.50**	**0.00**
TDD	TDD 01	2	3	3	2	3	3	1	2	3	1	2	3	2	**2.31**	**0.75**
Avg		**2.14**	**1.97**	**2.17**	**1.97**	**2.07**	**2.00**	**1.84**	**2.43**	**2.22**	**1.57**	**1.84**	**2.02**	**1.91**	**2.01**	
Std Dev		**0.68**	**0.72**	**0.84**	**0.72**	**0.79**	**0.88**	**0.80**	**0.81**	**0.66**	**0.58**	**0.60**	**0.70**	**0.67**		

Table 4-11: Results of ratings of all native English-speakers from the Caribbean workshops

The mean rating given by all the native English-speaking delegates from this region was 2.01. The ratings given by this group of participants on these workshops are given in Table 4-11. The ratings ranged from 1.57 for "Audience participation" (Q10)" to 2.43 for "Length of workshop" (Q8). The highest rating given by one delegate was the person from Tortola (see preceding paragraph), and the lowest rating (2.85) was given by the other delegate from Tortola.
14 of the 29 native English-speaking delegates (48%) rated the workshop they attended as lower than "2".

4.2.3.1.3 The delegates from the Dutch-speaking countries and territories (all fluent in English)

Ven	Del	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
TDD	ARU 01	3	3	4	2	2	4	3	3	4	2	3	2	4	**3.00**	**0.82**
TDD	ARU 02	2	3	3	3	3	3	2	3	3	1	3	5	4	**2.92**	**0.95**
TDD	BON 01	2	3	3	3	3	3	3	3	3	3	3	3	3	**2.92**	**0.28**
TDD	STM 01	2	2	2	2	2	3	2	2	2	1	2	2	2	**2.00**	**0.41**
TDD	STM 02	4	2	3	3	3	4	3	3	3	2	3	3	3	**3.00**	**0.58**
TDD	STM 03	4	3	4	3	3	4	2	3	3	2	3	2	2	**2.92**	**0.76**
TDD	SUR 01	4	3	3	5	5	2	5	4	4	4	4	4	4	**3.92**	**0.86**
TDD	SUR 02	2	2	2	1	1	2	1	3	1	2	2	2	1	**1.69**	**0.63**
Avg		**2.88**	**2.63**	**3.00**	**2.75**	**2.75**	**3.13**	**2.63**	**3.00**	**2.88**	**2.13**	**2.88**	**2.88**	**2.88**	**2.80**	
Std Dev		**0.99**	**0.52**	**0.76**	**1.16**	**1.16**	**0.83**	**1.19**	**0.53**	**0.99**	**0.99**	**0.64**	**1.13**	**1.13**		

Table 4-12: Results of ratings of all native Dutch-speakers from the Caribbean workshops

The mean rating given by this group of 8 delegates was 2.80. The ratings given by this group of participants on these workshops are given in Table 4-12. The ratings ranged from 2.13 for "Audience participation" (Q10) to 3.13 for "Usefulness of the simulation process" (Q6). The highest rating (1.69) was given by a delegate from Surinam, whilst the lowest rating (3.92) was given by the other delegate from Surinam.
6 of the 8 delegates (75%) rated the workshop as lower than "2".

4.2.3.1.4 The Spanish-speaking delegates

Ven	Del	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
TDD	CUB 01	2	2	3	3	3	2	2	2	2	1	2	3	2	**2.23**	**0.60**
TDD	CUB 02	2	2	2	2	2	3	1	1	1	1	1	2	1	**1.62**	**0.65**
TDD	CUB 03	3	3	2	1	2	2	1	4	4	1	2	1	1	**2.08**	**1.12**
Avg		**2.33**	**2.33**	**2.33**	**2.00**	**2.33**	**2.33**	**1.33**	**2.33**	**2.33**	**1.00**	**1.67**	**2.00**	**1.33**	**1.97**	
Std Dev		**0.58**	**0.58**	**0.58**	**1.00**	**0.58**	**0.58**	**0.58**	**1.53**	**1.53**	**0.00**	**0.58**	**1.00**	**0.58**		

Table 4-13: Results of ratings of all native Spanish-speakers from the Caribbean workshops

The three Spanish-speaking delegates all came from Cuba. One (the most senior) spoke no English at all, so one of the other delegates translated for him. The ratings given by this group of participants on these workshops are given in Table 4-13.
The mean rating given by this group of delegates was 1.97, and ranged from 1.0 awarded for "Audience participation" (Q10) to 2.33 awarded jointly for "Theoretical and Practical content" (Q1 & Q2), "Level of information" (Q3), Consistency of papers and presentations"(Q5), Usefulness of the simulation exercise" (Q6), and "Length and Pace of workshop" (Q8 & Q9).
The individual delegates' ratings were "1.62", "2.08", and "2.23". Thus, 66% of the Cubans rated the workshop as lower than "2".

4.2.3.2 Analysis of East African grouping:

Of the six East Africans who responded, the mean overall rating was 1.72. The highest mean overall rating was 1.5 for “audience participation” (Q10). The lowest mean overall was 1.83 for “printed material and handouts” (Q4), “length of workshop” (Q8), “pace of workshop” (Q9), “standard of visual aids” (Q14) and “seating arrangements” (Q15). The ratings given by this group of participants on these workshops are given in Table 4-14

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
LSO	KEN 01	3	2	2	2	2	3	2	3	3	2	2	2	2	**2.31**	**0.48**
LSO	KEN 02	2	2	2	3	2	1	2	1	1	1	2	2	2	**1.77**	**0.60**
LSO	TNZ 01	1	1	1	1	1	3	1	3	2	1	1	1	1	**1.38**	**0.77**
LSO	TNZ 02	1	1	1	1	1	1	1	1	1	1	1	2	2	**1.15**	**0.38**
LSO	UGA 01	2	2	2	2	2	1	2	1	2	2	2	2	2	**1.85**	**0.38**
LSO	UGA 02	1	2	2	2	2	1	2	2	2	2	2	2	2	**1.85**	**0.38**
Avg		**1.67**	**1.67**	**1.67**	**1.83**	**1.67**	**1.67**	**1.67**	**1.83**	**1.83**	**1.50**	**1.67**	**1.83**	**1.83**	**1.72**	
Std Dev		**0.82**	**0.52**	**0.52**	**0.75**	**0.52**	**1.03**	**0.52**	**0.98**	**0.75**	**0.55**	**0.52**	**0.41**	**0.41**		

Table 4-14: Results of ratings of the East African participants

The least satisfied delegate was one of the Kenyans who gave a mean rating of 2.31. The delegate gave a rating of “3” for content, usefulness, length and pace of workshop, and a “2” for the other criterion. The most satisfied delegate was one of the Tanzanians, who rated every criterion as “1” except for visual aids and comfort.

The level of agreement regarding the standard of each criterion (measured by standard deviation) ranged from 0.41 for the “standard of visual aids” and for “comfort” to 1.03 for usefulness of the workshop. Those who rated it lowest (rating “3”) for usefulness also rated it lowest for “length of programme”. This could have meant that the workshop was too long and not very useful, or that it might have been more useful if it had been longer. In the open questions, there was no feedback to indicate which.

4.2.3.3 Analysis of the Indian Ocean Island delegates

There were 3 delegates from Mauritius and Seychelles who attended the workshop along with the Southern African delegates. The ratings given by this group of participants on these workshops are given in Table 4-15.

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
MAU 01	IO	2	2	2	1	1	2	1	1	1	1	5	2	2	**1.77**	**1.09**
SEZ 01	IO	2	1	2	2	1	1	2	2	2	2	1	2	2	**1.69**	**0.48**
SEZ 02	IO	2	1	2	2	2	1	2	1	1	1	2	2	2	**1.62**	**0.51**
Avg		**2.00**	**1.33**	**2.00**	**1.67**	**1.33**	**1.33**	**1.67**	**1.33**	**1.33**	**1.33**	**2.67**	**2.00**	**2.00**	**1.69**	
Std Dev		**0.00**	**0.58**	**0.00**	**0.58**	**0.58**	**0.58**	**0.58**	**0.58**	**0.58**	**0.58**	**2.08**	**0.00**	**0.00**		

Table 4-15: Results of ratings of the Indian Ocean Island participants

The overall rating for the group was 1.69, ranging from 1.62 for one delegate from the Seychelles to 1.77 from the delegate from Mauritius.
Individual criterion were rated from 1.33 for "Practical content" (Q2), "Consistency of documentation" (Q5), "Usefulness of process" (Q6), "Length of workshop" (Q8), "Pace of workshop" (Q9), and "Audience participation" (Q10) to 2.67 for "Logical flow from session to session (Q11), though there was little agreement on this among the three delegates, with SD = 2.08.

4.2.3.4 Analysis of the Maltese grouping

There is a temptation to name this group as the "European grouping", indeed, as Malta is now a member of the European Union, technically it is, however as Malta displays a unique blend of European, North African and Middle Eastern cultures, it cannot be passed off so lightly. All of the 10 delegates who attended these workshops, worked for the same telecommunications company (a monopoly operation) in Malta.
The mean overall rating for the workshop was 1.72, ranging from 1.54 for one delegate to 2.08 from another. (The table of ratings has already been shown as Table 4-5)

The highest ranked individual criterion at 1.10 was "Audience participation" (Q10) with very close agreement from each delegate, shown by a standard deviation of 0.32. The lowest ranked was for the "theoretical content of the workshop" (Q1) rating 2.30, with fairly high agreement (standard deviation = 0.67).

4.2.3.5 Analysis of the Middle Eastern grouping

This grouping has already been analysed in some detail earlier. It is interesting to note, however, the country groupings and ratings – for the definition of "Middle East" is vague, but can be considered as stretching from Libya in the West to Pakistan in the East, and from Syria in the north, to Yemen in the south - by any measure, a vast area. On account of the vast area, it would seem reasonable to assume that the people from this area must be different to each other, in the same way that Canadian "North Americans" are different to Mexican or United States "North American". Lewis[45] agrees with this. He points out that "Although Arabs behave in a strikingly similar way everywhere

[45] When cultures collide, 3rd edition, chapter 44.

…. they lack political unity" (page 406). He continues by saying that even though "…you encounter enduring similarities and familiar reactions, there are also regional differences caused by variation in geography, economics, governmental structure and historical background" (page 407). He continues for the following 16 pages to describe the differences.

The majority of the delegates (9) who attended the workshop in Dubai, came from countries and territories bordering the Arabian Gulf - Oman, Dubai, Qatar and Kuwait. These countries share a common history - they were all originally inhabited by nomadic Bedouins, and are now very rich as they lay claim to vast reserves of oil and gas. Yemen is at the other extreme, having only recently-discovered reserves of oil and gas, but lacking the means to extract it, it remains an impoverished nation. In between are Libya (also oil-rich, but politically isolated and geographically remote) and Egypt with a huge historical legacy, but home to some of the poorest people in the region. The groupings considered here are therefore three: the Gulf countries, Libya and Egypt together, and Yemen.

4.2.3.5.1 The Gulf countries

The overall mean rating for these countries was 2.62, ranging from 2.0 for "Practical content of workshop" (Q2) to 3.33 for "Seating and comfort" (Q15). No criterion was rated better than 2. The ratings given by this group of participants on these workshops are given in Table 4-16.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	**Avg**	**Std Dev**
KWT 01	3	3	3	3	3	3	3	3	3	3	3	4	5	**3.23**	**0.60**
OMN 01	3	1	2	2	2	1	2	4	1	2	3	2	4	**2.23**	**1.01**
OMN 02	4	3	3	3	4	2	4	3	4	5	3	4	4	**3.54**	**0.78**
OMN 03	2	2	3	3	2	2	1	2	2	3	2	2	3	**2.23**	**0.60**
OMN 04	1	1	1	2	2	1	2	2	2	2	2	4	4	**2.00**	**1.00**
OMN 05	2	2	3	2	2	4	2	1	2	1	3	2	1	**2.08**	**0.86**
QAT 01	3	2	4	4	2	4	4	3	4	4	1	4	3	**3.23**	**1.01**
UAE 01	2	1	3	2	1	2	1	1	2	2	2	2	3	**1.85**	**0.69**
UAE 02	3	3	4	4	2	3	3	5	4	2	3	3	3	**3.23**	**0.83**
Avg	**2.56**	**2.00**	**2.89**	**2.78**	**2.22**	**2.44**	**2.44**	**2.67**	**2.67**	**2.67**	**2.44**	**3.00**	**3.33**	**2.62**	
Std Dev	**0.88**	**0.87**	**0.93**	**0.83**	**0.83**	**1.13**	**1.13**	**1.32**	**1.12**	**1.22**	**0.73**	**1.00**	**1.12**		

Table 4-16: Results of ratings of the participants from the Arabian Gulf

Of the 9 delegates, one of the Omanis rated the workshop as an overall 3.54, whilst one from Dubai rated it as 1.85. Seven of the delegates (ie: 78%) rated the workshop as lower than 2.

4.2.3.5.2 Libya and Egypt

The overall rating given by these two delegates was 2.58, ranging from a rating of 2 for "Printed material" (Q4), "Consistency of papers" (Q5), "Usefulness of simulation process" (Q6) and "Audience participation" (Q10), to 3.5 for "Length of workshop" (Q8). The individual overall ratings for the workshop were 2.54 and 2.62. The ratings given by this group of participants on these workshops are given in Table 4-17.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
EGP 01	3	2	3	2	2	2	3	3	3	2	3	2	3	**2.54**	**0.52**
LIB 01	3	3	2	2	2	2	3	4	2	2	3	3	3	**2.62**	**0.65**
Avg	**3.00**	**2.50**	**2.50**	**2.00**	**2.00**	**2.00**	**3.00**	**3.50**	**2.50**	**2.00**	**3.00**	**2.50**	**3.00**	**2.58**	
Std Dev	**0.00**	**0.71**	**0.71**	**0.00**	**0.00**	**0.00**	**0.00**	**0.71**	**0.71**	**0.00**	**0.00**	**0.71**	**0.00**		

Table 4-17: Results of ratings of the participants from Libya and Egypt

4.2.3.5.3 Yemen

The overall rating given by these two delegates was 1.50, and ranged from ratings of 1 given for "Theoretical and Practical content of workshop" (Q1 & Q2) and "Organisation of workshop" (Q7), to 2.0 given for "Pace of workshop" (Q9), "Audience participation" (Q10) and "Logical flow from session to session" (Q11). The individual overall ratings for the workshop were 1.38 and 1.62. The ratings given by this group of participants on these workshops are given in Table 4-18.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
YEM 01	1	1	2	2	2	1	1	1	2	2	2	2	2	**1.62**	**0.51**
YEM 02	1	1	1	1	1	2	1	2	2	2	2	1	1	**1.38**	**0.51**
Avg	**1.00**	**1.00**	**1.50**	**1.50**	**1.50**	**1.50**	**1.00**	**1.50**	**2.00**	**2.00**	**2.00**	**1.50**	**1.50**	**1.50**	
Std Dev	**0.00**	**0.00**	**0.71**	**0.71**	**0.71**	**0.71**	**0.00**	**0.71**	**0.00**	**0.00**	**0.00**	**0.71**	**0.71**		

Table 4-18: Results of ratings of the Yemeni participants

4.2.3.6 Analysis of Southern African grouping:

Of the 17 southern Africans who responded, the mean overall rating was 1.53. The highest mean overall rating was 1.41 for "Theoretical and practical content of workshop" (Q1 & Q2), "Printed material and handouts" (Q4), and "Consistency of papers" (Q5). The lowest mean overall was 1.88 for "Level of information" (Q3). The ratings given by this group of participants on these workshops are given in Table 4-19.

The least satisfied delegate was one of the people from Lesotho who gave a mean rating of 2.38. The delegate gave a rating of 3 for "Practical content", "Audience participation", "Organisation", "Length", and "Pace of workshop", and a 2 for the other criteria. The most satisfied delegate was another delegate from Lesotho, who rated every criterion as "1". This was followed by a Mozambique delegate, for whom the workshop was being conducted in a foreign language (normally speaking Portuguese at home; the workshop was in English), who rated the overall workshop as 1.08, rating everything as a "1" except for the "practical content of the workshop"

The level of agreement regarding the standard of each criterion (measured by standard deviation) ranged from 0.23 for the "seating arrangements and comfort" (Q15) to 0.76 for "theoretical content of workshop" (Q1).

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
AFS 01	1	1	2	1	1	1	1	1	1	1	2	1	1	**1.15**	**0.38**
AFS 02	2	2	2	2	1	1	2	3	2	1	2	1	1	**1.69**	**0.63**
BOT 01	1	1	2	1	2	2	1	1	2	1	1	1	1	**1.31**	**0.48**
BOT 02	1	2	1	1	2	2	1	1	2	2	2	1	1	**1.46**	**0.52**
LSO 01	2	2	2	2	1	2	2	2	1	1	1	2	2	**1.69**	**0.48**
LSO 02	2	3	2	2	2	2	3	3	3	3	2	2	2	**2.38**	**0.51**
LSO 03	2	1	4	1	1	3	1	3	1	1	2	1	3	**1.85**	**1.07**
LSO 04	2	1	2	1	1	1	2	2	2	1	1	1	1	**1.38**	**0.51**
LSO 05	1	1	1	1	1	1	1	1	1	1	1	1	1	**1.00**	**0.00**
LSO 06	2	1	2	2	2	2	1	2	2	1	2	1	1	**1.62**	**0.51**
LSO 07	1	1	1	1	2	2	2	2	2	2	3	3	2	**1.85**	**0.69**
MOZ 01	1	1	2	1	2	1	2	2	2	1	1	2	1	**1.46**	**0.52**
MOZ 02	1	2	1	1	1	1	1	1	1	1	1	1	1	**1.08**	**0.28**
SWZ 01	1	1	1	1	1	1	1	1	1	2	1	2	1	**1.15**	**0.38**
SWZ 02	1	1	2	1	2	1	1	1	1	2	2	2	3	**1.54**	**0.66**
ZAM 01	1	1	3	3	1	1	1	1	2	2	1	1	1	**1.46**	**0.78**
ZAM 02	2	2	2	2	1	2	2	2	2	2	2	2	2	**1.92**	**0.28**
Avg	**1.41**	**1.41**	**1.88**	**1.41**	**1.41**	**1.53**	**1.47**	**1.71**	**1.65**	**1.47**	**1.59**	**1.47**	**1.47**	**1.53**	
Std Dev	**0.76**	**0.60**	**0.49**	**0.61**	**0.61**	**0.75**	**0.59**	**0.61**	**0.60**	**0.61**	**0.70**	**0.34**	**0.23**		

Table 4-19: Results of ratings of the participants from southern Africa

4.2.3.7 Analysis of Western African grouping:

Of the 34 western Africans who responded, the mean overall rating was 1.78. The highest mean overall rating was 1.41 for "Seating arrangements and comfort" (Q15). The lowest mean overall was 2.32 for "Length of workshop" (Q8). The ratings given by this group of participants on these workshops are given in Table 4-20.

There was one delegate from Nigeria who rated the workshop with an average level of 2.54. The most satisfied delegate was a Gambian, who rated every criteria as a "1", followed by two people who rated it as 1.15 overall - both from Nigeria. One rated all criteria as "1" apart from "length of workshop" (3), whilst the other rated all criteria as "1" apart from "level of information" (2) and "consistency of papers" (2).

The criteria which was rated as the lowest overall was "Length of workshop" (Q8) with 2.32, but it also had the widest standard deviation of 0.77, indicating that the delegates agreed less about this rating than for the other ratings.

Not all the Western Africans attended the same workshop - the two workshops will now be analysed separately, in sections 4.2.3.7.1 & 2.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
CAM 01	2	2	3	2	2	1	1	3	2	2	1	2	1	**1.85**	**0.69**
CAM 02	2	1	2	2	1	2	2	2	2	2	1	1	1	**1.62**	**0.51**
CAM 03	2	2	2	2	2	2	3	3	3	2	2	1	2	**2.15**	**0.55**
CAM 04	3	2	3	2	2	2	2	2	2	2	2	2	2	**2.15**	**0.38**
GHN 01	1	1	1	2	2	1	1	3	2	1	2	1	2	**1.54**	**0.66**
GHN 02	2	2	2	2	2	2	1	2	1	1	1	1	1	**1.54**	**0.52**
GHN 03	2	1	1	2	1	1	2	2	2	1	1	2	1	**1.46**	**0.52**
GHN 04	2	1	3	2	2	2	2	2	3	2	2	1	1	**1.92**	**0.64**
GMB 01	2	1	2	3	2	2	1	2	2	1	1	2	1	**1.69**	**0.63**
GMB 02	3	2	3	2	2	3	2	3	3	2	3	2	2	**2.46**	**0.52**
GMB 03	1	2	2	2	2	2	2	4	4	3	2	1	2	**2.23**	**0.93**
GMB 04	1	1	1	1	1	1	1	1	1	1	1	1	1	**1.00**	**0.00**
NIG 01	1	1	2	2	2	2	3	3	2	1	1	1	1	**1.69**	**0.75**
NIG 02	2	2	2	1	2	2	2	3	2	1	1	1	2	**1.77**	**0.60**
NIG 03	1	1	1	1	1	1	1	3	1	1	1	1	1	**1.15**	**0.55**
NIG 04	1	3	2	1	3	1	1	3	2	2	2	1	1	**1.77**	**0.83**
SRL 01	2	1	1	1	2	2	2	1	1	1	1	1	1	**1.31**	**0.48**
SRL 02	3	3	2	1	2	2	2	3	2	1	1	2	1	**1.92**	**0.76**
SRL 03	1	1	2	1	1	1	1	1	2	2	1	3	1	**1.38**	**0.65**
SRL 04	2	3	2	2	1	3	2	3	2	3	2	2	3	**2.31**	**0.63**
NIG 01m	2	2	2	1	2	3	1	1	1	2	2	2	2	**1.77**	**0.60**
NIG 02m	3	3	2	2	2	2	3	2	3	2	2	2	2	**2.31**	**0.48**
NIG 03m	2	3	3	2	2	3	2	2	3	3	2	2	1	**2.31**	**0.63**
NIG 04m	3	1	2	2	2	1	1	3	2	1	2	1	1	**1.69**	**0.75**
NIG 05m	2	2	2	2	3	2	2	2	2	2	2	1	1	**1.92**	**0.49**
NIG 06m	2	2	2	3	3	2	2	3	3	2	3	3	3	**2.54**	**0.52**
NIG 07m	1	3	1	1	1	2	2	3	3	2	3	2	1	**1.92**	**0.86**
NIG 08m	1	2	1	1	1	2	1	2	2	2	1	1	1	**1.38**	**0.51**
NIG 09m	2	1	2	2	2	1	2	2	2	1	2	2	1	**1.69**	**0.48**
NIG 10m	2	2	2	2	2	1	2	2	2	2	2	2	2	**1.92**	**0.28**
NIG 11m	2	2	2	2	1	2	2	2	2	2	2	1	2	**1.85**	**0.38**
NIG 12g	2	1	2	1	2	1	2	3	2	1	2	1	1	**1.62**	**0.65**
NIG 13n	1	2	2	1	2	1	1	2	2	1	2	1	1	**1.46**	**0.52**
NIG 14s	1	1	2	1	2	1	1	1	1	1	1	1	1	**1.15**	**0.38**
Avg	**1.82**	**1.76**	**1.94**	**1.68**	**1.82**	**1.74**	**1.71**	**2.32**	**2.09**	**1.65**	**1.68**	**1.50**	**1.41**	**1.78**	
Std Dev	**0.67**	**0.74**	**0.60**	**0.59**	**0.58**	**0.67**	**0.63**	**0.77**	**0.71**	**0.65**	**0.64**	**0.62**	**0.61**		

Table 4-20: Results of ratings of the West African participants

4.2.3.7.1 Analysis of West African workshop in Ghana, with mixed delegates

The overall mean satisfaction from the 20 delegates was 1.75. The criteria rated highest was “Seating and comfort” (1.40), and the worst was “Length of workshop” (2.45). Of the twenty delegates, one was quite unsatisfied with the length of the workshop, rating it a 4, ten were neither satisfied nor unsatisfied rating it 3, six were fairly satisfied with a 2, and three were completely satisfied (1). It was not clear from the open feedback questions whether this was because the delegates believed that the workshop should have been longer

or shorter. The ratings given by this group of participants on these workshops are given in Table 4-21.

Of the individual delegates, the highest overall rating was 1.0 from one of the four Gambians, and the lowest was 2.46 from another of the four Gambians

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q14	Q15	Avg	Std Dev
CAM 01	2	2	3	2	2	1	1	3	2	2	1	2	1	**1.85**	**0.69**
CAM 02	2	1	2	2	1	2	2	2	2	2	1	1	1	**1.62**	**0.51**
CAM 03	2	2	2	2	2	2	3	3	3	2	2	1	2	**2.15**	**0.55**
CAM 04	3	2	3	2	2	2	2	2	2	2	2	2	2	**2.15**	**0.38**
GHN 01	1	1	1	2	2	1	1	3	2	1	2	1	2	**1.54**	**0.66**
GHN 02	2	2	2	2	2	2	1	2	1	1	1	1	1	**1.54**	**0.52**
GHN 03	2	1	1	2	1	1	2	2	2	1	1	2	1	**1.46**	**0.52**
GHN 04	2	1	3	2	2	2	2	2	3	2	2	1	1	**1.92**	**0.64**
GMB 01	2	1	2	3	2	2	1	2	2	1	1	2	1	**1.69**	**0.63**
GMB 02	3	2	3	2	2	3	2	3	3	2	3	2	2	**2.46**	**0.52**
GMB 03	1	2	2	2	2	2	2	4	4	3	2	1	2	**2.23**	**0.93**
GMB 04	1	1	1	1	1	1	1	1	1	1	1	1	1	**1.00**	**0.00**
NIG 01	1	1	2	2	2	2	3	3	2	1	1	1	1	**1.69**	**0.75**
NIG 02	2	2	2	1	2	2	2	3	2	1	1	1	2	**1.77**	**0.60**
NIG 03	1	1	1	1	1	1	1	3	1	1	1	1	1	**1.15**	**0.55**
NIG 04	1	3	2	1	3	1	1	3	2	2	2	1	1	**1.77**	**0.83**
SRL 01	2	1	1	1	2	2	2	1	1	1	1	1	1	**1.31**	**0.48**
SRL 02	3	3	2	1	2	2	2	3	2	1	1	2	1	**1.92**	**0.76**
SRL 03	1	1	2	1	1	1	1	1	2	2	1	3	1	**1.38**	**0.65**
SRL 04	2	3	2	2	1	3	2	3	2	3	2	2	3	**2.31**	**0.63**
Avg	**1.80**	**1.65**	**1.95**	**1.70**	**1.75**	**1.75**	**1.70**	**2.45**	**2.05**	**1.60**	**1.45**	**1.45**	**1.40**	**1.75**	
Std Dev	**0.70**	**0.75**	**0.69**	**0.57**	**0.55**	**0.64**	**0.66**	**0.83**	**0.76**	**0.68**	**0.60**	**0.60**	**0.60**		

Table 4-21: Results of ratings of the West African workshop in Ghana, with mixed participants

4.2.3.7.2 Analysis of West African workshop in Nigeria, with delegates mainly from one company (MTN)

This workshop has already been analysed in detail – see section 4.2.2.5 and Table 4-6, above.

4.2.3.8 Summary of the analysis of the workshop, by culture

The graph below (Figure 4-2) shows a summary of this analysis. It should be recognised that, using the Likert scale, it is impossible to receive a rating better than "1". Cultures which rated the workshop most highly were the southern Africa group and Yemen (both about 1.5), whereas those rating it worst were from the islands of the Dutch Caribbean (2.8), and from the countries surrounding the Arabian Gulf (2.6). It can therefore be appreciated that it would have been a sweeping statement to have said that "There was a problem with the Dubai workshop", for example, as there were some delegates who rated it highly (ie: the Yemenis) and others who were less appreciative (ie: from the Gulf States) on the same event.

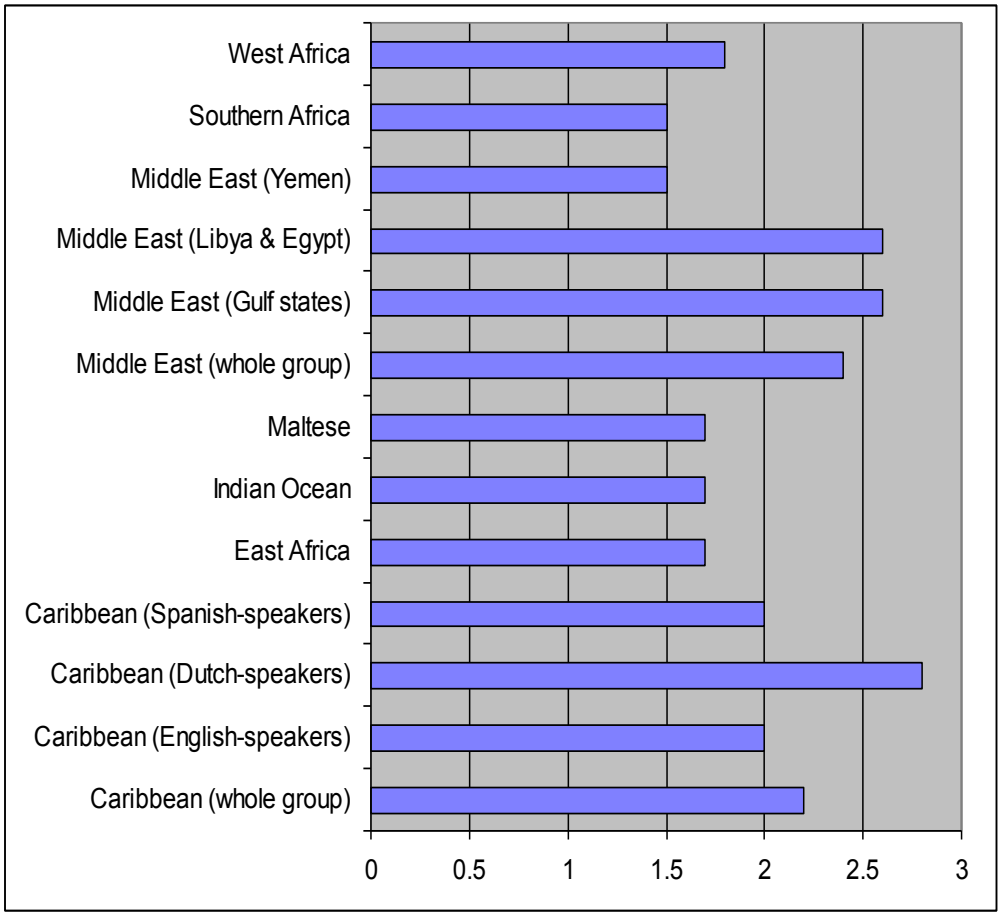

Figure 4-2: Overall rating analysed by different cultures attending workshops

4.2.3.9 Analysis of the cultures involved in the workshops

It is not sufficient to examine just the delegates who attended the workshops, but also to consider the presenters, and designers of the workshop, as their perceptions are also important. As previously explained, the workshop was designed by British consultants working under contract to a London-based British Commonwealth telecommunications organisation. All those involved with the work at the design stage were British. Additionally, the two presenters were also British, though organisation at the venue was the responsibility of a local representative. It is important to remember this, as unintentional misconceptions might have occurred between the presenters, organisers and delegates, due to cross-cultural differences[46].

[46] A comparison of the British culture to all the other cultures analysed in detail is given in table 4-22. Britain has a much lower PDI index than all the rest (Jamaica is the closest), a much higher IDV index than all the others, higher MAS index than the rest, and a lower UAI index than all the rest (except Jamaica)

It should be stated that language was not considered a possible problem. Firstly, the workshop was advertised as being presented in the English language, but in any case, many of the delegates were from countries which were members of the British Commonwealth, hence they were naturally fluent in English. The delegates from the Middle East were all fluent in English where it is widely spoken, as were the delegates from the Dutch countries and territories of the Caribbean area. As almost all the delegates came from the international telecommunications industry, they would all have been fluent in English, which is generally accepted as being the international language of the worldwide industry. The only exception to this knowledge of English was one Cuban delegate, who appeared to have almost no knowledge of the language, and who relied on his colleagues to translate for him.

The cultures therefore analysed in this text are:

- British
- Caribbean people in general
  - Those who are native English-speakers
  - Those who are native Dutch-speakers
  - Those who are native Spanish-speakers
- East Africans
- Those from the Indian Ocean Islands
- Maltese
- Middle Eastern people in general
  - People from the States surrounding the Arabian Gulf
  - People from Egypt and Libya
  - Yemenis
- Southern Africans
- West Africans

4.2.3.9.1 Analysis using Hofstede

Hofstede used data collected from a large international company (IBM), and made the assumption that, as the respondents were all employed by the same organisation, any differences in attitudes observed could only be explained by the different country the respondent was living in. He built on the original pool of data to produce a list of 74 countries, or groups of countries. Unfortunately, of all the countries for which this workshop was run, only 7 are listed in Hofstede's tables – in particular missing out the many small islands of the Caribbean. Hofstede's "Dimensions" of culture have already been explained in Chapter 2 of this work, so the explanation will not be repeated here[47]. The overall rating given by each country, together with four of Hofstede's "dimensions" are shown in Table 4-22, and a table showing the correlation

[47] This researcher obtained a copy of Hofstede's latest book ("Software of the mind" edition 3) in July 2010, and no further countries are analysed. In private correspondence, Prof Hofstede stated that he had no other data than that which is in edition 3.

between the rating given and each of Hofstede's indices is shown as Table 4-23. (Great Britain is shown, as both the presenters were British).

	PDI	IDV	MAS	UAI	Overall average rating given
East Africa	64	27	41	52	1.71
Malta	56	59	47	96	1.72
West Africa	77	20	46	54	1.78
Trinidad	47	16	58	55	2.23
Middle East group	80	38	53	68	2.37
Jamaica	45	39	68	13	2.39
Suriname	85	47	37	92	2.81
Great Britain	35	89	66	35	n/a

Table 4-22: Comparison of Hofstede's dimensions with overall rating given

	PDI	IDV	MAS	UAI	Overall average rating given
East Africa	64	27	41	52	1.71
Malta	56	59	47	96	1.72
West Africa	77	20	46	54	1.78
Trinidad	47	16	58	55	2.23
Middle East group	80	38	53	68	2.37
Jamaica	45	39	68	13	2.39
Correlation coefficient (*r*) between column and overall rating given	-0.225	-0.094	0.879	-0.500	

Table 4-23: Correlation of Hofstede's dimensions with overall rating given *(excluding Suriname – see text)*

Disregarding Suriname (see below), the correlation between the individualism-collectivism index for the countries listed, and the overall rating given by delegates from those countries is (r = -0.094), which is not significant (df = 4; $P > 0.05$), however, there is evidence that the masculinity index and the overall rating given are significantly related, as the correlation coefficient r is 0.861, ie: $P < 0.05$ (df = 4) **This calculation does not, at first sight, support Hofstede's proposition (as cited by Kolman) that the individualism-collectivism index correlates to the results of management courses.**

Regarding the question of Suriname, the workshop managers stated in their "End of workshop report", that one of the people from Suriname thought he would be attending a workshop to describe how to design and build a business

simulation rather than actually "Play the game". This delegate registered his dissatisfaction in the feedback, giving an overall average of 3.92. If his mark is discounted, Suriname ends up with an average rating of 1.69, fitting the correlation very closely ($r = 0.879$; $P < 0.05$ ($df = 4$)).

It therefore appears that, for these types of people, attending these series of workshops, there appears to be a negative correlation between Hofstede's Masculinity Index, and the rating given for the workshop. The more "Masculine" the culture, the more critical is the rating given. This researcher therefore proceeds to test this assumption.

4.2.3.9.2 Analysis of the results by culture using Cooper & Bowles' methodology

The questionnaire given to the delegates was of the form of a Likert scale. The normal method of analysing this type of questionnaire is by populating a contingency table, however when some of the cells contain zero value, the typical next step, ie: of performing a statistical analysis using Pearson's chi-squared test, is not possible and an alternative method must be sought. Cooper & Bowles' methodology was used for this analysis and has already been described in the previous chapter. It is demonstrated in detail below for one question. The remainder of the questions were analysed in an identical manner, and the results are given in table 4-31 to give an overall score of favourability/unfavourability. Finally, the scores calculated for each country are compared to Hofstede's Masculinity Index[48] for that country, and tested for correlation using the following formula:

Correlation Co-efficient :

$$\text{Correlation}(r) = [\, N\Sigma XY - (\Sigma X)(\Sigma Y)] \,/\, \text{Sqrt}([N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2])],$$

where

- N = Number of values or elements
- X = First Score
- Y = Second Score
- ΣXY = Sum of the product of first and Second Scores
- ΣX = Sum of First Scores
- ΣY = Sum of Second Scores
- ΣX^2 = Sum of square First Scores
- ΣY^2 = Sum of square Second Scores

These calculations were performed by the researcher, having written an Excel programme to do so.

Standard tables were then used to determine whether a relationship exists between the satisfaction index and Hofstede's Masculinity index, using a two-tailed test, and a significance level of $\alpha = 0.05$ (ie: 5%).

[48] Comparisons between the Individualism index and the results for each question were also made, as prompted by Hofstede, however they are not shown here as in no case did they appear to be significantly related.

The questions are analysed in order:

Question 1: Theoretical content of workshop

The following table shows the total number of people who attended the workshops, indicates the percentage favourable and unfavourable in response to this question, and shows the net percentage favourable:

(a)	Rating	1 or 2	3	4 or 5	Total
(b)	Number with rating	91	28	4	123
(c)	Percentage favourable	74		*= (91 x 100/123)*	
(d)	Percentage unfavourable	3		*= (4 x 100/123)*	
(e)	Percentage neutral	23		*= (28 x 100/123)*	
(f)	Net favourable	71		*= (c) – (e)*	

Table 4-24: Results for the overall group for question No.1

The results from Table 4-24 (in particular, row *(f)*) are then compared with the ratings from the following countries (in particular, row *(l)*) in order to find the difference between the net percentage favourable for the whole group, and the net percentage favourable for that country (or group of countries). If *(l)* < *(f)*, then the percentage difference is given a minus sign to indicate it is less favourable than the overall group, otherwise it is positive.

	Rating	1 or 2	3	4 or 5	Total
(g)	Number with rating	6	5	1	12
(h)	Percentage favourable	50			
(j)	Percentage unfavourable	8			
(k)	Percentage neutral	42			
(l)	Net favourable	42			
(m)	%Difference favourable between overall group and this country	-29		*(f) – (l)*	

Table 4-25: Results for the Arab group of countries for question No.1

	Rating	1 or 2	3	4 or 5	Total
(g)	Number with rating	5	1	0	6
(h)	Percentage favourable	83			
(j)	Percentage unfavourable	0			
(k)	Percentage neutral	17			
(l)	Net favourable	83			
(m)	%Difference favourable between overall group and this country	12		*(f) – (l)*	

Table 4-26: Results for the East Africa group of countries for question No.1

	Rating	1 or 2	3	4 or 5	Total
(g)	Number with rating	19	11	3	33
(h)	Percentage favourable	58			
(j)	Percentage unfavourable	9			
(k)	Percentage neutral	33			
(l)	Net favourable	48			
(m)	%Difference favourable between overall group and this country	-23		*(f) – (l))*	

Table 4-27: Results for the English Caribbean group of countries for question No.1

	Rating	1 or 2	3	4 or 5	Total
(g)	Number with rating	6	4	0	10
(h)	Percentage favourable	60			
(j)	Percentage unfavourable	0			
(k)	Percentage neutral	40			
(l)	Net favourable	60			
(m)	%Difference favourable between overall group and this country	-11		*(f) – (l)*	

Table 4-28: Results for Malta for question No.1

	Rating	1 or 2	3	4 or 5	Total
(g)	Number with rating	29	6	0	35
(h)	Percentage favourable	83			
(j)	Percentage unfavourable	0			
(k)	Percentage neutral	17			
(l)	Net favourable	83			
(m)	%Difference favourable between overall group and this country	12		*(f) – (l)*	

Table 4-29: Results for the West Africa group of countries for question No.1

The results from row *(m)* in each table (3-25 to 3-29) are then compared to the masculinity index (MAS) from Hofstede's research for those same countries or groups on countries in Table 4-30:

	Hofstede's Masculinity index	Difference in percentage favourable *(f) – (l)*
Arab group	53	-29
East African group	41	12
English speaking Caribbean group	58	-23
Malta	47	-11
West African group	46	12

Table 4-30: Comparison between Hofstede's "Masculinity index" and "Favourability index" for countries given.

These two columns are then presented to the correlation formula mentioned above to give a correlation of:

***r* = -0.846.**

Finally, this result is compared to a standard table of significance for Pearsons correlation coefficient (one-tailed test, as it has now been established that the correlation is likely to be negative) with 3 degrees of freedom (*df*), with the result that, for this question the level of significance (*P*) is

$$P < 0.05$$

and **there is therefore evidence that the two sets of results are significantly correlated.**

The same procedure was followed for each question, and the results are shown in Table 4-31.

		% Fav	% UnFav	% neutral	Net % Fav	Compared to whole	Hofstede's MAS index	r	Sig (1-tailed)
Question 1	**All delegates**	**74**	**3**	**23**	**71**	**n/a**	**n/a**		
	Arab	50	8	42	**42**	-29	53		
	English Caribbean	58	9	33	**49**	-22	58		
	West Africa	83	0	17	**83**	12	46		
	East Africa	83	0	17	**83**	12	41		
	Malta	60	0	40	**60**	-11	47	-0.846	P < 0.05
Question 2	**All delegates**	**79**	**0**	**21**	**79**	**n/a**	**n/a**		
	Arab	75	0	25	**75**	-4	53		
	English Caribbean	71	0	29	**71**	-8	58		
	West Africa	80	0	20	**80**	1	46		
	East Africa	100	0	0	**100**	21	41		
	Malta	90	0	10	**90**	11	47	-0.904	P < 0.025
Question 3	**All delegates**	**72**	**5**	**23**	**67**	**n/a**	**n/a**		
	Arab	33	17	50	**16**	-51	53		
	English Caribbean	59	3	38	**56**	-11	58		
	West Africa	86	0	14	**86**	19	46		
	East Africa	100	0	0	**100**	33	41		
	Malta	90	0	10	**90**	23	47	-0.743	P > 0.05
Question 4	**All delegates**	**79**	**2**	**19**	**77**	**n/a**	**n/a**		
	Arab	58	17	25	**41**	-36	53		
	English Caribbean	72	0	28	**72**	-5	58		
	West Africa	94	0	6	**94**	17	46		
	East Africa	83	0	17	**83**	6	41		
	Malta	70	0	30	**70**	-7	47	-0.524	P > 0.05
Question 5	**All delegates**	**84**	**2**	**14**	**82**	**n/a**	**n/a**		
	Arab	83	8	9	**75**	-7	53		
	English Caribbean	69	3	28	**66**	-16	58		
	West Africa	91	0	9	**91**	9	46		
	East Africa	100	0	0	**100**	18	41		

	Malta	100	0	0	**100**	18	47	-0.939	P < 0.01
Question 6	**All delegates**	**79**	**6**	**15**	**73**	**n/a**	**n/a**		
	Arab	67	17	16	**50**	-23	53		
	English Caribbean	72	7	21	**65**	-8	58		
	West Africa	89	0	11	**89**	16	46		
	East Africa	67	0	33	**67**	-6	41		
	Malta	100	0	0	**100**	27	47	-0.412	P > 0.05
Question 7	**All delegates**	**83**	**3**	**14**	**80**	**n/a**	**n/a**		
	Arab	58	17	25	**41**	-39	53		
	English Caribbean	76	3	21	**73**	-7	58		
	West Africa	89	0	11	**89**	9	46		
	East Africa	100	0	0	**100**	20	41		
	Malta	100	0	0	**100**	20	47	-0.683	P > 0.05
Question 8	**All delegates**	**59**	**8**	**33**	**51**	**n/a**	**n/a**		
	Arab	50	17	33	**33**	-18	53		
	English Caribbean	52	10	38	**42**	-9	58		
	West Africa	54	6	40	**48**	-3	46		
	East Africa	67	0	33	**67**	16	41		
	Malta	80	10	10	**70**	19	47	-0.734	P > 0.05
Question 9	**All delegates**	**72**	**6**	**22**	**66**	**n/a**	**n/a**		
	Arab	58	25	17	**33**	-33	53		
	English Caribbean	59	0	41	**59**	-7	58		
	West Africa	77	3	20	**74**	8	46		
	East Africa	83	0	17	**83**	17	41		
	Malta	90	0	10	**90**	24	47	-0.675	P > 0.05
Question 10	**All delegates**	**89**	**2**	**9**	**87**	**n/a**	**n/a**		
	Arab	67	17	16	**50**	-37	53		
	English Caribbean	90	0	10	**90**	3	58		
	West Africa	91	0	9	**91**	4	46		
	East Africa	100	0	0	**100**	13	41		
	Malta	100	0	0	**100**	13	47	-0.480	P > 0.05
Question 11	**All delegates**	**81**	**2**	**17**	**79**	**n/a**	**n/a**		
	Arab	50	0	50	**50**	-29	53		
	English Caribbean	83	0	17	**83**	4	58		
	West Africa	89	0	11	**89**	10	46		
	East Africa	100	0	0	**100**	21	41		
	Malta	100	0	0	**100**	21	47	-0.590	P > 0.05
Question 14	**All delegates**	**81**	**5**	**14**	**76**	**n/a**	**n/a**		
	Arab	58	33	9	**25**	-51	53		
	English Caribbean	69	0	31	**69**	-7	58		
	West Africa	91	0	9	**91**	15	46		
	East Africa	100	0	0	**100**	24	41		
	Malta	100	0	0	**100**	24	47	-0.660	P > 0.05
Question 15	**All delegates**	**79**	**6**	**15**	**73**	**n/a**	**n/a**		

	Arab	25	33	42	**-8**	-81	53		
	English Caribbean	76	0	24	**76**	3	58		
	West Africa	91	0	9	**91**	18	46		
	East Africa	100	0	0	**100**	27	41		
	Malta	100	0	0	**100**	27	47	-0.515	P > 0.05

Table 4-31: Comparison between Hofstede's "Masculinity index" and "Favourability index" for all questions asked, for the countries given.

From the above results, for this particular experiential learning course, there are significant correlations between the masculinity index and the rating given for questions 1, 2 and 5. These questions were:

Question 1 $r = -0.846$ $P < 0.05$
Theoretical content of workshop

Question 2 $r = -0.904$ $P < 0.025$
Practical content of workshop

Question 5 $r = -0.939$ $P < 0.01$
Consistency of papers and presentations with the session

4.3 Case study II: Outdoor management programme An example of Experiential Management learning in the Czech Republic;

The researcher contacted a group of people who had attended a Česká cesta outdoor training programme (OTP) in order to gather information about experiential management learning of type 2 (see paragraph 2.5.2). The company did not give the names of former participants (this was regarded as confidential information), therefore the researcher decided to contact companies who were listed as being clients of Česká cesta, soliciting their help. As the participants were Czech, the researcher obtained assistance from an MSc student in making contact, formatting the questions, and obtaining the feedback. It was not felt that the same questionnaire which had been used at the CTO event was appropriate, because of the very different nature of the courses. Together we identified 97 people, to whom we sent an email inviting them to complete an on-line questionnaire[49] asking about their experiences. There were 11 questions, of which 8 were questions about their experiences with OTP, which had several possible answers, whilst three contained questions concerning some identification of respondents: gender, age and education.

The questions were:

Q1. Have you ever participated in an outdoor training programme (OTP)?
Q2. How often in a year are you invited to take part in an OTP?

[49] Survey conducted using "Easy Research" software, at www.easysearch.biz

Q3. How many times have you taken part in an OTP?
Q4. What kind of programme have you participated in most often?
Q5. How long did the OTP usually last?
Q6. For each activity listed, please describe your feelings:
Q7. Have you noticed any progress in your own behaviour and working performance since OTP?
Q8. After the OTP did you notice any changes or progress in your relationship with your colleagues, your behaviour as a group or working performance?
Q9. Gender
Q10. Age
Q11. Education

The basic segment of people who responded showed that, of the 97 Czech participants, 41 (42%) were male, and 56 (58%) were female. The age profile showed that the were mostly aged up to 40 (84% of them), and the highest education level achieved by 64% of them was a university degree, though 34% listed the final school leaving certificate *"Maturita"* as their highest qualification at the time of completing the questionnaire. This profile is represented in Figure 4-3.

It may be relevant to note that this questionnaire was completed in 2008

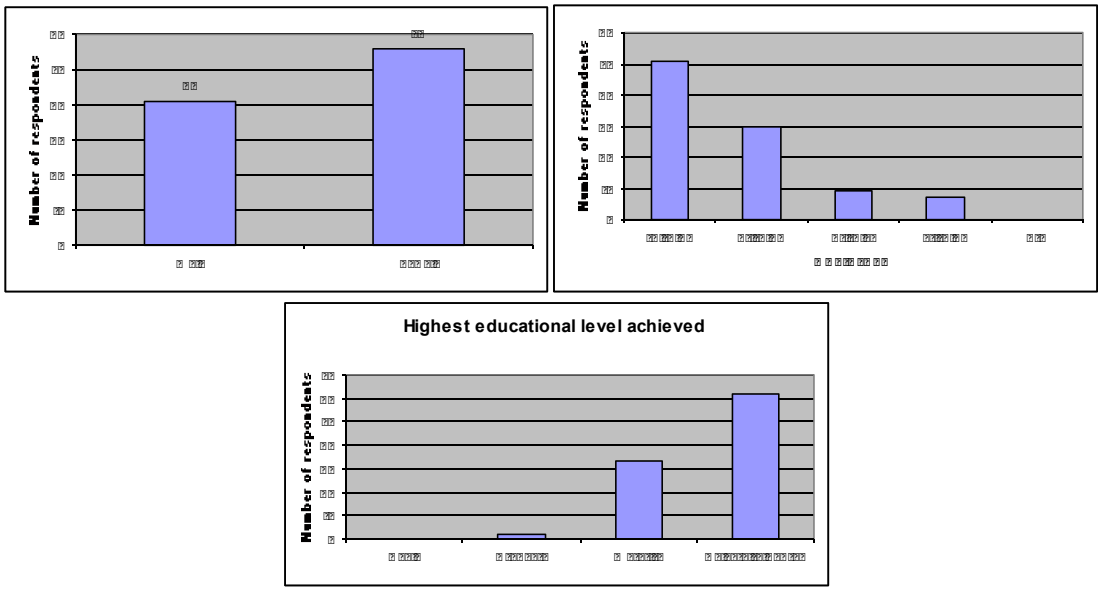

Figure 4-3: Profile of respondents who participated in Outdoor Training Programmes

The responses from the participants on these programmes are shown in full in Appendix 6. Question 6 invited the opinions of the participants regarding different types outdoor training programme, and is a key question, as it appears to help in understanding the attitude of young Czech adults to experiential learning programmes, and is analysed in the following paragraphs:

4.3.1 Analysis of the feedback from OTP

The basic feedback (see appendix 6) can be deduced from the figures in the appendix. As can be seen from the "Profile of participants" above, the respondents were generally young adults, which probably points to newly-appointed, junior members of staff. They are more or less equally divided between young men and young women, and at the time of responding more than half have University degrees.

58% of the respondents have been invited only once, with 42% having been invited more often. This does not necessarily mean that they have attended every time they have been invited, however it is an indication. 82.5% of those who took part in various programmes, did so up to 3 times, with 17.5% participating more often.

The most common form of OTP requested from Č está cestá is "Teambuilding", which just over half the participants attended. This was followed by their "Team spirit" event (28%). Teambuilding is arranged for new staff or newly formed teams, whilst "Team spirit" events are often a part of managerial conferences, meetings with business partners, and they can also be organised for representatives of clients in order to present the company or product in an interesting way, thus strengthening brand loyalty. Another use of these events is as a collective reward for work groups (departments, regional business teams, etc.). The primary purpose of team spirit events is to motivate and entertain.

Most of the OTP events the participants attended lasted for 2 days (54%), though the programmes ranged from half a day to more than 3 days.

The answers to question 6 (summarised in Table 4-32) is probably the one which can best be used to examine Czech culture, however at first glance it may seem difficult to analyse in depth, as there are more answers than participants. This was because participants were encouraged to "tick all that apply". On the basis of the figures alone, however, it seems as if about 50% of the people who attended the **Icebreakers**[50] experienced a sense of curiosity. Only 6% said they were enthusiastic about them, whilst another 6% said they felt pleasure from them. These were the lowest scores for these categories. This would link up with Lewis's opinion that Czechs tend to be pragmatic and contemplative. Enthusiasm would only be evident if the participants could see a point to the exercise.

[50] For details of the different types of programme ("Icebreakers", for example), see Appendix 5

Question 6[51]: For each activity listed, please describe your feelings
(more than one selection could be checked)

	Fear	Uncertainty	Uneasiness	Curiosity	Enthusiasm	Pleasure	Did not Attend
Icebreakers	*1*	*20*	*14*	*48*	*6*	*6*	*11*
Dynamics	*2*	*6*	*6*	*37*	*29*	*16*	*10*
Rope Courses	*11*	*10*	*4*	*10*	*27*	*15*	*32*
Outdoor Sports	*10*	*11*	*3*	*12*	*31*	*22*	*25*
Communication Games	*0*	*4*	*7*	*38*	*35*	*13*	*7*
Trust Building Activities	*2*	*12*	*4*	*20*	*16*	*17*	*34*
Social Programs	*0*	*2*	*9*	*15*	*29*	*32*	*18*

Table 4-32: Summary of results of Question 6

More participants who attended the **Communication games** said they were enthusiastic about them (36% - the highest for this category), but oddly only 13% said they felt pleasure. Apart from the **social programmes**, the **outdoor sports** and the **trust building** rated highest in this category (25% and 24% respectively).

4.3.2 Further analysis of question 6

The researched decided to follow an analysis similar to that used earlier (section 4.2.3.9.2) to determine whether the participants had positive or negative thoughts about the programmes overall, and what their comparative reaction was to the seven different types of experiential activities. To do this, the possible answers were treated thus:

- If the answer was "Fear", "Uncertainty" or "Uneasiness", the researcher assigned the attitude as generally "Unfavourable".
- If the answer was "Curiosity", it was treated as "Neutral".
- If the answer was "Pleasure" or "Enthusiasm", it was treated as "Favourable.

Having analysed the attitudes of Czech men and women to these different types of programme, the following results were obtained (see Table 4-33):

Types of programme	% Fav	% UnFav	% neutral	Net % Fav	Compared to whole
Total; all programmes	**51**	**21**	**28**	**30**	**n/a**
Icebreakers	13	37	51	-24	-54

51 The exact question in Czech was, "Pro každou aktivitu označte Vaše pocity".

Dynamics	62	11	28	51	21
Rope courses	55	32	13	22	-8
Outdoor sports	60	27	13	33	3
Communication games	49	11	39	38	8
Trust building activities	46	25	28	21	-9
Social programmes	70	13	17	57	27

Table 4-33: Comparison of attitudes of Czech adults to experiential courses[52]

Overall, 51% of the participants rated the experiential programmes favourably compared to 21% who rated them unfavourably – a net favourable response of 30%. When each type of programme is compared to the overall response, the least liked was the Icebreaker-type of programme (net favourable of -24%, ie: only 13% rated them favourably against 51% who rated them unfavourable – an overall net favourable of -24%). The most liked were the Dynamics-type programme and the Social programmes having net favourable ratings of 51% and 57% respectively.

In the next case study, the attitudes of Czech university students will be assessed by means of a self-scored personality test.

4.4 Case study III
Students at the Czech University of Life Sciences

In the autumn of 2008, this researcher carried out a survey of students attending the "Management" module of the MSc programme taught in English at the Czech University of Life Sciences (this included foreign students on Erasmus and other scholarships, and Czech students attending the "European Agrarian Diplomats" programme). The survey also included those who were attending the "Fundamentals of Management" module as part of the Bachelors programme taught in English (which also included some foreign students). The segment of the population which was surveyed can be clearly identified:

- The majority of those surveyed were between 20 and 30 years old.
- The majority of those surveyed were not in full-time employment.
- The majority of those surveyed were Czech.
- A significant proportion of those surveyed were not Czech.
- All of those surveyed were able to communicate very well in English.
- All of those who were surveyed were well educated (ie: had passed a university entrance exam)
- The majority of those surveyed were following a Management or Economics programme

The aim of the survey was to identify whether the students thought of themselves as "Assertive" or "Non-assertive". A second aim was to identify

[52] Own computation, based on results obtained from previous participants of Ceska Cesta's programmes

whether they thought of themselves as "Highly emotional" or "Not very emotional". A third aim was to determine whether they thought of themselves as typical representatives of young people from their country.

The researcher first gave a short talk entitled "Getting to know you", in which he explained what was meant by assertiveness, and described ways in which degrees of assertiveness could be recognised. This was followed by an explanation of how to recognise degrees of emotional level. A blank chart was then distributed amongst the students. Students were asked to position themselves along the "Assertiveness" axis, then to position themselves along the "Emotional" axis, and then to repeat the exercise, but asking them to think about other people of their age group from their own country or region. It is important to note that the survey was anonymous, which was intended to encourage honesty in their responses. The students were only asked to write their nationality on their paper – with the option that if they did not come from the Czech Republic, and thought they could be identified, they could just write "Non-Czech" (Nobody did). The forms were then handed in, and later analysed.

4.4.1 Analysis of the results

…..Regarding themselves

Of the 123 people who took the survey, 96 thought of themselves as "Assertive", 3 of them thought of themselves as "Neither assertive nor non-assertive", and the remaining 24 thought of themselves as "Non-assertive".

Of the 100 Czechs who took the survey, 75 thought of themselves as "Assertive", 3 of them thought of themselves as "Neither assertive nor non-assertive", and the remaining 22 thought of themselves as "Non-assertive".

Of the 23 people of other nationalities who took the survey, 21 thought of themselves as "Assertive", nobody thought of themselves as "Neither assertive nor non-assertive", and only 2 thought of themselves as "Non-assertive".

..…Regarding other Czech people of their own age

Of the 93 Czechs who answered this part of the survey, 48 thought that other Czech people of their age were typically "Assertive", 10 of them thought that their compatriots were "Neither assertive nor non-assertive", and the remaining 35 thought they were "Non-assertive".

The responses from the non-Czechs were not analysed in this part.

These results of the analysis of the surveys completed by the Czech students were represented as percentages and are shown graphically in Figure 4-4.

From these results it can be observed that the group of Czech students surveyed thought of themselves as more assertive than non assertive.

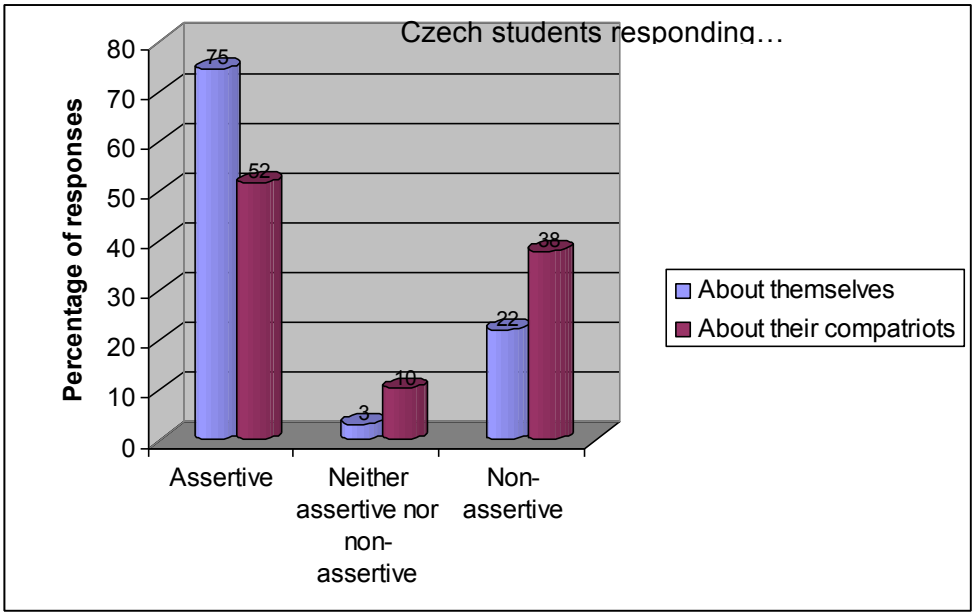

Figure 4-4: Analysis of response from Czech students regarding how assertive they viewed themselves, and how assertive they viewed their compatriots[53]

The "Emotional" axis.

Dawson discusses the Emotional axis, which he uses together with the Assertiveness axis to define a personality type – Pragmatic, Extrovert, Amiable, or Analytical (refer to figure 2-11). Although this researcher has been able to find an apparent parallel between Hofstede's "Masculinity" and Dawson's "Assertiveness", no similar comparison was found for the "Emotional" index. It is, however, of interest to analyse the responses from the students.

Of the 123 people who took the survey, 102 thought of themselves as "Emotional high", and the remaining 21 thought of themselves as "Emotional low".

Of the 100 Czechs who took the survey, 79 thought of themselves as "Emotional high", and the remaining 21 thought of themselves as "Emotional low".

Of the 23 people of other nationalities who took the survey, 21 thought of themselves as "Emotional high", and only 2 thought of themselves as "Emotional low".

.....Regarding other Czech people of their own age

Of the 93 Czechs who answered this part of the survey, 61 thought that other Czech people of their age were typically "Emotional high", 8 of them thought

[53] Own computation, based on own survey conducted in 2008

that their compatriots were “Neither Emotional high nor Emotional low”, and the remaining 24 thought they were “Emotional low”.

Once again, the responses from the non-Czechs were not analysed in this part.

These results of the analysis of the surveys completed by the Czech students were represented as percentages and are shown graphically below (Figure 4-5).

These results are a little surprising, as Lewis writes that Czechs tend to have a “Lack of self-confidence” and are “Pragmatic”[54] – not values and characteristics one would associate with a high level of emotion, however this result is considered in chapter 4 (Discussion).

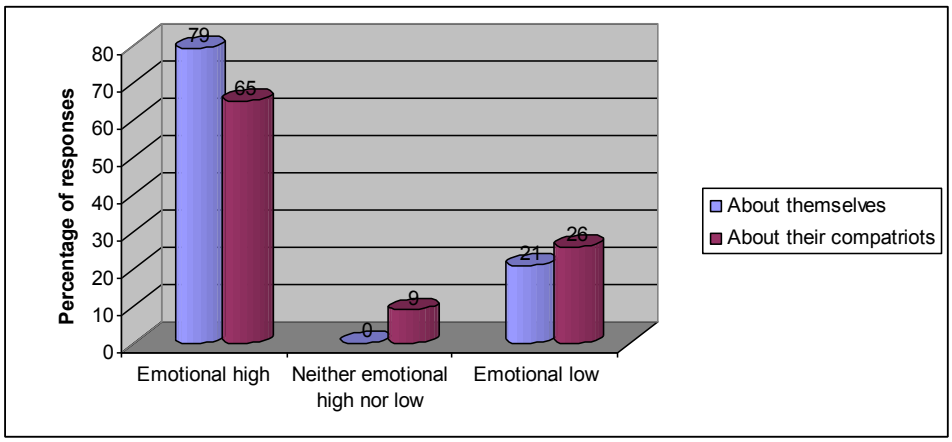

Figure 4-5: Analysis of response from Czech students regarding how they viewed their own emotional level, and how they viewed their compatriots.

4.4.2 Comparison of these results using Dawson

The full set of results from the Czech students reporting about themselves, and about other Czech of the same age group, was analysed by overlaying the total number of students own attitudes onto Dawson’s chart, revealing clearly that most (63%) considered themselves as “Extrovert”, and a full 79% placing themselves as either Amiable or Extrovert. The remaining 21% placed themselves as either “Analytical” or “Pragmatic”. Once again, this is not in line with Lewis’s assessment of the Czech personality. (Figure 4-6)

[54] When cultures collide, edition 2, Chapter 28

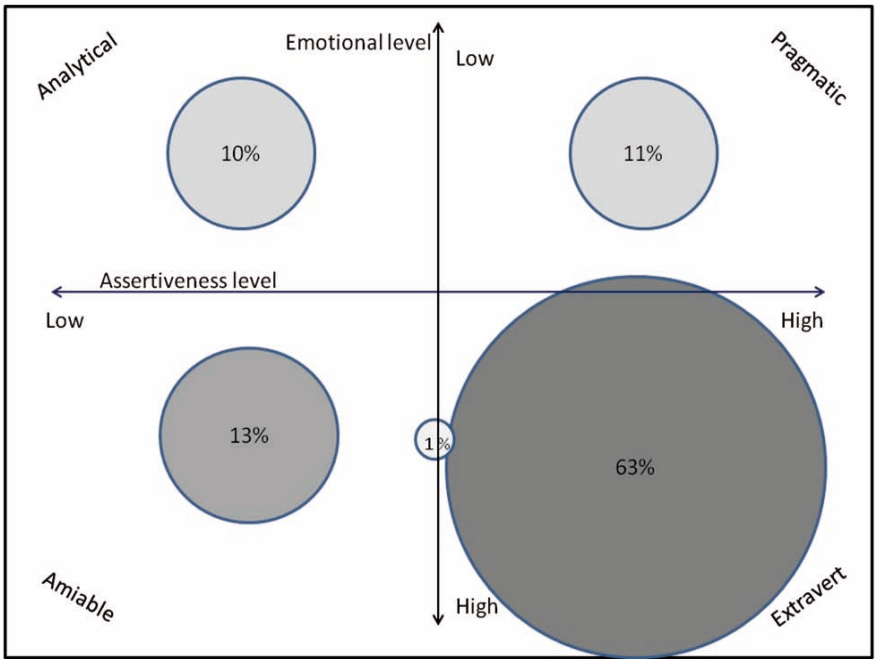

Figure 4-6: Overlay of results from Czech students reporting about themselves, on Dawson's Personality styles chart
(Figures in circles show percentage of students own placings)

When the Czech students reported on others they knew, of the same age groups as themselves, the results were analysed using the same technique. The results can be seen in Figure 4-7.

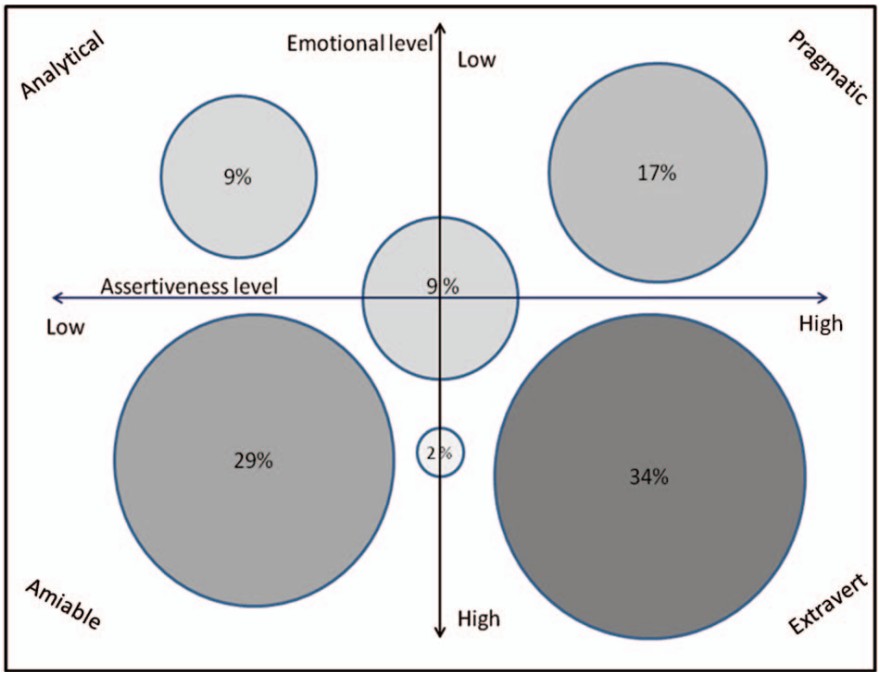

Figure 4-7: Overlay of results from Czech students reporting about others of their own age group, on Dawson's Personality styles chart
(Figures in circles show percentage of students own placings)

In this analysis, the number rated as "Extravert" is 54% of that reported previously (34 "others" vs 63 "self") , though when combining Amiable together with Extravert, the figures are closer at 82% (65 "others" vs 79 "self"). The number of "others" rated as "Pragmatic" was 54% higher than when they considered themselves (17 "others" vs 11 "self"), whilst the Analytical numbers were about the same (9 vs 10).

These figures support Hofstede's opinion quoted earlier (section 4.3.2) that a correlation exists between his Individualism index and the personality facet of Extravertism. The Czech Republic ranks about 30% below the top of the individualism table, and may therefore be seen as being more extravert than introvert – though not being at the extreme.

4.5 An experimental Experiential Management programme for Czech students

In literature [Dawson; Pease] the difficulties of people with different personalities working together has been identified. One very relevant interpersonal relationship in the field of education is the teacher/student relationship, where a teacher needs to relate to the students to encourage best performance from them. With this in mind, the researcher designed the "Practical" (*Cvičení*) section of the "Fundamentals of Marketing" module, taught in English for a group of Bachelors students with the same profile as that group surveyed above.

In addition to responding to the participants' self-assessment, the likely cultural aspects of the Czech particpant were drawn from literature [Lewis; Hofstede] as a basis for the design of the experimental experiential management programme.

Though concentrating on the "Extravert" nature of the students, the researcher did not, however, lose sight of the other characteristics disclosed by the students in the survey, therefore the practical session was also developed to include features such as:

- Friendliness
- Enthusiasm
- Quick decision-making
- Giving immediate verbal and non-verbal feedback

Whilst also recognising that Extraverts are (often)

- Poorly organised
- Have a flexible time perspective
- Tend not to put much emphasis on facts and details

The practical exercise, spanning 8 weeks, was designed with all these characteristics in mind.

The task was given to write a marketing plan for a new product or service which would appeal to a group of students at the students' university, or would appeal to a group of visitors to the students' country.

Each week the students were introduced to a new theoretical concept in the lecture, and in the following practical session carefully coached to consolidate the lecture and incorporate it in their marketing plan. After 5 weeks each group of students had to present a status report, and at the end of the programme, each group of students had to present their marketing plan to all the other groups of students, following which a vote was taken as to which plan would be most likely to succeed.

Both the lectures and the practical sessions were presented by this researcher, who did his best to:

- **Present himself as the expert**
  - by using anecdotes and real examples from real life, and his own experience
- **Teach linearly and communicate thoughtfully**
  - by using a logical sequence of lectures, which could be consolidated in the practical sessions, and gradually built up into comprehensive plan
- **Expect attention in class**
  - by using techniques such as varying tone and pace of voice
- **Encourage creativity**
  - by emphasising that they have to think of that "something special" to differentiate their product or service from others
- **Encourage competition in class**
  - by organising the practical in the form of a game, with rewards for successful students – sometimes given during the module, and not only at the end
- **Praise successful students (groups)**
  - by using original examples from student groups in lectures
- **Emphasise that to fail would be a disaster**
  - by reminding students that only successful presentation of the plan would result in a "zápoćet", and that the exam policy was "no zápoćet, no exam".

In addition the characteristics of the Extravert nature of the group was catered for, by creating a friendly and responsive atmosphere, and by being prepared for the students being poorly organised (as they were), and having not thought through the facts and details (which many of them had not). The researcher was prepared for this, and deliberately responded with either an amiable approach ("Don't let me down, guys"), or a Pragmatic approach (Forcing them to respond to revised, and almost impossible, schedules), as was appropriate.

For the teacher, this demanded close attention to the teaching and practical sessions.

At the conclusion of the module, all the student groups successfully presented their marketing plans, and obtained their *zápoćets*.

4.5.1 Measurement of success

The university uses its own rating system to measure the performance of teachers on all modules. Naturally, these differ from those used in the case study, but they provide a useful measure of acceptance, and help the teacher improve acceptability of teaching by the students.

For this module, the researcher received the following grading from the students (Figure 4-8):

MSc. Richard Selby

FUNDAMENTALS OF MARKETING		2008/2009
The way of speaking was clear	2 1 2 1 3 1 1 2 1 3 1 1 1 1 1 1 1 1 2 1	1.4
After each lecture I felt it was a contribution	3 2 4 2 3 1 2 2 2 3 2 1 1 2 1 2 1 1 1 2 1	1.9
The atmosphere was friendly	1 1 2 1 1 1 1 2 1 3 1 1 1 1 1 1 1 1 2 1	1.2
The lectures were related to other subjects	2 1 4 1 2 1 3 1 2 3 1 1 1 2 1 2 1 2 1 2 1	1.7
The topics of lectures were interesting for me	3 2 1 1 3 1 4 1 2 3 1 1 1 2 1 2 1 1 2 3 1	1.8
The lecturer was an authority on the subject	3 2 2 1 1 1 2 1 2 3 2 3 1 2 2 1 1 1 1 3 1	1.7
The subject can be appplied in other subjects	3 2 1 1 1 1 2 1 1 3 1 2 1 1 1 2 1 2 2 3 1	1.6
The subject can be usefull in practice	2 2 1 1 1 1 1 1 1 3 1 1 1 2 1 1 1 1 1 2 1	1.3
During the lesson all the students were involved	3 2 4 2 3 1 3 2 2 3 3 3 1 1 1 1 1 1 2 3 1	2.0
Time was used effectively	2 1 1 2 2 1 1 2 2 3 3 2 1 2 1 2 1 1 1 3 1	1.7
The content of lectures was comprihensible	2 1 4 2 1 1 2 2 2 3 2 2 1 1 1 1 1 1 1 2 1	1.6
I found the way of lectures delivery attractive	2 2 4 2 2 1 3 1 2 3 2 1 1 1 1 2 1 1 1 3 1	1.8
		1.6

Comments:
Focus on practical knowledge.

Figure 4-8: Analysis of an experiential teaching module at the Czech University of Life Sciences

This researcher has not been able to acquire a copy of the questionnaire which results in this report, however it represents an improvement over the results of the last two occasions this module was taught – indicating a improved student satisfaction. The results of each characteristic ranged from 1.2 (for friendly atmosphere – which is a "Feminine" characteristic) to 2.0 (for "During the lesson all the students were involved"). The average for all characteristics was 1.6.

Ratings given by the individual students ranged from "1", given by 4 students to "3" given by one student. The average of 1.6 was given by 2, or 9.5% of the students. A rating of better than 1.6 was given by 11, or 52% of the students, and a rating worse than 1.6 was given by 8, or 38% of the students.

4.5.2 Problems with this questionnaire

Unlike the questionnaire given to the delegates on the Business Simulation Programme, completion of this questionnaire is not mandatory, therefore responses are only given by those who have an opinion to give, and/or time to give it. In consequence, this does not necessarily represent the opinion of all the students who attended the programme. There were more than 40 students studying this module, therefore with only 21 responses, there was barely 50% representation.

Another problem lies with the questions. When asked whether all the students were involved in the lesson, it is nor certain whether the students interpret that as the lecture, the practical sessions, or both. Certainly, all the students were involved in the practical session – that was one of the researcher's objectives!

The timing of the questionnaire is also an issue. If the student is given it after an exam in which he/she has not performed as well as expected, there might be the temptation for an underperforming student to blame the teacher. These issues will be further discussed in the next chapter.

Nevertheless, the student satisfaction level is very good, seemingly due to the application of the principles mentioned in section 4.5, above.

CHAPTER 5: DISCUSSION

5.1 Experiential learning

The definition of an Experiential teaching programme is given in the literature review. It is relevant to consider whether the business simulation programme used as the case study, the outdoor training programme as used by Česká cesta, and the Fundamentals of marketing module used in the experiment are both "Experiential".

Certainly the Telecoms Business Simulation programme (Case study I) qualifies as, after five annual simulations with a debriefing after each annual report, the delegates were forced to reconsider (reflect on) decisions they made earlier, and use these decisions to modify their future plans. It is in the same was as illustrated in Kolb's "Learning cycle".

The researcher believes that the outdoor training programme (Case study II) is also an experiential programme, as it takes the participants away from their normal daily activities, and gives them unusual tasks. The encouragement to reflect on the experience is a key element to it, and the facilitators on the Česká cesta programmes ensure this.

The practical portion of the Marketing module (Case study III) can also be considered experiential, as the educator (the teacher) engaged with the learners (students) by closely coaching them, challenging their decisions, and forcing them to reflect on them to justify their positions. This was certainly demanding for the teacher, who relied heavily on his earlier research into the characteristics of the students, and his own personal, genuine experiences in Marketing.

5.2 Experiential learning at university

Experiential learning should also be received by the students during their work placements. In theory, students should attend some place of work, experience the reality of the situation, and reflect on it afterwards when they write up their reports to earn a zápoćet for their "praxis"[55]. Such work experience is an integral part of all Masters and Bachelors programmes in the Economics and Management faculty of the Czech University of Life Sciences, and in most European universities.

In practice, this researcher observes that many teachers do not have time to pay sufficient attention to the acquisition of the praxis zápoćet, meaning that the students do not properly reflect on their experiences.

[55] The importance of this was also recently stressed in an article in Prague's "Metro" newspaper, entitled "Po škole, bez praxe do práce? Těžko". (19th August 2009, page 15)

5.3 Experiential learning at work – "Outdoor management training programmes"

These are sometimes presented under the guise of "Away days" or "Team building sessions". Outdoor management training is a method of training and developing staff, irrespective of their level and responsibilities within their organisations. The training programme takes employees, out of the comfort zone of their normal office environment to participate in some specially designed outdoor exercises and management games. These exercises are in turn reviewed and integrated to the corporate environment through sessions by professional instructors. Outdoor methods differ from traditional learning in several important ways.

- An outdoor training task is a direct and clear means by which group interaction can be assessed and developed.
- The impact of decisions and action on participants is immediate and directly relates to the success or failure of the team.
- When out of doors, the familiar influences and the 'support culture' within the workplace are removed and the participants are able to concentrate on the activity and the training. By removing of the daily work environment, the explicit aim of the method is to get an effective, enjoyable and challenging experience[56].

In the study into outdoor management training in the previous chapter, it was found that participants in outdoor programmes facilitated for Czech companies by Česká cesta were able to transfer [some] outcomes of their outdoor experience to their work. Overall it seems that the respondents participating in the outdoor management training programmes were very positive about their experiences, and learned something significant about effective communication, group problem-solving and teamwork. Additional benefits were also observed, for example: participants said they felt more respectful and trusting to others, and exhibited higher levels of organisational commitment and self-esteem. The most important outdoor experience attribute that contributed to the outcomes was improved relationship with colleagues at work.

5.4 The questionnaires

The researcher has placed much reliance on various questionnaires. There are various issues which appear:

To be useful, the questionnaires should be in such a form as to allow a relational analysis. The on-line survey only counted responses; there was no way to analyse the relationships

When using subjective analysis of a course (teacher, room, materials etc), there must be some measure of what is "Excellent" and what is "Poor". Either suitable wording, or appropriate test questions should be included to either

[56] Ceska Cesta, "Education and development of managerial skills". Available online at: http://www.ceskacesta.cz/anglicky/EDucation

accurately grade “Excellent” or “Poor”, or identify whether a respondent really means what (s)he has written.

When completing a course critique, should it be compulsory, or voluntary?

- If compulsory, responses are obtained from 100% of the people, but have they answered the questions honestly, or just answered them quickly and thoughtlessly, so they can leave?
- If voluntary, responses are only obtained from people with an opinion to give – and people say negative things much more often than they say positive things [Chen & Siems].

What about the timing of the course critique? Should they be taken at the end (after the exam or assessment), or earlier? If earlier, the risk is that the teacher who summarises the lecture at the end, or brings all thoughts together in the final moments, may get rated poorly as the delegate has not heard the closing words.

The meaning of a rating

In most instances, a single rating given by one person, or received from one course does not say much alone. It is only useful when it can be compared with another. Ratings can be compared from different delegates on the same course, or total results for one course can be compared with total results from the same course run somehow differently.

5.5 Practical application of the results

The most useful lesson from the results is that the facilitator or teacher who wishes to apply experiential learning techniques must understand two key issues:

- His/her own characteristics, and
- The participants’ characteristics.

The results in chapter 4 indicate that participants from the more assertive cultures (ie: the more masculine cultures) are more critical of experiential learning, but if the facilitator/teacher is also from an assertive culture, the two can empathise. Dawson maintains that like personalities get on well with each other (ie: in his terms, extraverts with extraverts, analytical with analytical, amiable with amiable and pragmatics with pragmatic), therefore the facilitator/teacher needs to use their interpersonal skills to work with the participants. Hofstede agrees, as he believes that students from masculine societies admire brilliant teachers, whereas in the more feminine societies “friendly teachers are most liked” [Hofstede 2005].

The question has been raised as to whether it is better to keep the participant in his/her “comfort zone”, or whether to force them into another – forcing a Pragmatic to interact (and perhaps behave) as an Amiable, or an Extravert to interact (behave) as an Analytic, for example.

This is probably the key to the whole question. Whether the criteria are named masculine *vs* feminine or assertive *vs* non-assertive does not seem to be the issue. Business simulation exercises, outdoor management games or experiential marketing models are just tools used by the facilitator/teacher to give participants knowledge of environments which are unknown to them, or with which they are unfamiliar. This researcher therefore believes that there is no choice; it is the duty of the facilitator/teacher to show the participant how to "….gain a knowledge of other states than his own". [McMillan, M, p187]

Finally, participants from some cultures prefer linear teaching [Lewis; Hofstede] – ie: they like to be taught one topic before moving on to the next, while students from less pragmatic cultures are happier when a number of topics are taught in parallel so that they can sort the relevance of each in their own minds. This researcher observes (but has no evidence to substantiate it) that younger people in some of the "linear preference" cultures are evolving into "parallel preference" people. This can be seen by the ability of younger people to be able to work with several applications at once on their computer screens.

CHAPTER 6: CONCLUSIONS

In Chapter 3, the researcher set himself three hypotheses and 11 objectives. The results and conclusions are given below:

6.1 Conclusion to the first hypotheses

The first hypothesis was:

$H1_1$: Young adults from masculine cultures regard experiential management learning programmes less favourably than those from more feminine cultures.

The null hypothesis was:

$H1_0$: Young adults from masculine cultures regard experiential management learning programmes the same as, or more favourably than those from more feminine cultures.

From analysis of the sample and the data given in table 4-23, a negative correlation exists, being identified between overall ratings given by participants from East Africa, Malta, West Africa, Trinidad, Middle East Group and Jamaica, and Hofstede's indices of the masculinity index for these countries ($r = 0.879$; $P<0.05$ ($df = 4$)), so that the more masculine a culture is, the more critical the feedback. If "criticism" ("when you give your opinion or judgment about the bad qualities of something" – Cambridge dictionary) can be recognised as having a similar meaning to "Unfavourable" ("expressing or showing a lack of support" – Cambridge dictionary), then:

THE NULL HYPOTHESIS ($H1_O$) IS REJECTED, AND $H1_1$ IS SUPPORTED

The results of the five objectives on which this hypothesis is based are given below:

[OBJ1] To analyse the post-course feedback according to the venue in which the courses were held

The feedback was analysed in Chapter 4 section 4.2.2 (pages 50 - 56), with the summary in section 4.2.2.8. Courses run in two of the venues in particular, Dubai (2.44) and Trinidad (2.38) had worse ratings than the others, though on each occasion the course participants were a mixed group from several different cultural backgrounds.

[OBJ2] To analyse the post-course feedback according to the cultural background of the participants

The feedback was analysed in Chapter 4 section 4.2.3 (pages 60 - 68), with the summary in section 4.2.3.8. From this it was apparent that only certain participants from certain groups of countries had problems with the course – for example, those from the Dutch Caribbean islands rated the course worse

(2.80) than those from the British Caribbean islands (2.01), even though they attended the same course.

[OBJ3] To compare the outcome of [OBJ2] with Hofstede's cultural indices of the participants (when available for those participants)
This comparison was performed in section 4.2.3.9.1, with correlation being identified between overall ratings given by participants from East Africa, Malta, West Africa, Trinidad, Middle East Group and Jamaica, and Hofstede's indices of the masculinity index for these countries (r = 0.879; P<0.05 (df = 4)) (Table 4-23).

[OBJ4] To test Hofstede's proposition [cited in Kolman et al 2003] that a strong link is apparent linking the results of management training courses to the "Individualism-collectivism" dimension (IDV).
During the comparison conducted in [OBJ3], correlation was sought between the ratings and Hofstede's IDV index. Correlation was sought between overall ratings given by participants from East Africa, Malta, West Africa, Trinidad, Middle East Group and Jamaica, and Hofstede's IDV indices for these countries (r = -0.094; P>0.05 (df = 4)) **No clear correlation was found, therefore Hofstede's proposition could not be supported**. Further details are given in table 4-23, and in the text which follows it.

[OBJ5] To identify which aspects of this course are most correlated to the culture of the participants
An analysis of the data was conducted using Cooper and Bowles' methodology. There was statistical evidence to support a correlation between three aspects of the course and Hofstede's MAS index of the culture. These aspects were:
Theoretical content of workshop (Question 1)
r = -0.846 P < 0.05

Practical content of workshop (Question 2)
r = -0.904 P < 0.025

Consistency of papers and presentations with the session (Question 5)
r = -0.939 P < 0.01

As, in each case, the correlation was negative, the relationship was that the more "Masculine" a culture was, the more critical they were about these three aspects of the programme.

6.2 Conclusion to the second hypothesis

The second hypothesis was:

$H2_1$: Young employed adults in the Czech Republic are more receptive to social and team-based experiential management programmes offered by Česká cesta than to active and physical programmes.

The null hypothesis was:

$H2_0$: Young Czech adults like active and physical programmes as much, or more than the social and team-based experiential management programmes offered by Česká cesta

From an analysis of the results showing the comparison of attitudes of young, employed, Czech adults to different types of experiential courses (table 4-33), the active and physical programmes were rated least favourably – in particular the Outdoor sports (33%), Rope courses (22%) and Trust building activities (21%) which involve taking a physical risk. The Icebreakers, which take place at the start of the programme before relationships develop, were least liked (-24%).

The most favoured programmes were the Social programmes (57%), and Dynamics programmes (51%), which are problem-solving activites whilst working in groups.

Therefore, for the analysis of the results above,

THE NULL HYPOTHESIS ($H2_0$) IS THEREFORE REJECTED, AND $H2_1$ IS SUPPORTED.

The results of the three objectives on which this hypothesis is based are given below:

[OBJ6] To determine the overall reaction of Czech participants to experiential learning courses
The responses to the question "Describe your feelings about the event", given by 97 young, employed, Czech adult participants of an outdoor training programme were examined in detail using the methodology described by Cooper and Bowles. Overall, 51% of the participants rated the experience favourably, 21% unfavourably, and 28% were neutral – a net favourable response of 30%. The results are shown in table 4-33.

[OBJ7] To determine which type of experiential programme is most liked by Czech participants
The same question was analysed further using the same methodology to determine which type of programme was most liked, by identifying which of the programmes were rated the most favourably. The most favourable responses were received for the "Social programmes" (57% net favourable) and the "Dynamics programmes" (51% net favourable). The results are shown in table 4-33.

[OBJ8] To determine whether the results of objective 7 are in alignment with Hofstede's cultural indices for the Czech Republic.
The most favourable responses in [OBJ7] are associated with the characteristic of "Extravertism". According to Hofstede there is a strong correlation between extravertism and his Individualism index. Extravertism, he says, "combines

the following set of self-scored personality facets that tend to go together: warmth, gregariousness, assertiveness, activity, excitement-seeking and positive emotions". He notes that "on average, people in more individualist cultures rate themselves higher on these facets than people in more collectivist cultures".

The Czech Republic ranks at position 28 (of 76) in his table of Individualism, and if Hofstede's supposition is correct, the country might therefore be expected to display a higher than average level of extravertism. To test this, the third case study analyses self-scored assessments of levels of extravertism from young Czech adults at the CULS

6.3 Conclusion to the third hypothesis

The third hypothesis was:

$H3_1$: An experiential marketing programme designed to have a methodology matching the personal characteristics and preferences of young Czech adults is perceived by the participants to be better than one to which no such attention has been paid.

The null hypothesis was:

$H3_0$: An experiential marketing programme designed to have a methodology matching the personal characteristics and preferences of young Czech adults is not perceived by the participants to be any better than one to which no such attention has been paid.

From the data gathered from the self-scored test regarding their personal attitudes and feelings, the vast majority of students regarded themselves as being "Extravert" (63%). Based on this, the Marketing course was designed in such a way as to appeal to the extravert mind-set, by creating a friendly and responsive atmosphere (the amiable approach), combined with occasionally surprising the students by making them respond to sudden revised schedules (the pragmatic approach) - the Extravert characteristic being typically highly emotional and highly assertive.

The preference of the participants to these stimuli was gauged by comparing how they assessed the course when this technique was applied, compared to previous years when it had not been, using the standard university assessment form. The overall rating for all the characteristics was 1.6, and represented an improvement over the previous two years' programmes (2.1 and 2.2)

Based on this analysis and reasoning. Therefore,

THE NULL HYPOTHESIS ($H3_0$) IS THEREFORE REJECTED, AND $H3_1$ IS SUPPORTED.

The following objectives helped to arrive at the conclusion given above:

[OBJ9] To determine how Czech students view themselves
Of the group of students studied in October 2008[57], 63% rated themselves as being of an extravert nature, with the remainder evenly divided amongst "Amiable" (13%), "Pragmatic" (11%) and "Analytic" (10%). This is broadly in line with Hofstede's rating of the Czech people as displaying a higher than average level of extravertism. (See above, in the conclusion to [OBJ8]).

[OBJ10] To design an experiential learning programme to match the consensus from objective 9
The practical part of the "Fundamentals of marketing" course taught at CULS in the summer semester of 2009 was organised in such a way as to match the fairly extravert nature which the students appeared to display. The details which were concentrated on are explained in some detail in section 4.5.

[OBJ11] To measure the acceptability of the new programme.
The post-course feedback used for this research was the standard feedback form used by the university. Whilst recognising it may have certain shortcomings (section 4.5.2), the opinion of the participants resulted in an overall rating of 1.6, being an improvement over the previous two occasions in which this course had been taught.

6.4 Overall conclusion to the main objectives

- On the basis of the analysis of the experiential management programme in section 4.2, it is apparent that not all cultures react to an experiential programme in the same manner. Evidence is produced to support the hypothesis that the acceptability of such a programme varies inversely with Hofstede's cultural dimension of masculinity.
- With cooperation from Česká cesta in Prague, a series of experiential programmes attended by young Czech adults was studied, from which it was possible to identify that the social programmes are the most acceptable types of experiential programme for that segment of participants.
- A practical (*cvičení*) module of a marketing course, presented at CULS using experiential techniques – including some identified from the Česká cesta programme - resulted in a greater measure of acceptability by the students than on other occasions.

[57] An identical test performed in the autumn of 2010 produced virtually the same result

6.5 Summary of conclusion

1. The concept and benefits of Experiential Management training have been explained.
2. A relationship between students from different cultures, and their attitudes towards an experiential training programme, has been identified – though significantly, the relationship which Hofstede proposed could not be supported.
3. This relationship has been extrapolated and tested on a series of experiential practical exercises for Czech university students.
4. Results indicate that Czech university students respond well to experiential sessions, if the teacher/facilitator is properly prepared.
5. Benefits of experiential training programmes for adult (working) delegates have been identified.

6.6 Further work

Various points for further study have been identified from the results in chapter 4, however in particular it is disappointing that some of the figures for the Czech Republic in the GLOBE survey analysing attitudes in 62 countries have proved to be problematic [Northouse]. Work should be carried out in an attempt to rectify this shortcoming.

- Replicate Hofstede's work in more countries. This should be possible, as the original methodology and survey is now published, and Hofstede actively encourages replication.
- Reassess Hofstede's work in countries which have gone through significant political change since the survey was first taken (eg: South Africa and the Middle East). As before, this should now be possible.
- Extend the survey of the attitudes of Czech students to ascertain whether "Extravert" is an appropriate description
- Perform a similar survey amongst Czech of all ages, to ascertain whether Czechs of all ages have the same cultural attitudes.

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APPENDICES

Appendix 1 Sample schedule for Business Simulation workshop

Appendix 2 Sample questionnaire for Business Simulation workshop

Appendix 3 Master set of data for Business Simulation workshop

Appendix 4 Selection of comments from the “free text” fields

Appendix 5 Definitions of terms used to describe Česká cesta courses

-1030	Objectives of the workshop and explanation of the model including the need for team working. (Presenter 1 and Presenter 2) Preliminary documentation distributed	(Customers/ traffic/revenue) (Presenter 1). Results of 1st year of simulation distributed.	Feedback to teams. Groups prepare 15-minute presentations to be given to their Boards of Directors on the status of their companies in relation to 5-year company strategies	Results of 4th year of simulation distributed.	for investors' questions per group).
0-1100	*Mid morning break*	*Mid morning break*	*Mid morning break*	*Mid morning break*	*Mid morning break*
sion 2 0-1230	Groups structure, appoint heads of department and chairman, and develop company strategies for the next 5 years. Groups prepare presentations of their strategies.	Feedback to teams. Data entry sheets for 2nd year of simulation distributed for completion before lunch.	Preparation continues on group presentations.	Feedback to teams. Data entry sheets for final year of simulation distributed for completion by lunch.	Group presentations continue. Review of the presentations and "what we have learnt in the week" (Presenter 1 and Presenter 2).
0-1330	*Midday break*	*Midday break*	*Midday break*	*Midday break*	Final administration and presentation of certificates.
sion 3 0-1500	Groups introduce themselves and present company strategies for the next 5 years. Groups handed data entry sheets for 1st year of simulation.	Lecture: "Business Planning and Performance Measurement" (Presenter 2). Results of 2nd year of simulation distributed.	Group presentations (15 minutes with 5 minutes for Boards of Directors' questions per group).	Results of final year of simulation distributed. Feedback to teams. Groups begin to prepare 20-minute presentations to the potential Investors	Award to the "Most Successful Team". **Close of TBS Workshop.** ***Lunch***
0-1530	*Mid afternoon break*	*Mid afternoon break*	*Mid afternoon break*	*Mid afternoon break*	
sion 4 0-1700	Groups work alone and hand in completed data entry sheets for 1st year of simulation by 1700.	Feedback to teams. Data entry sheets for 3rd year of simulation distributed for completion by 1700.	Lecture: "Marketing, Advertising and Customer Communications" (Presenter 1). Data entry sheets for 4th year of simulation distributed for completion by 1700.	Preparation of group presentations continues with rehearsals.	

Appendix 2: Example of complete questionnaire

BT Telconsult

TBS Workshop Evaluation Questionnaire

We would very much appreciate you taking a few moments to complete this questionnaire. The information you are providing will help us improve future BT Telconsult workshops. The information will be kept in confidence and will only be used by the organisers to assess the results. Comments, if at all quoted, will not be attributed to anyone, company or organisation without permission. We would appreciate your being as frank as possible.

Obviously we would like to know the aspects of the training activity that you feel were successful; however, it is more important for us to have your criticisms of those parts of the activity that did not meet your expectations. This is the only means we have of knowing this and improving future programmes.

On the last day of the activity, please return this form to the workshop organisers, with the questionnaire completed.

Thank you

NAME _____

TITLE OF POSITION _____

COMPANY _____

NAME OF WORKSHOP **Telecommunications Business Simulation (TBS)**

PLACE AND DATE **Dubai: 10th – 14th April 2005**

CONTENT OF WORKSHOP

OVERALL ASSESSMENT

*Please rate from **1 (Excellent) to 5 (Poor)***

Theoretical content of programme 1 2 3 4 5

Additional comments

Practical content of programme 1 2 3 4 5

Additional comments

Level of information 1 2 3 4 5

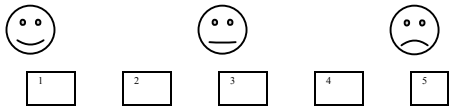
Additional ☺ comments

Printed material & handouts provided 1 2 3 4 5

Additional comments

Consistency of papers or presentations within a session 1 2 3 4 5

Additional comments

Technical visits (if provided as part of programme)  1 2 3 4 5

Additional comments

ORGANISATION

OVERALL ASSESSMENT

Please rate from  ***(Excellent) to***  ***(Poor)***

Organisation of activity  1 2 3 4 5

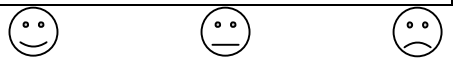
Additional comments

Length of activity  1 2 3 4 5

Additional comments

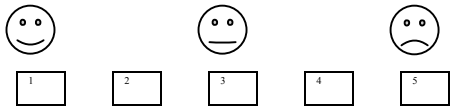
Pace of activity  1 2 3 4 5

Additional comments

Audience participation  1 2 3 4 5

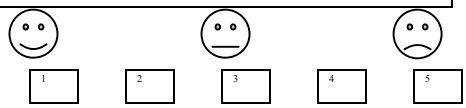
Additional comments

Logical flow from session to session



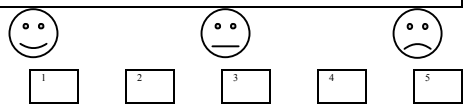
Additional comments

Information provided prior to departure from home



Additional comments

Organisation of travel arrangements

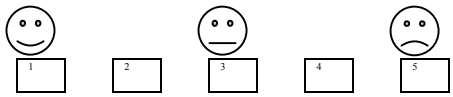


Additional comments

FACILITIES

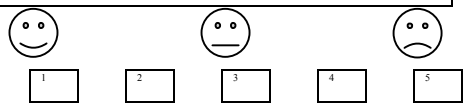
Please rate from ☺ ***(Excellent) to*** ☹ ***(Poor)***

Visual aids



Additional comments

Seating arrangements, comfort, visibility



Additional comments

WORKSHOP CONTENT

In your opinion has this activity met the objectives as set out in the initial announcement and invitation to participate?

Please Elaborate

Please rank individual topics in order of interest and usefulness

1
2
3
4
5
6

Additional comments

Indicate any topics which in your opinion were omitted/neglected and should have received greater emphasis

Comments

How did you find the mix between lectures or presentations and discussions?

Comments

Experience Gained and Follow Up

Has the activity met your expectations in so far as the benefits you had expected to derive from it?

Please Elaborate

What do you feel is the right type of prior experience or background for anyone participating in such an activity?

Please Elaborate

How do you intend to use what you have learned on return to your administration?

Prepare a verbal debrief? ☐

Prepare a written debrief? ☐

Prepare and conduct an in-house presentation? ☐

Make specific changes in working practices? ☐

Please Elaborate

Accommodation
(Only to be completed by participants sponsored under the CTO Programme of Development and Training)

	Yes	**No**
Was the accommodation provided adequate?	☐	☐

Additional comments *(please continue on rear of this sheet, if necessary)*

Appendix 3: Master set of data

For key and explanations see end of chart

Venue	Delegate	Language spoken at home	Theoretical content of workshop	Practical content of workshop	Level of information	Printed material and handouts provided	Consistency of papers or pres. within a session	Usefulness of simulation process	Organisation of workshop	Length of workshop	Pace of workshop	Audience participation	Logical flow from session to session	Info provided prior to departure	Organisation travel arrangements	Visual aids	Seating arrangements, comfort, visibility	**Average rating**
DXB	EGP 01	A	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	NA	NA	2.0	3.0	**2.54**
DXB	KWT 01	A	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	NA	NA	4.0	5.0	**3.23**
DXB	LIB 01	A	3.0	3.0	2.0	2.0	2.0	2.0	3.0	4.0	2.0	2.0	3.0	NA	NA	3.0	3.0	**2.27**
DXB	OMN 01	A	3.0	1.0	2.0	2.0	2.0	1.0	2.0	4.0	1.0	2.0	3.0	NA	NA	2.0	4.0	**1.93**
DXB	OMN 02	A	4.0	3.0	3.0	3.0	4.0	2.0	4.0	3.0	4.0	5.0	3.0	NA	NA	4.0	4.0	**3.07**
DXB	OMN 03	A	2.0	2.0	3.0	3.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	NA	NA	2.0	3.0	**1.93**
DXB	OMN 04	A	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	NA	NA	4.0	4.0	**1.73**
DXB	OMN 05	A	2.0	2.0	3.0	2.0	2.0	4.0	2.0	1.0	2.0	1.0	3.0	NA	NA	2.0	1.0	**1.80**
DXB	QAT 01	A	3.0	2.0	4.0	4.0	2.0	4.0	4.0	3.0	4.0	4.0	1.0	NA	NA	4.0	3.0	**3.23**
DXB	UAE 01	A	2.0	1.0	3.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	NA	NA	2.0	3.0	**1.60**
DXB	UAE 02	A	3.0	3.0	4.0	4.0	2.0	3.0	3.0	5.0	4.0	2.0	3.0	NA	NA	3.0	3.0	**3.23**
DXB	YEM 01	A	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.62**
DXB	YEM 02	A	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	NA	NA	1.0	1.0	**1.38**
GMB	CAM 01	E	2.0	2.0	3.0	2.0	2.0	1.0	1.0	3.0	2.0	2.0	1.0	NA	NA	2.0	1.0	**1.85**
GMB	CAM 02	E	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	NA	NA	1.0	1.0	**1.62**
GMB	CAM 03	E	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	NA	NA	1.0	2.0	**1.87**
GMB	CAM 04	E	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**2.15**
GMB	GHN 01	E	1.0	1.0	1.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	2.0	NA	NA	1.0	2.0	**1.54**
GMB	GHN 02	E	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.33**
GMB	GHN 03	E	2.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	NA	NA	2.0	1.0	**1.46**
GMB	GHN 04	E	2.0	1.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	NA	NA	1.0	1.0	**1.92**
GMB	GMB 01	E	2.0	1.0	2.0	3.0	2.0	2.0	1.0	2.0	2.0	1.0	1.0	NA	NA	2.0	1.0	**1.69**
GMB	GMB 02	E	3.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	NA	NA	2.0	2.0	**2.46**
GMB	GMB 03	E	1.0	2.0	2.0	2.0	2.0	2.0	2.0	4.0	4.0	3.0	2.0	NA	NA	1.0	2.0	**2.23**
GMB	GMB 04	E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**0.87**
GMB	NIG 01	E	1.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.47**
GMB	NIG 02	E	2.0	2.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	NA	NA	1.0	2.0	**1.53**
GMB	NIG 03	E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.00**
GMB	NIG 04	E	1.0	3.0	2.0	1.0	3.0	1.0	1.0	3.0	2.0	2.0	2.0	NA	NA	1.0	1.0	**1.77**
GMB	SRL 01	E	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.31**
GMB	SRL 02	E	3.0	3.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	1.0	1.0	NA	NA	2.0	1.0	**1.92**

GMB	SRL 03	E	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	NA	NA	3.0	1.0	**1.38**
GMB	SRL 04	E	2.0	3.0	2.0	2.0	1.0	3.0	2.0	3.0	2.0	3.0	2.0	NA	NA	2.0	3.0	**2.31**
LSO	AFS 01	E	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	NA	NA	1.0	1.0	**1.15**
LSO	AFS 02	E	2.0	2.0	2.0	2.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	NA	NA	1.0	1.0	**1.69**
LSO	BOT 01	E	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.31**
LSO	BOT 02	E	1.0	2.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	NA	NA	1.0	1.0	**1.46**
LSO	KEN 01	E	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	NA	NA	2.0	2.0	**2.31**
LSO	KEN 02	E	2.0	2.0	2.0	3.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	NA	NA	2.0	2.0	**1.77**
LSO	LSO 01	E	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	NA	NA	2.0	2.0	**1.47**
LSO	LSO 02	E	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	NA	NA	2.0	2.0	**2.07**
LSO	LSO 03	E	2.0	1.0	4.0	1.0	1.0	3.0	1.0	3.0	1.0	1.0	2.0	NA	NA	1.0	3.0	**1.60**
LSO	LSO 04	E	2.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.38**
LSO	LSO 05	E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.00**
LSO	LSO 06	E	2.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	NA	NA	1.0	1.0	**1.62**
LSO	LSO 07	E	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	NA	NA	3.0	2.0	**1.85**
LSO	MAU 01	F	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	5.0	NA	NA	2.0	2.0	**1.77**
LSO	MOZ 01	P	1.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	NA	NA	2.0	1.0	**1.46**
LSO	MOZ 02	P	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.08**
LSO	SEZ 01	E	2.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	1.0	NA	NA	2.0	2.0	**1.69**
LSO	SEZ 02	E	2.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	NA	NA	2.0	2.0	**1.62**
LSO	SWZ 01	E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	NA	NA	2.0	1.0	**1.15**
LSO	SWZ 02	E	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	2.0	NA	NA	2.0	3.0	**1.54**
LSO	TNZ 01	E	1.0	1.0	1.0	1.0	1.0	3.0	1.0	3.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.38**
LSO	TNZ 02	E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	NA	NA	2.0	2.0	**1.00**
LSO	UGA 01	E	2.0	2.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.60**
LSO	UGA 02	E	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.60**
LSO	ZAM 01	E	1.0	1.0	3.0	3.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	NA	NA	1.0	1.0	**1.27**
LSO	ZAM 02	E	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.67**
MLT	MLT 01	E	3.0	1.0	2.0	3.0	2.0	2.0	2.0	4.0	2.0	1.0	2.0	5.0	2.0	2.0	1.0	**2.27**
MLT	MLT 02	E	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	**1.87**
MLT	MLT 03	E	3.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	2.0	1.0	**1.87**
MLT	MLT 04	E	3.0	1.0	3.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	1.0	5.0	2.0	2.0	2.0	**2.07**
MLT	MLT 05	E	3.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	**1.53**
MLT	MLT 06	E	1.0	2.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	**1.92**
MLT	MLT 07	E	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	3.0	3.0	1.0	1.0	**2.08**
MLT	MLT 08	E	2.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	5.0	2.0	1.0	1.0	**2.15**
MLT	MLT 09	E	2.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	1.0	**1.92**
MLT	MLT 10	E	2.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	1.0	1.0	1.0	4.0	1.0	1.0	1.0	**2.00**
NIG	NIG 01m	E	2.0	2.0	2.0	1.0	2.0	3.0	1.0	1.0	1.0	2.0	2.0	NA	NA	2.0	2.0	**1.77**
NIG	NIG 02m	E	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	NA	NA	2.0	2.0	**2.31**
NIG	NIG 03m	E	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	NA	NA	2.0	1.0	**2.31**
NIG	NIG 04m	E	3.0	1.0	2.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	2.0	NA	NA	1.0	1.0	**1.69**

NIG	NIG 05m	E	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	NA	NA	1.0	1.0	**1.92**
NIG	NIG 06m	E	2.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	NA	NA	3.0	3.0	**2.54**
NIG	NIG 07m	E	1.0	3.0	1.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0	NA	NA	2.0	1.0	**1.92**
NIG	NIG 08m	E	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	NA	NA	1.0	1.0	**1.38**
NIG	NIG 09m	E	2.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	NA	NA	2.0	1.0	**1.69**
NIG	NIG 10m	E	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.92**
NIG	NIG 11m	E	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	NA	NA	1.0	2.0	**1.85**
NIG	NIG 12g	E	2.0	1.0	2.0	1.0	2.0	1.0	2.0	3.0	2.0	1.0	2.0	NA	NA	1.0	1.0	**1.62**
NIG	NIG 13n	E	1.0	2.0	2.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	NA	NA	1.0	1.0	**1.46**
NIG	NIG 14s	E	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	NA	NA	1.0	1.0	**1.15**
STL	BAR 02	E	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	2.0	NA	NA	2.0	2.0	**1.77**
STL	BHM 02	E	1.0	1.0	1.0	2.0	2.0	1.0	2.0	4.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**1.85**
STL	BHM 03	E	2.0	3.0	2.0	3.0	3.0	3.0	1.0	2.0	3.0	2.0	1.0	NA	NA	2.0	2.0	**2.23**
STL	BHM 04	E	1.0	1.0	1.0	1.0	1.0	2.0	2.0	3.0	1.0	2.0	1.0	NA	NA	1.0	2.0	**1.46**
STL	BHM 05	E	2.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0	2.0	2.0	1.0	NA	NA	2.0	1.0	**1.92**
STL	BLZ 01	E	2.0	2.0	2.0	2.0	3.0	1.0	1.0	4.0	3.0	2.0	2.0	NA	NA	2.0	2.0	**2.15**
STL	BVI 02	E	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	NA	NA	1.0	1.0	**1.15**
STL	DOM 02	E	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	NA	NA	1.0	1.0	**1.31**
STL	GRN 01	E	3.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	NA	NA	3.0	3.0	**2.62**
STL	STK 02	E	2.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.38**
STL	STL 01	E	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	NA	NA	3.0	1.0	**1.77**
STL	STL 02	E	3.0	3.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	2.0	NA	NA	3.0	3.0	**2.31**
STL	STL 03	E	1.0	1.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	1.0	2.0	NA	NA	2.0	2.0	**1.92**
STL	STV 01	E	2.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	NA	NA	1.0	1.0	**1.13**
STL	TDD 02	E	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	NA	NA	2.0	2.0	**2.00**
STL	TDD 03	E	3.0	2.0	4.0	1.0	4.0	2.0	3.0	3.0	3.0	2.0	2.0	NA	NA	1.0	1.0	**2.38**
TDD	ANG 01	E	2.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	**1.85**
TDD	ANT 01	E	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	3.0	1.0	1.0	1.0	**1.62**
TDD	ANT 02	E	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	3.0	2.0	**2.27**
TDD	ARU 01	D	3.0	3.0	4.0	2.0	2.0	4.0	3.0	3.0	4.0	2.0	3.0	2.0	1.0	2.0	4.0	**2.80**
TDD	ARU 02	D	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	1.0	3.0	4.0	1.0	5.0	4.0	**2.87**
TDD	BAR 01	E	3.0	2.0	3.0	3.0	3.0	4.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	**3.23**
TDD	BHM 01	E	2.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	2.0	2.0	**1.53**
TDD	BON 01	D	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	4.0	3.0	3.0	**2.93**
TDD	BVI 01	E	3.0	3.0	3.0	2.0	3.0	4.0	4.0	3.0	3.0	2.0	3.0	5.0	2.0	2.0	2.0	**3.38**
TDD	CUB 01	S	2.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0	2.0	**2.62**
TDD	CUB 02	S	2.0	2.0	2.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	**1.67**
TDD	CUB 03	S	3.0	3.0	2.0	1.0	2.0	2.0	1.0	4.0	4.0	1.0	2.0	2.0	1.0	1.0	1.0	**2.00**
TDD	DOM 01	E	2.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	1.0	2.0	1.0	1.0	2.0	3.0	**2.38**
TDD	GUY 01	E	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0	**2.38**
TDD	JAM 01	E	3.0	1.0	2.0	2.0	2.0	2.0	2.5	2.5	2.5	2.5	2.5	2.5	2.4	2.5	2.5	**2.65**
TDD	JAM 02	E	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	**2.88**

TDD	STK 01	E	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	1.0	1.0	3.0	3.0	2.0	2.0	**3.08**
TDD	STM 01	D	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	**2.38**
TDD	STM 02	D	4.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	**3.46**
TDD	STM 03	D	4.0	3.0	4.0	3.0	3.0	4.0	2.0	3.0	3.0	2.0	3.0	4.0	2.0	2.0	2.0	**3.38**
TDD	SUR 01	D	4.0	3.0	3.0	5.0	5.0	2.0	5.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	4.0	**4.38**
TDD	SUR 02	D	2.0	2.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	**2.00**
TDD	TCI 01	E	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	**2.88**
TDD	TDD 01	E	2.0	3.0	3.0	2.0	3.0	3.0	1.0	2.0	3.0	1.0	2.0	3.0	2.0	3.0	2.0	**2.69**
Average			**2.0**	**1.8**	**2.1**	**1.9**	**1.9**	**1.9**	**1.8**	**2.3**	**2.1**	**1.6**	**1.9**	**2.7***	**2.1***	**1.9**	**1.8**	**1.99**
Standard deviation			**0.8**	**0.7**	**0.8**	**0.8**	**0.7**	**0.8**	**0.8**	**0.9**	**0.8**	**0.7**	**0.8**			**0.8**	**0.9**	**0.80**

Key:

Languages

E	English
S	Spanish
D	Dutch
P	Portuguese
A	Arabic

General

NA	Not assessed
*	Figure shown in this cell is the average of all the figures recorded

Countries and territories

AFS	South Africa
ANG	Anguilla
ANT	Antigua
ARU	Aruba
BAR	Barbados
BHM	Bahamas
BLZ	Belize
BON	Bonaire
BOT	Botswana
BVI	British Virgin Islands
CAM	Cameroon
CUB	Cuba
DOM	Dominica
GHN	Ghana
GMB	Gambia
GRE	Grenada
GUY	Guyana
JAM	Jamaica
KEN	Kenya
LSO	Lesotho
MAU	Mauritius
MLT	Malta
MOZ	Mozambique
NIG	Nigeria
SEZ	Seychelles
SRL	Sierra Leone
STK	St Kitts & Nevis
STL	St Lucia
STM	St Maarten
STV	St Vincent
SUR	Suriname
SWZ	Swaziland
TDD	Trinidad
TNZ	Tanzania
UGA	Uganda
ZMB	Zambia
DXB	Dubai
EGP	Egypt
KWT	Kuwait
LIB	Libya
OMN	Oman
QAT	Qatar
UAE	United Arab Emirates
YEM	Yemen

Appendix 4:

QUOTES AND COMMENTS FROM PARTICIPANTS ON THE TBS

"As a business unit manager, the experience gained from this workshop will help me in organising my regional management team and staff in enhancing customer care, marketing and sales, maintenance, and the expansion of the network".

"I have learnt about the importance and mindset of marketing and financial people. This will enable me to better understand input from these departments in the real situation. Furthermore, the knowledge obtained will enable me to improve the planning of my work as there will be more aspects to take into consideration".

"The mix between lectures/presentations and discussions was excellent – participants were allowed to interact with lecturers, ask questions any time and relate their individual experiences – an eye opener to us all".

"The activity met my expectations more than I want to admit. The workshop has left me a challenge to go out and understand more about the operations side of the telecommunications carriers at home; it has enabled me to see where they come from and the challenges they face in a competitive environment".

"Although the workshop is intended for operators and regulators, it is also extremely important and relevant for government officials working in the sector. It gives an insight into the activities in the sector and is helpful in guiding government on certain policy decisions".

“Particularly in terms of understanding financial performance, my expectations were met and I hope to use this knowledge in my work environment”.

“Because my colleagues were not at this workshop, I believe I must share the ideas I have gained from this training in order to develop the division in my company for which I am responsible”.

“The mixture of different experiences from participants at the workshop proved to be invaluable – accountants, HR managers, engineers etc. – from fixed-line, mobile and internet service providers”.

“The main value of the simulation model was that it helped me appreciate the parameters that interact and affect business performance”.

“I am much clearer about the interaction between different parts of the business to achieve success – especially in a competitive environment”.

“I have gained and brushed up on business telecommunications competitive strategy, performance evaluation, strategic issues, and competing effectively in the telecommunications market”.

Appendix 5:

Types of Experiential programme offered by Česká cesta

Icebreakers

Icebreakers are short programs lasting usually few minutes scheduled at the very beginning of training course. The two main purposes of using icebreakers are firstly, to allow the participants to introduce themselves to each other and to overcome initial formal barriers, and secondly, to lead into the topic matter. It was found that the success or failure of a course may depend on these two points.

The more comfortable participants feel with each other, the better the learning environment. If the participants feel well, they are more likely to participate and to generate new ideas.

The example of Icebreakers is Alphabetic string. Participants randomly stand on some low wall or wide timber. Their work is to line up in alphabetic sequence according to the first letter of their name without falling or touching the ground. This task spontaneously leads the participants to non-formal contact and it is also a good way how to remember the names of the others.

Dynamics

Dynamics are more complicated problem solving team activities in which the traits of team members are shown. To successfully fulfill these activities it is necessary to come up with a good idea of problem solution, cooperation of all team members and quality team leading.

Dynamics usually last from fifteen to sixty minutes consisting of five exercises and are solved in groups of approximately ten players. Each exercise is followed by the analysis, whose results can be immediately used in the following task. The level of problem complexity is adapted to group performance and gradually rises up.

One of the well-known exercises is Spider web. The web is created from the ropes tight among trees. Group members cooperate together to pass through the web without touching the ropes. The spinosity of exercise is determined by the size of meshes, way of penalization when touching the web or time given for task realization. The condition of success in this case is using creative thinking and teamwork, quality communication together with good timing.

Dynamics belong among basic activities of each training course not only because of its strong stimulation of team work, but also they help the participants to understand usefulness of each activity when discovering the potential and characteristics of participants. They are also considered as the irreplaceable information source for the instructors.

Rope Courses[58]

[58] http://www.adventureassoc.com/team/ropes-courses/ropes-course-challenge.html

Rope course is a challenging outdoor personal development and team building activity usually consisting of high or low elements. Low elements take place on the ground or only a few centimeters above the ground. High elements are usually constructed in trees or made of utility poles and require a belay for safety.

The rope course belongs among risk actions. While there is some risk involved, it is greatly minimized by strict and thorough safety measures. On high elements, for example, participants wear a safety harness system. If they fall, they are suspended in the air by a safety belay line. The participants may logically understand that they are safe, but their knees still shake when they are ten meters above the ground. In other words, the perceived risk is much greater than the actual risk. This is what makes the ropes course a mental challenge as well as a physical one.

Each ropes course program has some established goals and objectives. This creates a focus for the program and a deliberate and clear range of expected outcomes set by the group, individuals or the sponsoring organization.

A generally accepted overriding goal for the entire ropes course program is the improvement of self-concept. This includes eight key elements (or objectives) for a program to support the main goal: trust building, peak experience, goal setting, humor/fun, challenge/stress, problem solving, teamwork and communication.

All eight objectives should be incorporated, giving particular emphasis to one or two. Participants should be challenged to develop team goals for each activity. After several activities a reflection is accomplished through nondirective questioning that encourages participants to analyze how they did as a group and as individuals, how they could do better in future endeavors including life skills, and how the learning applies to school, jobs, and their future life.[59]

Low Ropes Courses

The Low Ropes Course focuses on collaboration. Using cables, ropes and wooden beams strung among trees or poles, teams explore risk taking, leadership and communication, problem-solving and coaching during this adventure. The challenges call upon every member of the team to participate, and present unending opportunities for self-discovery and team growth.

The low ropes elements are close to the ground so the perceived risk is low, but still challenging to complete. Participants walk tightropes, negotiate obstacles, and climb walls. They gradually expand their comfort zones and recognize fears that may block personal and professional achievement. Each challenge draws upon team members to actively support each other.

High Rope Courses

[59] http://www.uccr.org/ChallengeRopesCourse.htm

During the High Ropes Course participants have opportunity to interact with their teammates in a very different and powerful way. Wearing harnesses and helmets, participants take the fences from cables, ropes and wooden beams tight among trees ten twelve meters above the ground. They walk across cable bridges, negotiate giant ladders or ride zip lines through the trees as they overcome personal fears and develop new self confidence.

Each moment is rich with discoveries; teams investigate risk-taking, trust and coaching.

Outdoor Sports

Outdoor sports belong among very strongly adventurous programs used to metaphorically tackle problems. For many people they seem to be unimaginable to be absolved. The crucial characteristics during these activities are overcoming the fear and trust building. The level of activity, impact and risk depend on the environment, qualifications of the guide, nature of the program, and vehicle utilized.

Outdoor sports contain especially rock climbing, rappel and mountaineering, speleology, rafting, kayaking and cross-country orientation race.

Rappel is particularly interesting. It is dropping down with the help of rope from the cliffs and eaves. Participants usually have stronger emotive impressions then when climbing. First step back from the rocky edge to vacancy is for human brain so incomprehensible that this reaction automatically evokes fright. Just overcoming the fear pertains among the hardest moments in life. While during the climbing participants rely on help and observance of safety rules of someone else, when rappel they are count only on themselves. The intense fear the stronger satisfaction at the end.

Cross-country orientation race offers except various forms (e.g. race for individuals, teams; use in several games) clear parallel with working and personal life. ”If you want to be successful, you still have to know where you are, where you want to come and to decide how to get there”.

Communication Games

Communication games are applied in groups mainly to solve logical problems and case studies. In this area outdoor courses find inspiration in the interactive indoor seminars.

As an example I can name the case of logical problems “Zebra”. Each teammate has only few peaces of information and only on basis of quality communication the team can find the solution of problem. The task mainly calls for exact work with information, running control and effective team leading. This type of program can reveal very quickly the level, strengths and weaknesses of communication in every group.

Case studies are other types of communication games – i.e. wreck on the desert, in the sea or in tundra. In this fictive situation group or individual must decide what the best

way to survive is. This gives possibility to formulate and state own opinion and look for the collective solution with colleagues.

Communication games are played in smaller groups and last one two hours. It is interesting to compare experience of single groups and search the differences and proximities with the firm meetings.

Trust Building Activities

Trust is a core psychological and interpersonal issue. Trust building activities help people to develop mutual respect, openness, understanding, and empathy, as well as helping to develop communication and teamwork skills.

Trust building activities can break down barriers and build deep feelings of trust and reliance between individuals and within small groups. However, the power of these activities is a double-edged sword, thus caution needs to be used in selecting and conducting trust-based activities. If trust activities are introduced too early or too fast, emotional and physical harm can occur, with trust broken rather than built. It is better to wait until a group is ready and start first trying icebreakers and get-to-know-you activities before introducing trust building activities. Group members should already have come to accept each other and demonstrated individual responsibility before tackling trust building activities. It is common to explain the concept of Challenge by Choice so that participation in trust activities is not compulsory.

For example, many trust building activities involve people being blindfolded and guided by others. It is vital to demonstrate and actively encourage a high level of care and responsibility towards people in these exercises who take the risk of trusting.

Much depends on the role played by the instructor. Since participants are being asked to take psychological and physical risks by trusting other people, it is important to establish a serious, concentrating, caring atmosphere. The facilitator also needs to step in assertively if he observes or senses that full care is not being taken. In some cases it may be preferable to stop a trust activity and do simpler exercises if a significant lack of trust and responsibility is evident.[60]

Processing, reflecting on, and communicating about trust experiences can help participants to explore and better understanding their feelings and reactions to trust building activities and their relationships with others involved in the activities.

Social Programmes

Social programs are games or activities designed with the aim of familiarizing work groups and individuals with other members of the group, inciting excitement, establishing group tones, and reducing individuals' inhibitions. They are also a good source of fun and relax after demanding and exhausting daily program.

Among the well-known games Casino Las Vegas belongs. It is usually scheduled in the last evening of the course *farewell* and as thank-you for the persistence and

[60] http://wilderdom.com/games/TrustActivities.html

successful end of the course. Participants are invited to casino, where they have possibility to try various hazard games – roulette, black jack, arm tournament or participate in dancing games. However, they also must behave and be dressed according to the casino dress code in order to create extraordinary and unforgettable atmosphere of special elite meeting.

Appendix 6

The results of the questionnaire taken from former participants attending Česká cesta experiential courses are listed below:

Q2[61]. How often in a year are you invited to take part in an outdoor training programme?

Once	**57**
Twice	**27**
Three times and more	**13**

Figure 3-9: Analysis of Question 2

Q3[62]. How many times have you taken part in an outdoor training programme?

1 – 3	**80**
4 – 6	**15**
7 and more	**2**

Figure 3-10: Analysis of Question 3

Q4[63]. What kind of programme have you participated in most often?

Teambuilding	**49**
Education	**10**
Management Training	**9**
Team spirit	**27**
Leadership Training	**2**

Figure 3-11: Analysis of Question 4

Q5[64]. How long did the outdoor training programme usually last?

½ day	**9**
1 day	**20**
2 days	**53**
3 days and more	**15**

Figure 3-12: Results of Question 5

61 The exact question in Czech was, "Kolikrát v roce jste byl/a pozván/a zaměstnavatelem k účasti v outdoorovém vzdělávacím programu?"

62 The exact question in Czech was, "Kolikrát jste se účastnil/a outdoorového vzdělávacího programu?"

63 The exact question in Czech was, "Jakého typu programu jste se účastnil/a nejčastěji?"

64 The exact question in Czech was, "Jak dlouho program obvykle trval?"

Q6[65]. For each activity listed, please describe your feelings

(more than one selection could be checked)

	Fear	Uncertainty	Uneasiness	Curiosity	Enthusiasm	Pleasure	Did not Attend
Icebreakers	*1*	*20*	*14*	*48*	*6*	*6*	*11*
Dynamics	*2*	*6*	*6*	*37*	*29*	*16*	*10*
Rope Courses	*11*	*10*	*4*	*10*	*27*	*15*	*32*
Outdoor Sports	*10*	*11*	*3*	*12*	*31*	*22*	*25*
Communication Games	*0*	*4*	*7*	*38*	*35*	*13*	*7*
Trust Building Activities	*2*	*12*	*4*	*20*	*16*	*17*	*34*
Social Programs	*0*	*2*	*9*	*15*	*29*	*32*	*18*

Figure 3-13: Results of Question 6

Q7[66]. Have you noticed any progress in your own behaviour and working performance since OTP? An improvement in……..

(more than one selection could be checked)

Leadership skills	**4**
Self-control and self-understanding	**16**
Independence	**8**
Assertiveness and initiative taking	**18**
Conflict solutions	**25**
Decision making skills	**11**
Communication	**49**
New ideas	**17**
Relationship with colleagues	**53**
Did not noticed anything	**15**

Figure 3-14: Results of Question 7

Q8[67]. After the OTP did you notice any changes or progress in your relationship with your colleagues, your behaviour as a group or working performance? An improvement in……..

(more than one selection could be checked)

Relationship with colleagues	**63**
Dynamics of team and new ideas	**10**
Communication and cooperation	**52**
Conflict solutions	**17**
Trust building	**28**
Did not noticed anything	**13**

Figure 3-15: Results of Question 8

65 The exact question in Czech was, "Pro každou aktivitu označte Vaše pocity".

66 The exact question in Czech was, "Zaznamenal/a jste nějakou změnu nebo pokrok ve Vašem chování a pracovním výkonu po účasti v outdoorovém vzdělávacím programu? V jakých oblastech?"

67 The exact question in Czech was, "Po absolvování programu zaznamenal/a jste nějaké změny v chování a vztazích Vašich kolegů, ve fungování Vaší pracovní skupiny jako týmu a v pracovním výkonu? V jakých oblastech?