

Typically Danish - National Stereotypes of the Danes and their Meaning within Marketing Communication

A comparative study amongst students in Northern Germany (Flensburg) and Southern Germany (Stuttgart), to identify stereotypes of the Danes and to give consequent suggestions for communicating Denmark as a Country of Origin of products

Master's Thesis

Author: Britta Meyer (CPR: 210689-3570)
Study: MSc in Economics and Business Administration –
Brand Management and Marketing Communication
Semester: 4th Semester

University of Southern Denmark

Department of Marketing and Management

Supervisors:

March - June 2014: Charlotte Wien, PhD

From June 2014: Niklas Woermann, PhD

In cooperation with:



Supervisor of the *SMiK* project: Dr. phil. Erla Hallsteinsdóttir

29th August 2014

Abstract

Purpose. The main purpose was to identify stereotypes of the Danes in Northern and in Southern Germany in order to compare both with each other. This was done through a study with participant groups of two exemplary cities standing each for one country part, Flensburg for Northern Germany and Stuttgart for Southern Germany. The secondary purpose was to give consequent suggestions about communicating Denmark as a Country of Origin of products.

Method. The study was conducted amongst students in Flensburg (a North German city) and in Stuttgart (a South German city). They were personally addressed with printed questionnaires which included three adjective lists through which the participants characterized the Danes. Those lists were based on the theory of the Stereotype Content Model (SCM). Additionally, the questionnaire included six questions about associations with Denmark regarding products, brands, colors, groceries, leisure time activities and the Danes' look.

Findings. The findings about the stereotypes of the Danes resulted in the high competence and the high warmth dimension of the SCM, according to the perception of both participant groups from Flensburg and Stuttgart. But for both, the attributes that are representing competence and warmth were not enough in order to describe the stereotypes of the Danes. Even if the Stuttgart group left out more answers regarding the associations with Denmark, overall the content of both groups' answers were similar. For both, Denmark is related to the brand *Lego*, grocery products, red and white colors, and people who are slim, sporty and tall, as well as light hairy and blond. Differences between the answers from Flensburg and Stuttgart were recognizable within the findings of product associations. Although both groups were associating Denmark with grocery products, the associations in Flensburg mainly contained hot dogs and soft ice cream, but the associations in Stuttgart mainly contained fish. The findings of both participant groups were not seen as representative for the entire North or South of Germany, but as reflecting one exemplary Northern German perspective (Flensburg) and one exemplary Southern German perspective (Stuttgart), on which further discussions and practical suggestions were based on.

Suggestions for COO Communication. Basically, Northern and Southern Germany do not need to be considered as different markets, because of the mainly similar associations with Denmark and stereotypes of the Danes in both regions. Nevertheless the Southern Germans bear less relation to Denmark what makes a Danish origin more valuable in Northern Germany. Interesting differences between North and South appear within the product associations, but those are only neutral evaluation. Further research on specific product preferences needs to be done in order to make more precise statements about which products benefit from Denmark as Country of Origin.

The Danish origin needs to be communicated directly to the Germans, meaning to use words like 'Denmark' or 'Danish' in addition with the Danish national flag. Thereby, I suggested implying typical Danish letters in the message (like 'æ' or 'ø') by replacing the German letters that are sounding similar (like 'æ' for 'ä' or 'ø' for 'o' or 'ö'). For advertisements I suggested including certain themes that are associated with Denmark like nature, water or sporting activities, if those fit to the offered product or service.

Index

List of Figures	v
List of Tables.....	vi
1. Introduction	1
2. Literature Review.....	4
2.1 Stereotypes.....	4
2.2 Social Identity Theory and Self-Categorization Theory.....	17
2.3 National Stereotypes within International Marketing	19
2.3.1 The COO Effect	20
2.3.2 The Connection of National Stereotypes and the COO Effect	23
3. Method.....	32
4. Findings and Interpretations	39
4.1 Stereotypes of the Danes	42
4.2 Associations with Denmark.....	52
4.3 Stereotypes of the Danes in Relation to Product Associations with Denmark.....	60
5. Practical Approaches of Communicating COOs in Germany.....	67
5.1 Communication and Advertising Styles in Germany	67
5.2 Basic Strategic Approaches of COO Communication	70
5.3 Suggestions for Communicating Denmark as COO in Germany.....	71
6. Conclusion.....	77
References	80

Appendices

Appendix 1 – SMiK Questionnaire (German & Danish Version)	1
Appendix 2 – Questionnaire for German Students	1
German Versions	1
Version I.....	1
Version II.....	8
Version III.....	15
English Translation.....	22
Appendix 3 – Results	1
Personal Information about both Participant Groups	1
Results of Characterizing Adjectives	6
Results of Participant Group in Flensburg.....	6
Results of Participant Group in Stuttgart.....	10

List of Figures

Figure 1. Competence/Warmth Matrix	10
Figure 2. COO Dimensions for Products and Services	21
Figure 3. Conceptual Framework and Research Propositions	24
Figure 4. Matrix of Positioning Strategy Implications for Nations.....	29
Figure 5. Selected Adjective Pairs	34
Figure 6. Classification of the Germans' Stereotypes of the Danes within the Stereotype Content Model.....	46
Figure 7. Verbal Communication Styles	68
Figure 8. Advertising Styles.....	69
Figure 9. Sticker of the Product 'Dänischer Gurkensalat' by Lækker	75

List of Tables

Table 1. Frequent Contact with the Danes	41
Table 2. Results of perceived Warmth of the Danes	43
Table 3. Results of perceived Competence of the Danes	44
Table 4. Results of single Adjectives characterizing the Danes	49
Table 5. Results of Product Categories	52
Table 6. Results of Companies and Brands.....	53
Table 7. Results of Colors	54
Table 8. Results of Leisure Time Activities.....	54
Table 9. Results Activities related to Water.....	54
Table 10. Results of sporting Activities	55
Table 11. Results of Groceries	55
Table 12. Results of the Danes' Look.....	56
Table 13. Results of the female Danes' Look.....	57
Table 14. Results of the male Danes' look	57
Table 15. Summary of Associations with Denmark (Flensburg).....	58
Table 16. Summary of Associations with Denmark (Stuttgart).....	59
Table 17. Left out Answers	59

Appendices

Table 18. Study Programs (Flensburg)	2
Table 19. Study Programs (Stuttgart).....	3
Table 20. Study Level	3
Table 21. Age	4
Table 22. Gender	4
Table 23. Nationality	4
Table 24. Contact with Danes	5
Table 25. Frequent Contact with the Danes	5
Table 26. Split Results of perceived Warmth of the Danes (Flensburg).....	6
Table 27. Split Results of perceived Competence of the Danes (Flensburg).....	7
Table 28. Split Results of single Adjectives characterizing the Danes (Flensburg)	9
Table 29. Split Results of perceived Warmth of the Danes (Stuttgart).....	10

Table 30. Split Results of perceived Competence of the Danes (Stuttgart)..... 11
Table 31. Split Results of single Adjectives characterizing the Danes (Stuttgart) 13

1. Introduction

Within international marketing, the product's Country of Origin (COO) is a significant factor, because it can have an influence on the estimate of products (Hinner, 2010, p. 54). People who are evaluating products can connect certain (positive or negative) characteristics with products that are labelled with a particular COO (Hinner, 2010, p. 47). In the area of marketing, this concept is described as COO effects which means that marketing practitioners need to be aware of the imaginings that people connect with products from particular countries (Gurhan-Canli & Maheswaran, 2000, cited in Kotler & Keller, 2009, p. 660), because it can have a direct as well as an indirect impact on peoples' purchase decision (Kotler & Keller, 2009, p. 660). Thus, if applicable, marketing specialists want to apply favorable associations, which are related to the respective country, to the offered products or services, in order to market them more profitable (Kotler & Keller, 2009, p. 659).

Companies that are operating internationally, frequently apply the concept of national stereotypes within their marketing activities (Chattalas, Kramer & Takada, 2008, p. 67). Considering this in combination with the above indicated relevancy of a product's COO leads my interest to the concept of national stereotypes and its meaning within marketing. But what in fact are national stereotypes? Within this thesis, stereotypes are briefly described as "shared beliefs held by one group about another group" (Tajfel, 1981, cited in Hogg & Reid, 2006, p. 11). If the last named group refers to one nation, we are talking about national stereotypes (Schneider, 2005, cited in Chattalas et al., 2008, p. 55).

The two most inspiring articles for this master's thesis are written by Chattalas et al. (2008) and Hinner (2010). Chattalas et al. (2008, pp. 54-55, 67) examined the connection of national stereotypes and the COO effect by viewing national stereotypes as a sort of precursor of COO effects. Hinner (2010, p. 47) outlined that both concepts, stereotypes and COO effect, are based on the same principle which includes the simplification of the outside world in order to be able to handle its difficult variety. The difference is that stereotyping is used by people who are connecting basic features to people from another group, and COO effects refers to people who are connecting particular features to products from one country (Hinner, 2010, p. 47). In my opinion, the article by Chattalas et al. (2008) is the most significant one at the moment with the aim of combining social cognition theories about national stereotypes with international marketing theories about COO effects (as the aim was formulated on p. 55 in

their article). Even if the topic of national stereotypes is less present in the marketing literature as the topic of COO effects (Chattalas et al., 2008, pp. 54-55, 58), I perceive the combination of both areas as a very interesting topic to study. Hence, I reflect it within this thesis in order to demonstrate why knowledge about specific national stereotypes can be valuable for marketing specialists.

Common stereotypes of social groups arise through peoples' identical discovery of those groups (Ruscher, 2001, p. 49), and through the communication about it to one another (Ruscher, 2001, p. 50). With the focus on national stereotypes, this thesis concentrates on the Germans' stereotypes of the Danes. But as the North of Germany is neighboring on the South of Denmark, North Germany is geographically closer located to Denmark than the South. This leads to the assumption that Northern Germans have more touching points with Denmark and the Danes than Southern Germans. Due to the different vicinity to Denmark, both German subgroups (Northern and Southern Germans) possibly made different observations of the Danes and therefore are spreading different stereotypes within their subgroups (according to the theory by Ruscher, 2001, pp. 49-50). Through a study, this thesis identifies if there persists different stereotypes of the Danes in Northern and in Southern Germany on the basis of two participant groups. The cities Flensburg and Stuttgart function as exemplary cities for each country part.

The *SMiK* project¹ is already analyzing German and Danish stereotypes and researching about what the neighboring nations are thinking about each other. It is a cooperating project between the University of Southern Denmark (DK) and the University of Kiel (GER) (see <http://www.stereotypenprojekt.eu/dansk/projektet/projektbeskrivelse>, for a detailed project description). My master's thesis is a contribution to the *SMiK* project and can be used as an inspiration for its members and other researchers to connect the topics of national stereotypes and marketing communication within one paper. The main purpose of this thesis is to identify stereotypes of the Danes that Northern and Southern Germans are holding in order to find similarities and differences through a comparison. This purpose is accomplished based on exemplary participant groups for each country part. A participant group in Flensburg is representing an exemplary Northern German view, and a participant group in Stuttgart is

¹ *SMiK* is the abbreviation for the Danish title 'Nationale stereotyper og marketingstrategier i den dansk-tyske interkulturelle kommunikation' as well as for the German title 'Nationale Stereotype und Marketingstrategien in der deutsch-dänischen interkulturellen Kommunikation'.

representing an exemplary Southern German view. Furthermore, the secondary objective is to give consequent general suggestions of using Denmark as a COO for marketing communication in Germany. This is not containing which products need to be market with a Danish origin, but suggestions about how a Danish origin can be communicated to German customers, and if the German market needs to be considered as separated in North and South in relation to peoples' associations with Denmark. The applicability for the *SMiK* project is a major personal motivation, because my thesis is a contribution to the project's work about stereotypes and marketing strategies. Additionally, I am myself a German student studying at a Danish University and very interested in how people in Germany perceive the Danes.

After this introduction, the thesis continues with the second section containing the literature review on the conception of stereotypes and the appropriate analytical framework of social identity theory. Furthermore, it addresses the concept of COO effects and the meaning of national stereotypes within international marketing. To figure out stereotypes of the Danes and associations with Denmark I designed a printed questionnaire which is explained in detail in the third section. In the fourth section, the findings of both participant groups are listed, compared, and interpreted. According to the results, the fifth section includes general implications for marketers about communicating Denmark as a COO in Germany, such as if Germany needs be seen as separated in Northern and Southern market regions according to peoples' perception about the Danes and Denmark, or which communication techniques can be applied in order to communicate Denmark as a COO in Germany. At the end, the sixth section contains a conclusion about the findings and interpretation, as well as theoretical implications, and my suggestions for further research.

2. Literature Review

The following section includes a detailed discussion on the concept of stereotypes as well as the explanation of the social identity theory and self-categorization theory as the ideological foundation. Furthermore it entails the meaning of national stereotypes within international marketing by explaining the COO effect more in detail and discussing its relation to national stereotypes.

2.1 Stereotypes

In 1922, the journalist Walter Lippmann was one of the first who applied the theory of stereotypes in his book *Public Opinion* by phrasing it as images appearing in peoples' heads which are related to specific occasions and groups of people (Lippmann, 1922, pp. 3, 12, cited in Hinton, 2000, p. 8; Pickering, 2001, pp. 16-17; Dovidio, Hewstone, Glick & Esses, 2010, p. 7). He claimed that because of the huge complexity of the actual surroundings, we are creating certain imaginations to manage the complexity that the outside world is holding (Lippmann, 1922, cited in Hinton, 2000, p. 8; Pickering, 2001, p. 19). But these created imaginations are the foundation for our behavior, and not the definite truth about occasions and people (Lippmann, 1922, cited in Hinton, 2000, p. 8). Lippmann set corner stones for discussions on stereotypes which were addressed in the leading work of many well-known scholars of the last years, and are likewise still present in today's literature (Hinton, 2000, p. 9). These corner stones can be framed into the following four main themes:

- Stereotyping is a consequence of our restricted cognition (Hinton, 2000, p. 9),
- Stereotypes are dependent on culture (Hinton, 2000, p. 9),
- Stereotyping and stereotypes are incorrect or imprecise (Hinton, 2000, p. 9),
- Stereotyping and stereotypes are inflexible and not simply changeable (Hinton, 2000, p. 9).

At first, I want to address a clear definition of the term stereotypes by using the description by Hinton (2000, p. 7) about stereotypes as consisting of three parts. The first part is the identification of a social group through a particular feature or attribute like the nationality, age, or gender (Hinton, 2000, p. 7). Secondly, additional features are linked to the respective identified group, which means to all its members (Hinton, 2000, p. 7). But most importantly, by identifying an individual as belonging to a particular social group, people associate "stereotypical characteristics" (Hinton, 2000, p. 8) to this individual as they would do it with

every individual belonging to this social group (Hinton, 2000, p. 8). Corresponding, the significant factor within the concept of stereotypes is the application of certain features to ALL people of the group equally (Hinton, 2000, p. 4). Stereotyping implies evaluating people only as belonging to a respective social group without considering the personal character (Hinton, 2000, p. 5). Consequently, it reduces a person to only the features that are associated with the respective social group and hence people get deprived of their own personality (Pickering, 2001, p. 73).

The person who is stereotyped is belonging to one or more social groups (like nationality, religion, age, gender and others) (Hinton, 2000, p. 24). And, the person who is stereotyping about another person is also belonging to one or more groups (Hinton, 2000, p. 24). Therefore, there exists the distinction between ingroup and outgroup (Tajfel & Turner, 1979, cited in Hinton, 2000, p. 24; Hinton, 2000, p. 107). Ingroup is the social group to which the person who is stereotyping is belonging to, and outgroup is the opposing group to which the person who is stereotyping is not belonging to, but the person who become stereotyped (Tajfel & Turner, 1979, cited in Hinton, 2000, p. 24; Hinton, 2000, p. 107). The own belonging to a certain group and the identified belonging of other people have an impact on the evaluation of these other people or groups (Hinton, 2000, pp. 106-107). The differentiation of ingroup and outgroup is made upon one main characteristic, such as nationality when it turns around national stereotypes (Hinton, 2000, p. 107), whereby the own nationality is forming the ingroup and any other nationality is forming different outgroups (Hinton, 2000, p. 107). This means, with regard to the topic of this thesis and the study I am conducting, that for the (German) participants of my study, the ingroup is consisting of all German citizens and the considered outgroup is consisting of the Danes.

Those People who feel belonging to the same group (ingroup) perceive certain distinctions among each other as lower than they are, but people from outgroups are in an overstated manner perceived as more diverse than they really are (Fiske & Russell, 2010, p. 116). Basically, our ingroups are most likely perceived as positive or favorable compared to the respective evaluated outgroups (Hinton, 2000, pp. 24, 113; Fiske & Taylor, 2013, p. 285). This is named as “ingroup favoritism” (Hinton, 2000, p. 112; Fiske & Taylor, 2013, p. 285) and is arising especially if we evaluate other people only through the consideration of their belonging to a specific group (Fiske & Taylor, 2013, p. 285). It happens by itself and it can rise the more we feel belonging to the group (Branscombe & Wann, 1994; Perreault & Bourhis, 1999, both cited in Fiske & Taylor, 2013, p. 285). This leads to the concept of group

homogeneity (Fiske & Taylor, 2013, p. 285). It is increasingly marked if the evaluated group of people truly exists but is not known by the person that is doing the evaluation, like it can be the case with groups of a specific nationality to which the evaluating person had no points of contact before (Brewer & Brown, 1998; Brown, 2000; Devos, Comby & Deschamps, 1996; Linville, Fischer & Salovey, 1989; Ostrom & Sedikides, 1992; Park, Ryan & Judd, 1992, all cited in Fiske & Taylor, 2013, pp. 285-286). Ingroup and outgroup members are considering the particular opposite group as homogeneous and are both supposing that the association to the own group, which is made by the particular opposite group, is biased (Fiske & Taylor, 2013, p. 286). However, ingroup homogeneity is increased if group members feel most notable belonging to the respective ingroup (Castano & Yzerbyt, 1998, cited in Fiske & Taylor, 2013, p. 286). And, the more ingroup and outgroup are differentiating (for example through a conflict), the more homogeneous each group is perceived (Fiske & Taylor, 2013, p. 286).

An important attribute for defining stereotypes is the adjective cognitive (Hinton, 2000, p. 121; Fiske & Taylor, 2013, p. 308; Dovidio et al., p. 7). Considering that our cognition is restricted, we need to structure the world with all the facts and figures that it contains in an easy way, in order to be able to comprehend and understand it (Hinton, 2000, p. 55). For this reason we are applying the concept of categorization (Hinton, 2000, p. 55). Categorization means that we are structuring our surroundings in categories, like other people or items that are alike to each other (Tajfel & Forgas, 2000, p. 49). But Augoustinos and Walker (1995, p. 222, cited in Hinton, 2000, p. 158) are emphasizing that stereotypes are not just a side effect of our restricted cognition and the consequently necessity of structuring the world to make it easier to understand. Stereotypes are created within the society or a cultural group and are not just an outcome of our personal opinion (Augoustinos & Walker, 1995, p. 222, cited in Hinton, 2000, p. 158). Hence, there are two sides of looking at stereotypes (Stangor & Schaller, 2000, p. 64). On the one hand, they can be seen as mental representations of individuals, but on the other hand, they can be seen as collectively communicated by people who belong to one certain culture (Stangor & Schaller, 2000, p. 64). The underlying assumption for the first one is that we are personally interacting with each other, and hence we are gaining knowledge about the ones who are interacting with us and create certain stereotypes about them (Stangor & Schaller, 2000, p. 68). The second one claims that we are learning, conveying and possibly modifying stereotypes through the communication with other people within the same culture such as our parents, teachers, politicians or the media (Stangor

& Schaller, 2000, p. 68; Ruscher, 2001, p. 45). Lippmann (1922, cited in Hinton, 2000, p. 151) already explained stereotypes as not only influenced by our personal interpretation but also by the culture we are belonging to. This leads to the view of stereotypes as “cultural representations” (Hinton, 2000, p. 151) that are passed on to people within the same culture (Hinton, 2000, p. 151). Through this cultural view, we are able to hold stereotypes about groups of people even if we never interacted with any member of the group (Hartley, 1946, cited in Stangor & Schaller, 2000, p. 71). Hewstone and Brown (1983), and Rothbart and John (1992) are arguing that the impact that interaction is having on stereotypes is not major, although it exists the acceptance that interaction with people can change the stereotypes about them (both cited in Stangor & Schaller, 2000, p. 71). By transferring this to the study I am conducting for this thesis, it is not necessary to only have German participants, who already had contact with the Danes, in order to ask about their perception of the Danes. But nevertheless it is helpful to ask if the participants had or still have contact with Danes in order to see if the stereotypes held by the two participant groups are rather based on individual contact with the Danes, or rather based on shared perception of the Danes within the culture without actually having met any Danes before (according to the above explained theory about the two perspectives of viewing stereotypes expressed by Stangor & Schaller, 2000, pp. 64-71, and other scholars).

According to Pickering (2001, p. 10), stereotypes are overstating the description of features that are perceived to be typical for a specific group. These typical features are associated to all members who belong to a respective category (Pickering, 2001, p. 10). If we are applying stereotypes of a specific group, we are associating this group with permanent sustaining features and thereby are organizing and constructing more order around them (Pickering, 2001, p. 4). But this organization, which is helping us if we are stereotyping about others, is likewise harming the ones that become stereotyped (Pickering, 2001, p. 5). As a result, there are three concepts that are related to each other which are stereotypes, prejudice, and discrimination (Ruscher, 2001, p. 4). It is essential to differentiate between them (Ruscher, 2001, p. 4). Stereotypes are quite often described as not correct or faulty (Lippmann, 1922, cited in Hinton, 2000, p. 9; Brigham, 1971, cited in Hinton, 2001, p. 11; Allport, 1954, cited in Hinton, 2000, p. 18; Pickering, 2001, p. 10). Brown (1965, cited in Hinton, 2001, p. 12) claimed that we generalize or simplify and hence neglect the single individuals within the group. This means that the opinions which are shared within the own culture are viewed as real (Brown, 1965, cited in Hinton, 2001, p. 13). And, Allport (1954, cited in Hinton, 2000, p.

18) discussed the same argument a few years ago by naming overgeneralization as reason for the falsity of stereotypes. This view on stereotypes as consisting of incorrect perceptions resulted in seeing prejudices as comprising stereotypic characteristics (Hinton, 2000, p. 14), and as the arising consequence of stereotyping (Hinton, 2000, pp. 2-3). This further on means that people who are stereotyped can potentially be hurt or feel offended (Hinton, 2000, pp. 2-3). Both, stereotypes and prejudices, can be seen as sort of biases between groups of people (Fiske & Taylor, 2013, p. 282). The difference is that stereotypes arise from a cognitive approach, and prejudices from an affective approach (Fiske & Taylor, 2013, p. 282). Affects or emotions can have impacts on stereotypes as cognitive biases, and are applicable features within the concept of prejudices and discrimination (Smith & Mackie, 2010, p. 131). Hence, prejudices are rather resulting in discrimination than stereotyping (Dovidio, Brigham, Johnson & Gaertner, 1996; Talaska, Fiske & Chaiken, 2008; Tropp & Pettigrew, 2005a, all cited in Fiske & Taylor, 2013, p. 311). To sum it up, stereotypes can be seen as “schemas about members of a social group” (Ruscher, 2001, p. 4), prejudices can be seen as “negative feelings associated with a particular group” (Ruscher, 2001, p. 4), and discrimination signifies “treating people unjustly because of their group membership” (Ruscher, 2001, p. 4).

Besides the discussion on stereotypes being not correctly or faulty (Lippmann, 1922, cited in Hinton, 2000, p. 9; Brigham, 1971, cited in Hinton, 2001, p. 11; Allport, 1954, cited in Hinton, 2000, p. 18; Pickering, 2001, p. 10), there is also the debate on stereotypes being rigid and not changeable (Lippmann, 1922, cited in Hinton, 2000, p. 9; Brigham, 1971, cited in Hinton, 2001, p. 11). Although studies by Katz and Braly (1933), Gilbert (1951), or Karlins, Coffman and Walters (1969) supported this view (all cited in Hinton, 2000, p. 10), other studies by Allport (1954), and Hewstone and Brown (1986) showed that stereotypes can change depending on some specific conditions (both cited in Hinton, 2000, pp. 100-103). This could be when members of a social group are countering the commonly shared stereotypes about this group, and if these members are additionally spread among the respective social group (Hinton, 2000, p. 103). Another perspective is arguing that stereotypes are changeable because the perception of other people is depending on the circumstances in which we are evaluation the people (Hogg & Reid, 2006, p. 10). This means that we perceive and evaluate groups of people differently depending on for example, other groups of people that we are evaluating simultaneously (see the example with vegetarians in Hogg & Reid, 2006, p. 10).

Most of the definitions of stereotypes are not involving any positive or negative direction (Correll, Judd, Park & Wittenbrink, 2010, p. 46). Stereotypes can be unfavorable for the respective social group (Hinton, 2000, pp. 2-3), but they are not all the time only including dislikes (Hinton, 2000, p. 21). Gilman (1985, p. 20, cited in Pickering, 2001, p. 40) outlined that stereotypes about one social group are including positive as well as negative perceptions. This means that positive stereotypes are always accompanied by the negative equivalent (Gilman, 1985, p. 20, cited in Pickering, 2001, p. 40). Both, positive and negative aspects, are closely related to each other and people can switch between them in their perceptions (Pickering, 2001, p. 40). Johnson and Hewstone (1992, cited in Hinton, 2000, p. 100) supported this view by explaining that social groups are having members which are supporting the shared stereotypes, but also members that are countering these stereotypes. The people who are countering the commonly shared stereotypes of the respective group are viewed as subtypes (Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100). Although recognizing counter stereotypic subtypes, we are able to uphold the commonly existing stereotypes of the respective group (Hewstone, Macrae, Griffiths & Milne, 1994, cited in Hinton, 2000, p. 101). In this context, the content of stereotypes are described as ambivalent (Bergsieker, Leslie, Constantine & Fiske, 2012, cited in Fiske & Taylor, 2013, p. 300), because a lot of social groups are perceived high on warmth and low on competence, or the other way around (Allport, 1954, cited in Fiske & Taylor, 2013, p. 300; Fiske, Cuddy, Xu & Glick, 2002, p. 880). This is referred to the Stereotype Content Model (SCM) that presumes that social groups, like national groups or ethnic groups, are firstly evaluated on the two dimensions of competence and warmth (Fiske & Taylor, 2013, p. 300). Each of the two dimensions are separated in high and low (Fiske et al., 2002, p. 881), which result in a matrix with four fields (Fiske et al., 2002, pp. 879-880):

Figure 1. Competence/Warmth Matrix

		<i>Status of the other group is perceived as low</i>	<i>Status of the other group is perceived as high</i>
		<div style="text-align: center;">Competence</div> <div style="text-align: center;">Low Competence</div> <div style="text-align: center;">High Competence</div>	<div style="text-align: center;">High Competence</div>
<i>Competition with the other group is perceived as high</i>	Low Warmth	<div style="text-align: center;">Low Competence</div> <div style="text-align: center;">Low Warmth</div>	<div style="text-align: center;">High Competence</div> <div style="text-align: center;">Low Warmth</div>
	High Warmth	<div style="text-align: center;">Low Competence</div> <div style="text-align: center;">High Warmth</div>	<div style="text-align: center;">High Competence</div> <div style="text-align: center;">High Warmth</div>
<i>Competition with the other group is perceived as low</i>			

Resource: Descriptions and illustrations of Fiske et al. (2002, p. 881), and Fiske & Taylor (2013, p. 313)

For a better evaluation of competence and warmth, Fiske et al. (2002, pp. 884, 891) described in their study each dimension with different attributes (which are also mentioned in Chattalas et al., 2008, p. 59):

- Competence: Competent, confident, independent, competitive, capable, efficient, intelligent, skillful,
- Warmth: Friendly, tolerant, well-intentioned, trustworthy, warm, good-natured, sincere.

The resulting four fields within the SCM developed through the relationship among social groups whereby competition and status are playing a determining role (Fiske et al., 2002, cited in Fiske & Taylor, 2013, p. 312). The higher the perceived status of outgroups, the higher they are viewed on the stereotype dimension of competence (Fiske & Taylor, 2013, p. 312; Fiske et al., 2002, p. 881). This is related to the perceived prestige and perceived power of the outgroup (Fiske et al., 2002, p. 881). Furthermore, the more outgroups are perceived as competing with the ingroup, the lower outgroups are classified within the stereotype dimension of warmth (Fiske & Taylor, 2013, p. 312; Fiske et al., 2002, p. 881). For example, if we view welfare recipients (see Fiske et al., 2002, pp. 879, 881), competition between the welfare recipients as outgroup and for example the working population as ingroup are referred to the competition on social means (Fiske et al., 2002, p. 881; Fiske & Taylor, 2013, p. 312), because welfare recipients are mostly perceived as exploiting the society (Fiske et al., 2002, p.

881). To simplify this explanation, it can be described that the more the evaluated outgroup is perceived as different from the own ingroup, the more this outgroup is viewed as competing with the own ingroup (Fiske et al., 2002, p. 881; Fiske & Taylor, 2013, p. 312). For example, the welfare recipients are viewed as competitive, because of different purposes in life (Fiske et al., 2002, p. 881). And, an outgroup that is not competing with the own ingroup is viewed as rather similar to other ingroup people (Fiske et al., 2002, pp. 882, 898), which is again connected to ingroup favoritism (Fiske et al., 2002, p. 881; see p. 5 in this section for reviewing the term ingroup favoritism).

Additionally, Fiske et al. (2002, pp. 878-879, 881) are claiming that the identified stereotypes on the competence and warmth dimension entail corresponding emotions regarding the particular outgroup which are pity, envy, contempt and admiration. According to the previous addressed explanation of prejudices as “negative feelings associated with a particular group” (Ruscher, 2001, p. 4; also cited on p. 8 in this thesis), these four emotions resulted in three prejudices (Fiske et al., 2002, pp. 878-879, 881), which can be explained as following:

- Paternalistic prejudice (pity): People feel pity for other people that are not perceived as competent, but perceived as warm (Fiske et al., 2002, pp. 879, 881).
- Envious prejudice (envy): People envy other people if they are perceived as competent, but are not perceived as warm (Fiske et al., 2002, pp. 879, 881).
- Contemptuous prejudice (contempt): People feel contempt for other people if they are not perceived as warm, and not perceived as competent (Fiske et al., 2002, pp. 879, 881).

Additionally, people admire other people if they are perceived as warm, and perceived as competent (Fiske et al., 2002, p. 881). Purely admiration is not containing negative feelings, but the term prejudice requires negative emotions (see Ruscher, 2001, p. 4). This can explain why admiration is not named as prejudice (see Fiske et al., 2002, p. 879, Table 1 on p. 881). This feeling of admiration is most likely occurring for three groups of people, which are the own ingroup, people we feel closely related to and people who are perceived as standard or normal within the population like the middle class (Fiske et al., 2002, p. 881).

The problem with the SCM is that it is representing a very simplistic view assuming a homogeneous group of people based on one evaluating criterion and neglecting other characteristics within the social groups such as different gender, age, educational background or others. Furthermore the descriptions regarding the influence of status and competence are not going more into detail about what both are related to. For example, status could be related

to the status in society, or the status in a specific sports area, or the status in a certain profession. And, even if perception of competition is related to the overall goals in life, it can be questioned to what competition is exactly related to. To certain objects, jobs, or even related to reputation? Of course the main characteristic on which the evaluation of the other group is based on is giving indications of what competition is related to, such as for example, the evaluation between employees and employers is probably related to profession. But there are no further explanations if the perception of status is for example, related to the status within the company, or the status in the specific business branch, or if the perception of competition is related to the company's financial means, or the assignment of the most interesting tasks. Another problem of the SCM's usage lies within the choice of adjectives through which the participants of a study are characterizing other social groups. Through confronting the participants with particular adjectives representing the warmth and competence dimensions, the researcher can unintentionally influence the study's results meaning that the formulation of the warmth and competence adjective can be seen as a pre-selection of the attributes characterizing the other social groups that are evaluated by the participants.

Even if the SCM is attackable because of its simplistic view, it entails diverse tested hypothesis regarding stereotypes of social groups (see Fiske et al., 2002; Fiske & Taylor, 2013). The SCM functions as guideline for my study. It is the foundation for achieving the main purpose of this thesis, which is to identify the Germans' stereotypes of the Danes, and to furthermore compare the Northern and the Southern German perspectives with each other. Furthermore it helps to connect national stereotypes with marketing practices which is a later topic within this thesis according to the article by Chattalas et al. (2008). This makes the SCM as foundation for my study unavoidable.

Nationality and National Belonging

If the identified attribute of the social group is the shared nationality of its members, it concerns national stereotypes (Schneider, 2005, cited in Chattalas et al., 2008, p. 55). And, belonging to a certain nation can be achieved through two different ways of origin (Grosby, 2005, 13). Mostly, our nationality is assigned at our birth and therefore related to the specific state territory where we are born in (Grosby, 2005, pp. 7, 13). But national belonging can also be viewed in terms of kinship in relation to the parents' nationality (Grosby, 2005, pp. 7, 13).

This means that if a couple with Danish nationality that is living in Germany as immigrants is having a child, this child can feel as German, as Dane, or belonging to both national groups (independent from the stated nationality in the child's passport) (see Grosby, 2005, pp. 7, 13).

National borders are very much characterizing a nation, but those borders are not directly influencing the national identity (Pickering, 2001, p. 83). It is the symbols that are related to the national borders that are responsible for the feeling of national identities (Pickering, 2001, p. 83). This means for example that it is not in the first place the German state border that is defining my national identity as a German, but what I relate to being German like the German national flag with its colors, the German language, German food or specific national behaviors.

Nations and nationality can be viewed in terms of ingroup and outgroup whereby the own nationality is the ingroup and people with other nationalities belong to outgroups (Hinton, 2000, p. 107). From the outgroup perspective which means to look at other national groups, a nation can be described as "certain section of mankind having certain characteristics which have become stereotyped in the passage of generations" (Wyatt, 1897, p. 523, cited in Pickering, 2001, p. 16). But from the ingroup perspective, looking at the own national group, there exists various opinions within one nation about what the own nation stands for (Grosby, 2005, p. 5). This means that there are different beliefs among one national group about various issues due to diverse people with different ethnic, religious, or political beliefs within it (Grosby, 2005, p. 5). This leads to the ideology of nationalism (Grosby, 2005, p. 5; Pickering, 2001, p. 83), which is determining the perception of the own membership to a nation and the symbols related to it (Pickering, 2001, p. 83). Nationalism is characterized with being exceedingly faithful to the own nation (Grosby, 2005, p. 5). Furthermore this can lead to the mindset of viewing other nations as the own nation's rivals (Grosby, 2005, pp. 5, 17). But nationalism does not necessarily be always applied by the people (Grosby, 2005, p. 5). A connected concept is patriotism which however is not containing the rival view of the other nations (Grosby, 2005, p. 17). Instead it refers to "love that one has for one's nation" (Grosby, 2005, p. 16), and can be understood in terms of "signifying attachments of loyalty to a territorial community" (Grosby, 2005, p. 16). The main difference between both is that a mindset of nationalism is not allowing any compromises (Grosby, 2005, p. 18), but patriotism does (Grosby, 2005, p. 17). As it "implies a commitment to the well-being of one's country" (Grosby, 2005, p. 17), patriotism is interested in finding compromises between the mainly

different beliefs within one nation (Grosby, 2005, p. 17). And, trying to combine and balance all the different opinions within the nations is accomplished within politics (Grosby, 2005, p. 17).

But national belonging is not only applying to a nation state, which means to a territorial clear defined country (Pickering, 2001, p. 85). It also exists for example within some cultural groups like the Basques or Jews, to which some kind of local boundary is referred to, but not a clear national border (Pickering, 2001, p. 85). This clarifies that nations can be defined with people who have the same culture, but people with the same cultural belief do not necessarily have the same nationality and form a nation (Pickering, 2001, p. 99). But then again a nation is having a respective common culture (Pickering, 2001, p. 99). For this thesis, only the national belonging to a nation state, namely Germany and Denmark, is of relevance. But additionally, as I am conducting a comparative study in Germany, I need to divide Germany in North and South. As national states are sometimes separated in different regions (Grosby, 2005, p. 22), symbolic associations with a national group can also occur regionally (Pickering, 2001, p. 83; Grosby, 2005, p. 19). This furthermore means that the national culture can only be seen as collectively shared to certain extent (Grosby, 2005, p. 19), because there are additionally certain sub-cultures on a more regional level within one and the same nation (Usunier & Lee, 2013, p. 12). A nation comprise of different regions, which are further including cities or villages (Grosby, 2005, p. 19). But sometimes people feel in the first place belonging to the specific region, city or village in which they are living, than to the entire nation (Grosby, 2005, p. 19). Connected to my study, this means that the German participants maybe feel more belonging to the respective region (North or South) than to the entire German nation. In relation to this, Usunier and Lee (2013, p. 12) claimed that if a country borders on another country, both border regions are characterized with a cross-border culture containing parts of both countries' cultures. And, they furthermore approved that the Northern and Southern parts of countries show distinctions within their culture or way of living (Usunier & Lee, 2013, p. 12).

Culture and National Culture

The paragraph about nationality leads to the usage of the term culture and national culture. For this thesis culture is considered as defined by Ellis et al. (2011): “The creation and use of symbols and artifacts by people. Culture can be seen as ‘a way of life’ for society, including

norms of behavior, manners, rituals, dress, language and systems of belief.” (p. 236). Peoples’ culture is having different origins like the social class, the family or educational background, or the nationality (Usunier & Lee, 2013, Figure 1.1. on p. 11). In my opinion, the above stated definition of culture can be referred to national culture as the commonly shared “symbols and artifacts by people” (Ellis et al., 2011, p. 236) who feel belonging to the same nationality. This means that those people are, to a certain extent, following similar “norms of behavior, manners, rituals, dress, language and systems of belief” (Ellis et al., 2011, p. 236). I believe that the national culture is to some extent independent from peoples’ further belonging to gender, age or other social groups, whereby I am following the research perspective that shared national beliefs are examinable through asking individual national people. One problem with national culture is that additional sub-cultures can be relevant in relation to specific country regions (Usunier & Lee, 2013, p. 12). This makes it hard to figure out one national culture, because the regional sub-cultures within a nation can vary from each other (Usunier & Lee, 2013, p. 12).

One significant discussion point when defining culture is the “connection between culture and the individual” (Smith & Riley, 2009, p. 4). One perspective includes that the people influence and create their culture (Smith & Riley, 2009, p. 3; Ellis et al., 2011, p. 236), the other perspective sees culture as an “autonomous force” (Smith & Riley, 2009, p. 3) that is influencing the people (Smith & Riley, 2009, p. 3; Ellis et al., 2011, p. 236). The first named perspective is allowing the homogenization of a group (Bolten, 2013, p. 5). The latter named perspective is seeing culture as holistic network (Bolten, 2013, pp. 3, 5), which is excluding the possibility of investigating culture through analyzing the sum of individuals’ beliefs (Bolten, 2013, p. 5). This two-sided view on culture can be represented more in detail through the work of Hofstede and its critics. Through the work of Hofstede, national culture is seen as measurable and comparable through the five dimensions of Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity (Hofstede, 1991, p. 28, 51, 113, 82-83, cited in McSweeney, 2002, p. 91) and Long- versus Short-Term Orientation (Hofstede, 1991, cited in McSweeney, 2002, p. 91).² One major point of criticism is that Hofstede conducted a survey only amongst employees in different subsidiaries of the company IBM, located in different countries (McSweeney, 2002, p. 90). Thereby he assigned the results to general national cultures (McSweeney, 2002, pp. 102, 107-108). McSweeney

² A detailed explanation on Hofstede’s five dimensions of national culture can be found on Hofstede’s website: <http://geert-hofstede.com/national-culture.html>, in his books as well as in De Mooij’s chapter within the book “Advertising Worldwide” (2001, pp. 9-11).

(2002, pp. 101-102, 107-108) claimed that it is not possible to apply findings of an IBM employee group to an entire national population. In his eyes, Hofstede's survey was not covering national culture (McSweeney, 2002, p. 108). Within the same year, Hofstede replied to McSweeney's article through an own one published in the same journal (*Human Relations*). Hofstede (2002, p. 1356) was aware of the most common criticism to his work. He prevented the critic regarding the participant group of IBM employees through bringing up the other country samples with other groups of people that are coming to the same results (Hofstede, 2002, pp. 1357-1358). Furthermore Hofstede (2002) claimed that McSweeney challenged all cross-cultural researches within social science, because "statistical inference" (Hofstede, 2002, p. 1360) is a common accepted method in the social science area which implies the "conclusions from central tendencies calculated from individual survey answers" (Hofstede, 2002, p. 1360).

In connection to both articles (McSweeney, 2002; and Hofstede, 2002), Williamson (2002, pp. 1374-1375) introduced a very good point of view as he claimed that criticism to Hofstede emerged through applying a different paradigm. There are two different paradigms to name which are the functionalist and the interpretive paradigm (Burrell & Morgan, 1979, cited in Williamson, 2002, pp. 1375-1375). This is related to the two previously explained perspectives of viewing culture. The functionalist paradigm can be connected to see people as influencing the culture, and the interpretive paradigm is more connected to see culture as influencing people as an entire unit (see previous page, for reviewing the two ways of considering culture according to Smith & Riley, 2009, p. 3; and Ellis et al., 2011, p. 236). Hofstede's work lies clearly within the functionalist paradigm (Williamson, 2002, pp. 1373, 1375). Both considered national culture from different paradigms, and even if McSweeney's paradigm is not obvious, he was sure against the application of a functionalist paradigm (Williamson, 2002, p. 1375). By viewing national culture through the functionalist paradigm, Hofstede used statistic methods and was not subjectively interpreting the results in order to create a model with universal applicability (Williamson, 2002, p. 1375). By criticizing this, McSweeney argued rather from an interpretive paradigm perspective (Williamson, 2002, p. 1391). Williamson (2002, p. 1375) argued beyond the two paradigms (functionalist and interpretive) and recommended to apply a metaparadigm point of view. This means to consider culture for example, from an ontological or an epistemological point of view (Williamson, 2002, p. 1391). Thereby he clearly argued that it is not correct to disregard methods within the functionalist paradigm, because they led to significant discoveries such as in Hofstede's work (Williamson, 2002, pp. 1391-1392). But more methods that are lying

within other paradigm perspectives need to be applied in cultural research (Lenartowicz & Roth, 1999, cited in Williamson, 2002, p. 1392). This is emphasizing that it is not about right or wrong when conducting research or judging other scholars, it is mostly a matter of perspective and the applied paradigm (Bolten, 2013, p. 8).

2.2 Social Identity Theory and Self-Categorization Theory

Social identity theory (SIT) is underlying the theories of stereotypes and is addressing the connection of groups as well as peoples' behavior within and between social groups (Abrams & Hogg, 2010, p. 179). SIT can be defined as covering "the individual's self-definition in a social context" (Tajfel, 2010, p. 119). At that point social identity is regarded as a person's own self-concept resulting from the belonging to social groups in combination with the therewith associated meaning (Tajfel, 2010, p. 120; Turner & Oakes, 2010, p. 229). The two most important researchers in the area of social identity theory are Tajfel and Turner (Turner & Oakes, 2010, p. 229). They emphasized that interaction of people is having two sides, because they can be held between the people as individuals or between the people as belonging to specific groups (Tajfel, 1981; Tajfel & Turner, 1979, both cited in Fiske & Taylor, 2013, p. 283). Through SIT, groups are shaped with minimum two people who have equal social identities (Abrams & Hogg, 2010, p. 182). And, recognizing the own social identity means to recognize and accept the own membership of specific groups and the meaning associated with it (Tajfel, 1972, p. 292, cited in Abrams & Hogg, 2010, p. 180). Therefore, SIT claims that people are classifying the own person and other people to specific groups, and viewing distinctions between the ingroup and respective outgroups as increased and distinctions of people within the same ingroup as decreased (Fiske & Taylor, 2013, p. 283, 308). Accordingly, people are striving for a positive social identity in order to support their self-esteem (Fiske & Taylor, 2013, p. 283; Turner & Oakes, 2010, p. 229), and perceive the group they feel belonging to (ingroup) as more favorable or positive than other groups to which they are not belonging to (outgroups) (Turner & Oakes, 2010, p. 229). This is closely connected to the previously described term of ingroup favoritism in section 2.1 (p. 5).

Connected to social identity is social representation, because it supports the ability to differentiate among diverse groups through the creation of collectively shared information (Hinton, 2000, p. 162). Following the social representation theory according to Moscovici

(1984, cited in Hinton, 2000, p. 152), social representations are supporting the understanding of ordinary information that is shared amongst people from one culture. In connection to stereotypes, social representations can be seen as information known within a society or culture that consists of stereotypical characteristics (Hinton, 2000, p. 157). Accordingly, stereotypes like national stereotypes can be equated with social representations (Augoustinos & Walker, 1995, cited in Hinton, 2000, p. 158). This means that the Germans' stereotypes of the Danes are social representations which arise, get transferred, and evolve among the Germans (Hinton, 2000, p. 152). And such social representations, as for example of the Danes, are predominantly seen as developed through conversations of the Germans with each other (who thereby are exchanging their perceptions of the Danes) and not only as developed through personal contact with the Danes or observations of them (Hinton, 2000, p. 158).

The development of SIT resulted through Turner (1982) in self-categorization theory (SCT) which "explains group phenomena in terms of the structure and functioning of the social self-concept" (Turner & Oakes, 2010, p. 229). The distinction between both, SCT and SIT, lies within the neglect of the consideration of self-esteem (Turner, 1985, cited in Fiske & Taylor, 2013, p. 284). Self-categorization can be understood as classifying the own person as belonging to groups which members have similar attributes as the own person and likewise as not belonging to groups which members have opposite attributes to the own person (Turner & Oakes, 2010, p. 229). Thereby those people who are perceived as belonging to the similar category or group are also seen as having a similar social identity (Abrams & Hogg, 2010, p. 182). This furthermore means to see those people in a manner that is "depersonalized" (Abrams & Hogg, 2010, p. 182). If this depersonalization is connected to people who are belonging to outgroups, it can be seen as stereotyping (Abrams & Hogg, 2010, p. 182). But depersonalization is also applied to the ingroup and in this case can be seen as self-stereotyping (Abrams & Hogg, 2010, p. 182).

Within recognizing the social self-concept it can be distinguished between three different stages which are: the self-categorization as a person (compared to animals, plants or items), categorization of in- and outgroups, and the self-categorization in contrast with other people of the same ingroup (Turner & Oakes, 2010, p. 229). The respective attributes that are important for evaluating the own categorization is dependent on the salience of one of these stages (Tajfel, 1969, cited in Turner & Oakes, 2010, p. 229). This salience fosters to view members of the same category as rather similar and members of other categories as rather

different (Turner & Oakes, 2010, pp. 229-230). Consequently, the own identification is adapted to stereotypes of the ingroup and thus depersonalized (Turner & Oakes, 2010, p. 230). Within this perspective, national stereotypes are part of the categorization of ingroup and outgroups according to peoples' nationality (Turner & Oakes, 2010, p. 229), whereby the ingroup are all people with the same nationality as the own one (for example Germans) and outgroups are people with different nationalities (for example Danes, Turks or Italians) (Hinton, 2000, p. 107). This is likewise very closely connected to the differences between ingroup and outgroups in relation to peoples' nationality expressed in section 2.1 (p. 5).

2.3 National Stereotypes within International Marketing

The conveyance of stereotypes takes place through discourses which includes the communication between people as well as the information gathering via the media (Dovidio et al., 2010, p. 8). The mass media indeed can be very significant for the emergence, spreading and preservation of social representations (Moscovici & Hewstone, 1983, cited in Hinton, 2000, p. 161). Most of all stereotypes are conveyed in this way (Stangor & Schaller, 2000, p. 69). How specific social groups are portrayed within the media affects the stereotypes held about these groups (Mutz & Goldman, 2010, p. 241). Especially television is influencing what people think about each other and how they are perceived (Mutz & Goldman, 2010, pp. 241, 250). The visualization and the subsequently easy information gathering combined with a high amount of viewers every day make the medium television a main resource for stereotypes (Mutz & Goldman, 2010, p. 241).

Through advertising, marketers want to make people buy specific products or services (Ruscher, 2001, pp. 174, 180). Advertising is spread through different kinds of media, like newspaper, television, radio or the internet, in order to reach target consumers on a most efficient and effective level (Kotler & Keller, 2009, pp. 546-547). Due to high media costs and peoples' limited ability to concentrate on ads, advertisements are generally very short and crisp (Ruscher, 2001, p. 174). Through the use of representations of stereotypes, marketers are able to deliver specific information within the required short time or limited room (Lafky, Duffy, Steinmaus & Berkowitz, 1996, cited in Ruscher, 2001, p. 174).

2.3.1 The COO Effect

As previously addressed in the introduction section, the COO effect is referred to the COO as having certain impact on peoples' opinion about products or services as well as on their buying decision (Kotler & Keller, 2009, p. 660; Hinner, 2010, p. 47; Papadopoulos, 1993, cited in Chrysochoidis, Krystallis, & Perreas, 2007, pp. 1520-1521). A product's COO is an intangible product feature as well as the price or brand (Peterson & Jolibert, 1995, cited in Aichner, 2014, p. 81). Through the communication of a specific COO, companies want to profit by the loyalty that people have for products coming from the own country, or profit by stereotypes meaning favorable associations that people have with products coming from a specific country (Aichner, 2014, p. 81). This means that advertising a product with a certain COO can lead to a competitive advantage compared to other products (Aichner, 2014, p. 81). A common used way of signaling a COO is the 'Made in ...' label (Aichner, 2014, p. 81; Amine, Chao & Arnold, 2005, cited in Chattalas et al., 2008, p. 55). But there are several other strategic approaches for communicating the COO which are illustrated by Aichner (2014, pp. 84-92) and presented in section 5.2 (p. 70).

The COO and the connected stereotypes influence peoples' evaluation and purchase of products (Marino & Mainolfi, 2010; Godey et al., 2012, both cited in Aichner, 2014, p. 82). This means that companies need to be familiar with peoples' perception of particular countries in the respective markets in which the company is operating (Aichner, 2014, p. 82). If a company explored the associations that people connect to its products because of a certain COO, marketing practitioners can decide to communicate the products' origin in a specific way or to not specifically state it within the communication activities (Aichner, 2014, p. 82). Thereby, marketers also need to be aware of ethnocentric consumers who prefer products from the own countries towards products from foreign countries (Klein, Ettenson & Krishnan, 2006; Yang, Zhou & Chen, 2005, both cited in Usunier & Lee, 2013, p. 148). They think that "purchasing imported products harms the domestic economy" (Usunier & Lee, 2013, p. 348) and furthermore tend to view global brands rather unfavorable (Alden, Steenkamp & Batra, 2006, cited in Usunier & Lee, 2013, p. 148). If consumers are evaluating products coming from a foreign country, ethnocentrism can be seen as the negative influencing contrary to the positive influencing associations that consumers have with the foreign country as COO (Moon & Jain, 2001 cited in Usunier & Lee, 2013, p. 148; Usunier & Lee, 2013, p. 148).

For the consumer, the labeled COO can be an attribute of quality (Hausruckinger, 1993, cited in Aichner, 2014, p. 82). Furthermore, they are accepting a higher price for products coming from a specific country, if the related associations with products from that country are advantageous (Koschate-Fischer, Diamantopoulos & Oldenkotte, 2012, cited in Aichner, 2014, p. 81). The COO is having the most influence on the customers, if it is the only additional product features accessible (Lim, Darley & Summers, 1994, cited in Aichner, 2014, p. 82). But if there are more product features accessible, like the price, the influence that a product's COO is having on the customers' evaluation is weakened (Pharr, 2005, cited in Aichner, 2014, p. 82). If the COO is connected to unfavorable associations, high prices are not affecting the quality evaluation of products (Pharr, 2005, cited in Aichner, 2014, p. 82). And, if the COO is connected to favorable associations, low prices are not able to affect the quality evaluation of products (Pharr, 2005, cited in Aichner, 2014, p. 82).

Identifying or determining the COO can be difficult, because companies are not always located in the same country as they are producing their products, and possibly they also purchase their materials in a further different country (Chattalas et al., 2008, p. 55; Usunier & Lee, 2013, p. 348). This can lead to multinational origins (Chattalas et al., 2008, p. 55), or as Aichner (2012, p. 83) is formulating it, to different COO dimensions for products and services according to Vianelli and Marzano (2012), as visible in the following figure:

Figure 2. COO Dimensions for Products and Services

Table 1: COO dimensions for products, based on Vianelli and Marzano (2012)

Country-of-design (COD)	Companies may choose to locate their R&D in countries different from the country of production.
Country-of-assembly (COA)	Companies from countries with low reputation can move the assembly of their products to other countries with higher reputation.
Country-of-parts (COP)	In some cases, companies give particular importance to the source of the products' raw materials.
Country-of-manufacture (COM)	Some companies may find it convenient to produce their products in countries different from their original COO.
Country-of-brand (COB)	COB is the country in which the brand originated. There are a number of reasons why this may not coincide with the country where the company has its headquarters.

Table 2: COO dimensions for services, based on Vianelli and Marzano (2012)

Country-of-brand (COB)	COB is the country in which the brand originated. There are a number of reasons why this may not coincide with the country where the company has its headquarters.
Country-of-service-delivery (COSD)	Depending on the country in which the service is delivered, the perceptions and needs of customers may differ considerably.
Country person image (CPI)	CPI is the country in which the person providing the actual service was born.
Country training image (CTI)	CTI is the country in which the service provider received training/education and is of particular importance for those activities that require experience and specific skills.

Resource: Aichner, 2014, p. 83

IKEA is a good example for the COB dimension described by Aichner (2014, Table 1 & Table 2 on p. 83). It is advertised as Swedish brand of a furniture store, but the furniture is not manufactured in Sweden (Usunier & Cestre, 2008, p. 273). Another very good example is the pizza brand *Alberto* (Hinner, 2010, p. 54). Pizza is very much related to Italy (Hinner, 2010, p. 54; Usunier & Lee, 2013, p. 348). And this can lead to a competitive advantage for Italian pizza sellers within global comparison (Keegan & Schlegelmilch, 2001; Samli, 1995, both cited in Hinner, 2010, p. 54). That is the reason why the German company *Freiberger* created the brand *Alberto* to market its pizzas (Hinner, 2010, p. 55). The information that *Alberto* belongs to a German company is listed on the package, but only in a very small form (Hinner, 2010, p. 55). Instead, the *Alberto* logo is placed very well visible and is framed with red, white, and green, the colors of the Italian flag (Freiberger Lebensmittel GmbH & Co. Produktions- & Vertriebs KG, n.d.). In this manner, the brand is referring to use typical recipes from Italy and rather cushion its real German origin (Freiberger Lebensmittel GmbH & Co. Produktions- & Vertriebs KG, n.d.; Hinner, 2010, p. 55). To emphasize the Italian origin of the pizza or its recipes, the brand *Alberto* is using an Italian sounding first name and a logo that is containing the colors of the Italian national flag, which are typical basic techniques within COO communication according to Aichner (2014, pp. 89-90). This is furthermore a good example to demonstrate that the advertised COB is not always the true COO of the brand or products (Usunier & Lee, 2013, p. 348). It can be better described as the perceived COO (Usunier & Lee, 2013, p. 348).

The extent, to which the country is having an influence on people according to COO effects, is also dependent on the category to which the product or service is belonging to (Balabanis & Diamantopoulos, 2004; Watson & Wright, 2000; Sharma et al., 1995, in Piron, 2000; Smith, 1993; Cordell, 1992, all cited in Chrysochoidis et al., 2007, p. 1519; Tseng & Balabanis, 2011, p. 581). Additionally, some scholars argued that, besides the COO and the category of the product, its attributes also play a specific role within COO effects (Supphellen & Rittenburgh, 2001; Juric & Worsley, 1998; Johanson et al., 1985, in Showers & Showers, 1993, all cited in Chrysochoidis et al., 2007, p. 1519). Roth and Romeo (1992, cited in Chrysochoidis et al., 2007, pp. 1521-1522) claimed that the product needs to fit to the respective COO concerning the country's ability to produce the product in the best qualitative way. Juric and Worsley (1998, cited in Chrysochoidis et al., 2007, p. 1522) are explaining that products which are labeled with a particular COO can be perceived as preferred (or not preferred), because of the associations with the country to manufacture particular products

with certain positive (or negative) attribute. But one product category is not always solely related to one country, like wine can be related to France but also to Italy, Australia or even to other countries (Usunier & Lee, 2013, p. 344). By implication, this means that if the participants of my study are naming a specific product as related to Denmark, it does not mean that Denmark is the only country they are connecting to this product.

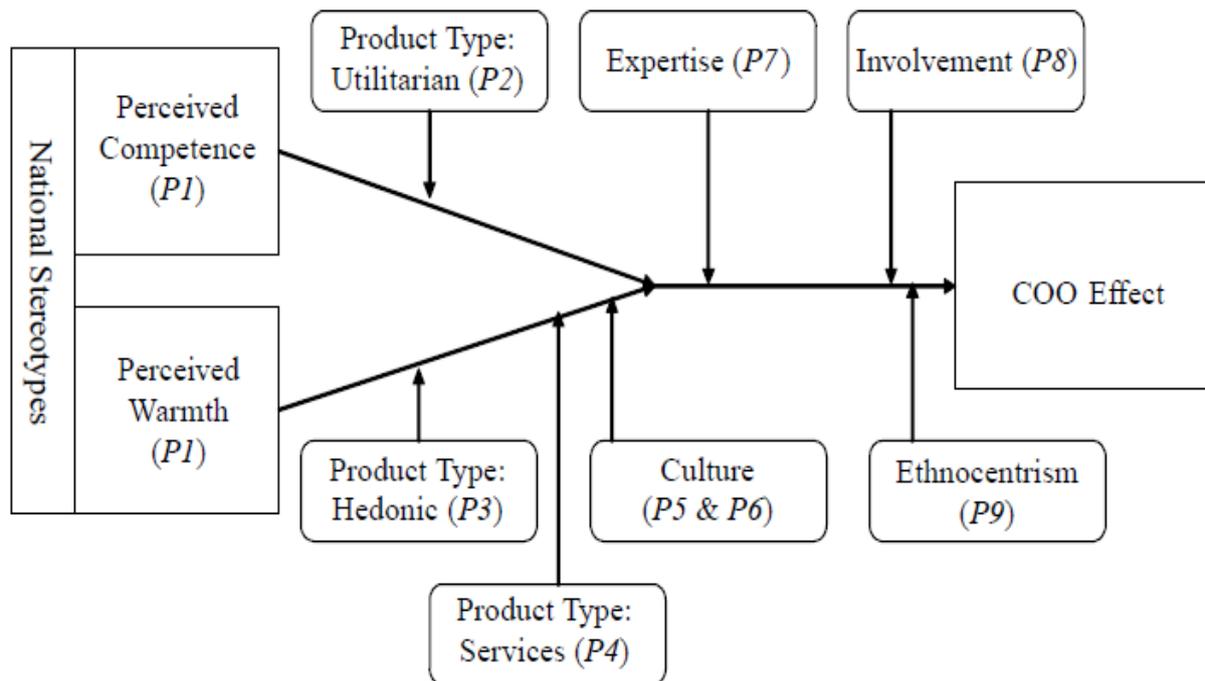
2.3.2 The Connection of National Stereotypes and the COO Effect

The COO effect is combining products “to an associative network of culturally-shared national stereotypes with cognitive, affective and normative connotations” (Obermiller & Spangenberg, 1989; Verlegh & Steenkamp, 1999, both cited in Chattalas et al. 2008, p. 58). From the cognitive view, the COO is responsible for interpreting the quality of products (Chattalas et al., 2008, p. 58). The affective perspective connects the COO with products and the appropriate characteristics that are linked to the respective country or nation (Verlegh & Steenkamp, 1999, cited in Chattalas et al., 2008, p. 58). The normative meaning contains that the COO is related to certain social norms (Chattalas et al., 2008, p. 58).

Chattalas et al. (2008, p. 55) examined a very interesting topic by linking the two fields of national stereotypes and COO effects. With the Stereotype Content Model (SCM) as a foundation, the authors claimed that warmth and competence as attributes of national stereotypes are having impact on COO effects (Chattalas et al., 2008, p. 55). As a reminder, the SCM implies that stereotypes include two main contents, competence and warmth, whereby mostly one dimension is viewed as positive and the other one is viewed as negative (Allport, 1954, cited in Fiske & Taylor, 2013, p. 300; Fiske et al., p. 880). Additional explanations about the SCM can be viewed in section 2.1 (pp. 9-12).

Chattalas et al. (2008) are illustrating in their *Conceptual Framework and Research Propositions* (which is consequently referred to as *Conceptual Framework*) that national stereotypes are influencing COO effects (see Chattalas et al., 2008, Figure 1 on p. 60). This *Conceptual Framework* includes nine propositions about the factors that are influencing COO effects (Chattalas et al., 2008, p. 60):

Figure 3. Conceptual Framework and Research Propositions



Resource: Chattalas et al. (2008, Figure 1 on p. 60)

The nine propositions showed in Figure 3 are described by Chattalas et al. (2008, p. 61-67) as following:

(P1) “The perceived competence and perceived warmth dimensions of national stereotypes influence the COO effect on the evaluation of products” (Chattalas et al., 2008, p. 61).

Consumers are able to stereotype nations in relation to the two dimensions of warmth and competence, because of previous interactions or learned information about the respective nation (Chattalas et al., 2008, p. 61). A nation’s favorable perceptions on both dimensions likewise bring about favorable product evaluations about offerings of the corresponding country (Chattalas et al., 2008, p. 61). And the same is counting for a nation’s unfavorable perception on both dimensions (Chattalas et al., 2008, p. 61). Accordingly, it leads to unfavorable evaluations of the country’s products (Chattalas et al., 2008, p. 61).

(P2) “The perceived competence dimension of national stereotypes determines the COO effect for evaluations of utilitarian (versus hedonic) products” (Chattalas et al., 2008, p. 62).

LeClerc, Schmitt and Dube (1994, cited in Chattalas et al., 2008, p. 61) claimed that the product type is affecting COO effects. As the influence of a specific COO is differing among product categories, they furthermore believe that the COO effect of one and the same country is differing among product types (Liefeld, 1993, cited in

Chattalas et al., 2008, p. 61). Chattalas et al. (2008, p. 62) are applying the distinction between utilitarian and hedonic products according to LeClerc et al. (1994). It implies that products are either bought for useful application (utilitarian), or for enjoyment to evoke emotions (hedonic) (Holbrook & Hirschman, 1982; Voss, Spangenberg & Grohmann, 2003, both cited in Chattalas et al., 2008, p. 62). While hedonic products are based on affective viewpoints, utilitarian products are related to cognitive views (Dhar & Wertenbroch, 2000, cited in Chattalas et al., 2008, p. 62). In relation to this, the dimension of competence is having a higher influence on consumers' evaluation of utilitarian products, because the competence dimension is connected with a nation's "intellectual and functional traits" (Chattalas et al., 2008, p. 62).

(P3) "The perceived warmth dimension of national stereotypes determines the COO effect for evaluations of hedonic (versus utilitarian) products" (Chattalas et al., 2008, p. 62).

By implication to the previous proposition, consumers' evaluation of hedonic products is more influenced by the perceived warmth of a nation, because it is connected with its "social and affective traits" (Chattalas et al., 2008, p. 62).

(P4) "The perceived warmth dimension of national stereotypes determines the COO effect for evaluations of high-contact (versus low-contact) services" (Chattalas et al., 2008, p. 63).

Granovetter (1973, cited in Chattalas et al., 2008, p. 63) examined that offering a service is a mix of feelings, familiarity, and contact rates with the customers. And, services including much contact are bringing along this to even more extent (Chattalas et al., 2008, p. 63). Accordingly, a nation's perceived warmth is having positive influence on consumers that are evaluating services that have high customer contact rates (Chattalas et al., 2008, p. 63).

(P5) "The perceived competence dimension of national stereotypes determines the COO effect on evaluations for consumers high in collectivism (versus individualism)" (Chattalas et al., 2008, p. 64).

The propositions concerning culture are related to the individualism versus collectivism (Aaker & Maheswaran, 1997; Han & Shavitt, 1994; Hofstede, 2001; Kramer, Spolter & Thakkar, 2007, all cited in Chattalas et al., 2008, p. 63), because it can influence national stereotypes as well as COO effects (Gurhan-Canli & Maheswaran, 2000, cited in Chattalas et al., 2008, p. 63). People of collectivist cultures have higher ingroup favoritism and are mostly viewing products from the own country as more positively compared to individualistic cultures (Gurhan-Canli & Maheswaran, 2000, cited in Chattalas et al., 2008, p. 64). And if consumers are

belonging to a collectivist culture, the perceived competence of another nation is affecting their evaluation of products coming from that nation (Chattalas et al., 2008, p. 64).

(P6a) “For consumers high (versus low) in vertical collectivism, the perceived competence dimension of national stereotypes determines the COO effect on evaluations“ (Chattalas et al., 2008, p. 65).

Singelis, Triandis, Bhawuk and Gelfand (1995, cited in Chattalas et al., 2008, p. 64) explained that individualism and collectivism can be differentiated in horizontal and vertical, whereby the vertical subdivision is related to differences within the society, like status, and horizontal relates to equality within the society. In cultures of vertical collectivism, people are seeing each other as individual members of the group with different statuses (Chattalas et al., 2008, p. 65). And, according to Fiske et al. (2002, cited in Chattalas et al., 2008, p. 65), these perceived differences within the group (status) determine competence stereotypes. Consequently, consumers who belong to a vertical collectivistic culture are more influenced by products from nations who are perceived as very competent (Chattalas et al., 2008, p. 65).

(P6b) “For consumers high (versus low) in vertical individualism, the perceived warmth dimension of national stereotypes determines the COO effect on evaluations” (Chattalas et al., 2008, p. 65).

Vertical individualism is related to cultures in which people feel different from the community and belief that they are all different from each other (Chattalas et al., 2008, p. 65). Furthermore, they tend to compete with each other (Chattalas et al., 2008, p. 65), which implies less perceived warmth of such groups (Fiske et al., 2002, cited in Chattalas et al., 2008, p. 65). This leads to the thinking that consumers who belong to high vertical individualistic cultures are more influenced by products from nations that are perceived as very warm (Chattalas et al., 2008, p. 65).

(P7) “Consumer expertise with a country’s products moderates the COO effect of the perceived competence and warmth dimensions of national stereotypes on evaluations of products, such that the effect is greater (lower) for novices (experts)” (Chattalas et al., 2008, p. 66).

Expertise or familiarity is related to the experiences with a product that customers get after a certain while of frequent use (Alba & Hutchinson, 1987, p. 411, cited in Chattalas et al., 2008, p. 65). Eroglu and Machleit (1989, cited in Chattalas et al., 2008, p. 65) claimed that customers’ expertise about a product is influencing COO

effects. According to the description of Beckwith and Lehmann (1975, cited in Chattalas et al., 2008, p. 65), national stereotypes are functioning as kind of halo that is affecting consumer's evaluation about sundry products from the same country in a way that they are linking all products to the same already known stereotypes. This halo influence is more effective for inexperienced customers (Alba & Hutchinson, 1987, cited in Chattalas et al., 2008, p. 66). Hence, if the customers' expertise with a product from a specific country is low, the stereotypes about a nation are facilitating their evaluation on products that are related to the particular country (Han, 1989, cited in Chattalas et al., 2008, p. 66). Finally, a product's COO is rather able to influence consumers that are no experts with another nation's products, and thus less able to influence consumers that are experts with specific products from a nation (Chattalas et al., 2008, p. 66).

(P8) "Consumer involvement moderates the COO effect of the perceived competence and warmth dimensions of national stereotypes on evaluations of products, such that the effect is greater (lower) following low (high) involvement" (Chattalas et al., 2008, p. 66).

Involvement relates to the meaning that products have for consumers (Chattalas et al., 2008, p. 66). Gurhan-Canli and Maheswaran (2000, cited in Chattalas et al., 2008, p. 66) found out that the higher involvement, the fewer COO is influencing consumers in their product evaluations.

(P9) "Consumer ethnocentrism moderates the COO effect of the perceived competence and warmth dimensions of national stereotypes on evaluations of products, such that the effect is greater (lower) for more (less) ethnocentric consumers" (Chattalas et al., 2008, p. 67).

This proposition is focusing on the consumers' ethnocentric thinking which implies the mindset of viewing the purchase of offerings as "morally wrong" (Chattalas et al., 2008, p. 67), if those are coming from other countries than the own one (Chattalas et al., 2008, p. 67). A lot of researchers proved that the more consumers are ethnocentric oriented, the more COO is affecting their evaluation of products (Knight, 1999, cited in Chattalas et al., 2008, p. 67).

I agree with the authors to see the *Conceptual Framework* as "contribution to the literature in international marketing" (Chattalas et al., 2008, p. 67), because the nine propositions are summarizing important concepts that were previously examined by other authors, and therefore it is including significant factors that play a role in national stereotypes' influence on COO effects (see Chattalas et al., 2008, pp. 60-67). The only criticism I have is that the

distinction on a product type level is not enough in relation to COO effects. Within the product type distinction of utilitarian and hedonic, there are furthermore different product categories and, the effect that a COO is having on consumers' product evaluation is differing among several product categories (Balabanis & Diamantopoulos, 2004; Watson & Wright, 2000; Sharma et al., 1995, in Piron, 2000; Smith, 1993; Cordell, 1992, all cited in Chryssochoidis et al., 2007, p. 1519; Tseng & Balabanis, 2011, p. 581). Although Chattalas et al. (2008, p. 61) is using the product type distinction in order to moderate the more detailed product category distinction, I do not much support this view. If a country is highly associated with a specific product category, it does not mean that the same country is also highly associated with other product categories (Tseng & Balabanis, 2011, p. 582). For example, Japan is associated with high-quality electronic products but with low-quality food products (Kaynak & Cavusgil, 1983, cited in Chattalas et al., 2008, pp. 57, 61). But in my opinion, electronic products as well as food products can be classified as hedonic products, because the purchase of both can be related to emotions (as hedonic products are defined by Holbrook & Hirschman, 1982; and Voss et al., 2003, both cited in Chattalas et al., 2008, p. 62). In my opinion, this is emphasizing the necessity of the product category distinction. Apart from this criticism, the article by Chattalas et al. (2008) is currently the most relevant literature that I found on this topic. Therefore it deserves more attention and practical researches testing their propositions (see Chattalas et al., 2008, p. 70, for further research implications).

Furthermore, Chattalas et al. (2008) are recommending nations or marketers to sell specific product types or services depending on the perception of the national people from the respective country regarding their perceived competence and warmth (Chattalas et al., 2008, p. 69). If a nation is more perceived as having a high competence but low warmth, it has the best requirements for utilitarian products and services that do not need high contact with consumers (Chattalas et al., 2008, p. 69). Nations that are perceived with low competence and high warmth can more easily promote services with more contact to end consumers, and hedonic products (Chattalas et al., 2008, p. 69). But if a nation is not viewed as high on any of the dimensions, marketers or nations should try to create a shift in consumers' thinking and try to represent the own nation as being high on at least one dimension, depending on the offered products or services (Chattalas et al., 2008, p. 69). Nations that are viewed as high on both dimensions should try to sustain on this position because it is the most positive one (Chattalas et al., 2008, p. 69). All these explanations are illustrated in the *Matrix of*

Positioning Strategy Implications for Nations (Chattalas et al., 2008, Figure 2 on p. 69) (which is consequently referred to as *Positioning Matrix*).

Figure 4. Matrix of Positioning Strategy Implications for Nations

National Stereotype Dimension	Lower Warmth	Higher Warmth
Higher Competence	Mixed Position: Best Fit for Utilitarian Products and Low-Contact Services (e.g., United Kingdom)	Most Desirable Position: Need to Maintain (e.g., France)
Lower Competence	Least Desirable Position: Need to Reposition and/or make country more familiar by promoting higher Competence and/or Warmth (e.g., Belgium)	Mixed Position: Best Fit for Hedonic Products and High-Contact Services (e.g., Italy)

Resource: Chattalas et al. (2008, Figure 2 on p. 69), with reference to the national examples of the German perceptions of the European Union according to Fiske (2004, p. 418)

By implication to my criticism on the *Conceptual Framework*, I see a missing product category distinction in the *Positioning Matrix* as a more massive problem. I believe, that this matrix is too simplistic to be applied by international companies. My first point of criticism is that, compared to the *Conceptual Framework*, the *Positioning Matrix* is only applying the first four research propositions about the two stereotype dimensions and the service and product type distinction (see pp. 24-25 in this section for reviewing the first four propositions according to Chattalas et al., 2008, pp. 61-63). The other propositions about the consumers' culture, expertise, involvement and ethnocentrism are not integrated (see pp. 25-27 in this section for reviewing the other five propositions according to Chattalas et al., 2008, pp. 63-67). The difference between both is that in the *Conceptual Framework* the connection between the stereotype dimensions (warmth and competence) and the product types

(utilitarian and hedonic) are only illustrated as influencing factors for COO effects (see Figure 3 in this section), and not as foundation for specific strategic implications and country examples as in the *Positioning Matrix* (see Figure 4 in this section). Another point of criticism about the *Positioning Matrix* is the stated country samples. Unfortunately, Chattalas et al. (2008) are not explaining their thoughts more in detail when it comes to the listed countries. As it is not possible for me to view the original resource by Fiske (2004), it is hard to understand the thoughts behind it. I strongly assume that Fiske (2004) was using general competence adjectives like skillful or confident as it is common in national stereotype research and as it is also described by Cuddy, Fiske and Glick (2008, p. 65) and by Fiske et al. (2002, pp. 884, 891). Furthermore, Cuddy et al. (2008) named similar countries according to the competence and warmth dimension (Cuddy et al., 2008, Figure 2.4 on p. 85).

In my belief, that for such strategic implications, it is problematic that no product categories are included, because there are different product categories within each product type. I argue that results of researches that are only asking for general competence perception of nations as well as the only distinction between utilitarian and hedonic products are not enough for accomplishing strategic implications for companies or nations as Chattalas et al. (2008) are doing it in their *Positioning Matrix*. I strongly support the view that different product categories lead to different effects of a product's COO (Balabanis & Diamantopoulos, 2004; Watson & Wright, 2000; Sharma et al., 1995, in Piron, 2000; Smith, 1993, Cordell, 1992, all cited in Chrysochoidis et al., 2007, p. 1519; Tseng & Balabanis, 2011, p. 581), and accordingly it is not easy to develop general implications on that topic for a lot of different countries (Tseng & Balabanis, 2011, p. 581). I believe that the typicality, like the ethnic or the country typicality, according to Tseng and Balabanis (2011, p. 584-585), cannot be ignored when making implications about COO effects. Ethnic typicality is thereby related to how typical countries are viewed "as a producer of a specific product" (Tseng & Balabanis, 2011, p. 585), and country typicality is referring to the "typical products of a specific country" (Tseng & Balabanis, 2011, p. 585). Within the study that I conducted, I included not only questions regarding the national stereotypes of the Danes but also questions regarding Denmark's country typicality according to the understanding of Tseng and Balabanis (2011, p. 585).

To sum it up, I believe in the relevance of the *Conceptual Framework*, but I doubt that it is possible to make general suggestions for countries by only considering the national stereotype

dimensions of competence and warmth as in the *Positioning Matrix*. The *Conceptual Framework* is a very good overview of factors that are influencing COO effects, but the *Positioning Matrix* is only based on the two stereotype dimensions and their connections to the differentiation of product types (hedonic and utilitarian) and services (high-contact and low-contact). This is bearing reference with my previously expressed opinion about a required assignment of product categories and that the *Positioning Matrix* is too simplistic to apply it into business practices. Hence, I argue that the Stereotype Content Model (SCM) is a good base for research on national stereotypes. But to be able to transfer the results of national stereotype research to assertions about the effects that specific COOs are having on consumers' product evaluations, further knowledge about a nation's product specific competences need to be examined as well.

3. Method

As my master's thesis is a contribution to the *SMiK* project, my study was building upon the results of a previous survey. The *SMiK* team located at the University of Southern Denmark in Odense already conducted a large questionnaire in Germany between August 2013 and January 2014 through the use of an open-ended approach (see Stangor, 2000, p. 9 for reviewing the meaning of an open-ended approach; see "Landsdækkende Undersøgelse" on <http://www.stereotypenprojekt.eu>, for more information about the *SMiK* survey). German participants were asked to write what they perceive as characterizing female and male Danes as well as to write down what they think is typically Danish (positive and negative associations). Additionally, there was one question about how they would market Danish products in Germany. Simultaneously, the same survey was conducted in Denmark by asking the Danes equal questions about the Germans. The entire questionnaires in German and Danish can be viewed in Appendix 1.

Originally it was planned to conduct the study among German high school students because in that age there are not yet influenced by a certain profession or subject specific education and are still living with their parents. But to conduct such a study in German high schools, a permission of the ministry of the particular federal state would be needed. To get such permission would need around three up to six weeks which is not suitable with the time schedule for a master's thesis. Therefore, this study was conducted among students because it is much easier to get the relevant data without a time consuming bureaucratic effort. A lot of other studies concerning stereotypes were done with students (like several studies explained by Stangor, 2000, pp. 89, 103, 109, 123), which means that it is not a disadvantage of the study and just another way of conducting the data. But I needed to keep in mind that I am going to ask and convince the students to participate in my survey while they are going for lunch or leaving after lunch, which means that the questionnaire cannot be the same as it would have been for high school students. For the high school students it was planned to let them draw and briefly explain products that they associate with Denmark, which was not possible any more when conducting the survey among students. Furthermore, filling in the questionnaire must not be as time consuming as it could be for high school students. The high school students would have an entire lesson to answer the questionnaire (forty-five minutes), but the university students would not spend more time than ten minutes to answer the

questionnaire. Those are no negative influences on my study, but challenges I need to be aware of when creating the questionnaire.

Within this thesis I compare stereotypes of the Danes that are held in Northern and in Southern Germany and therefore two separate studies were conducted. In order to fit in the time frame for a master's thesis, the study was conducted in one exemplary city of each country part. For a Northern German view, the study was done amongst students in Flensburg, and for a Southern German view, the study was done amongst students in Stuttgart. Even though this is not covering a large population in several different cities of Northern or Southern Germany, it brings out an exemplary view of each country part that can be compared with each other. The studies in both cities were conducted in the same way. I visited canteens of higher education institutions in each city and asked the students to fill in the printed questionnaire. Based on the two locations, there are two participant groups of the study.

Study Design

National Stereotypes. For the study, I applied the checklist approach (see Stangor, 2000, p. 8 for the meaning of the checklist approach). I prepared a list of adjectives, and the German attendants needed to state those adjectives that they think are characterizing the Danes best according to the instructions by Correll et al. (2010, p. 52) and Stangor (2000, pp. 8, 83). For creating the list of adjectives, I reviewed the findings of the *SMiK* survey that were conducted in Germany and I selected adjectives that are, according to the German participants, perceived to characterize male and female Danes as well as Denmark in general. I mainly selected universally valid adjectives that could be assigned to the distinction of the two stereotype dimensions, warmth and competence, based on the Stereotype Content Model (SCM). For reviewing the concept of the SCM please see section 2.1 (pp. 9-12). Among diverse researches, the individual adjectives that are describing both dimensions vary from each other (Cuddy et al., 2008, p. 65). Peeters (1983, 2002, cited in Cuddy et al., 2008, p. 65) is relating the competence dimension to “self-profitable traits—those that directly benefit or harm the trait possessor” (Cuddy et al., 2008, p. 65), and the warmth dimension to “other-profitable traits—those that directly benefit or harm others in the trait possessor’s social world” (Cuddy et al., 2008, p. 65). Further researchers like Wojciszke, Bazinska and Jaworski (1998) or Cuddy et al. (2008) are also applying this characterization (both cited in Cuddy et al., 2008, p.

65). Accordingly, I follow this approach, too. In addition to the already selected adjectives (through the findings of the *SMiK* survey), I added the corresponding opposite adjectives, like unfriendly to friendly, in order to give the participants the opportunity to choose among a variety of high and low warmth, and high and low competence adjectives. Afterwards, I chose further adjectives that could be identified into a particular SCM field and that have clearly understandable opposite parts. In this way the participants had a broader variety of different mixed adjectives that were already named as typically Danish in the *SMiK* survey, and that were not already named. Furthermore I paid attention to a balanced list according to the four fields of the SCM, and at the end I got a list containing of sixteen adjective pairs for each of the two fields (competence and warmth). For the final list that was handed out to the students, the adjective pairs were separated in two boxes standing for competence and warmth and were randomly ordered within the respective box. The final list of adjective pairs is summarized below including the English translation in brackets behind each adjective.

Figure 5. Selected Adjective Pairs

<p>High Warmth</p> <p>bescheiden (humble) offen (open) höflich (polite) hilfsbereit (helpfully) gelassen (serenely) geduldig (patient) freundlich (friendly) rücksichtsvoll (thoughtful) herzlich (warm) familienfreundlich (family-friendly) ehrlich (honest) ruhig (calm) natürlich (natural) tolerant (tolerant) zuverlässig (reliable) pünktlich (punctual)</p>	<p>Low Warmth</p> <p>arrogant (arrogant) verschlossen (uncommunicative) unhöflich (impolite) egoistisch (egoistic) aggressiv (aggressive) ungeduldig (impatient) unfreundlich (unfriendly) rücksichtslos (unthoughtful) kühl (cold) single-freundlich (single-friendly) verlogen (dishonest) hektisch (hectic) aufgesetzt (plastic) intolerant (intolerant) unzuverlässig (unreliable) unpünktlich (unpunctual)</p>																																		
	<table border="1"> <thead> <tr> <th style="background-color: #ffe0b2;">High Competence</th> <th style="background-color: #ffe0b2;">Low Competence</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffe0b2;">Ordentlich (orderly)</td> <td style="background-color: #ffe0b2;">unordentlich (disorderly)</td> </tr> <tr> <td style="background-color: #ffe0b2;">organisiert (organised)</td> <td style="background-color: #ffe0b2;">unorganisiert (unorganised)</td> </tr> <tr> <td style="background-color: #ffe0b2;">motiviert (motivated)</td> <td style="background-color: #ffe0b2;">unmotiviert</td> </tr> <tr> <td style="background-color: #ffe0b2;">fleißig (hard-working)</td> <td style="background-color: #ffe0b2;">faul (lazy)</td> </tr> <tr> <td style="background-color: #ffe0b2;">gebildet (educated)</td> <td style="background-color: #ffe0b2;">ungebildet (uneducated)</td> </tr> <tr> <td style="background-color: #ffe0b2;">selbstsicher (self-confident)</td> <td style="background-color: #ffe0b2;">unsicher (uncertain)</td> </tr> <tr> <td style="background-color: #ffe0b2;">zielstrebig (purposeful)</td> <td style="background-color: #ffe0b2;">ziellos (purposeless)</td> </tr> <tr> <td style="background-color: #ffe0b2;">verantwortungsbewusst (responsible)</td> <td style="background-color: #ffe0b2;">verantwortungslos (irresponsible)</td> </tr> <tr> <td style="background-color: #ffe0b2;">vernünftig (reasonable)</td> <td style="background-color: #ffe0b2;">unvernünftig (unreasonable)</td> </tr> <tr> <td style="background-color: #ffe0b2;">gewissenhaft (faithful)</td> <td style="background-color: #ffe0b2;">schusselig (clumsy)</td> </tr> <tr> <td style="background-color: #ffe0b2;">konzentriert (concentrated)</td> <td style="background-color: #ffe0b2;">zerstreut (scatty)</td> </tr> <tr> <td style="background-color: #ffe0b2;">diszipliniert (disciplined)</td> <td style="background-color: #ffe0b2;">undiszipliniert (undisciplined)</td> </tr> <tr> <td style="background-color: #ffe0b2;">pflichtbewusst (dutiful)</td> <td style="background-color: #ffe0b2;">leichtfertig (reckless)</td> </tr> <tr> <td style="background-color: #ffe0b2;">kreativ (creative)</td> <td style="background-color: #ffe0b2;">einfallslos (unimaginative)</td> </tr> <tr> <td style="background-color: #ffe0b2;">mutig (brave)</td> <td style="background-color: #ffe0b2;">ängstlich (fearful)</td> </tr> <tr> <td style="background-color: #ffe0b2;">selbstständig (independent)</td> <td style="background-color: #ffe0b2;">unselbstständig (dependent)</td> </tr> </tbody> </table>	High Competence	Low Competence	Ordentlich (orderly)	unordentlich (disorderly)	organisiert (organised)	unorganisiert (unorganised)	motiviert (motivated)	unmotiviert	fleißig (hard-working)	faul (lazy)	gebildet (educated)	ungebildet (uneducated)	selbstsicher (self-confident)	unsicher (uncertain)	zielstrebig (purposeful)	ziellos (purposeless)	verantwortungsbewusst (responsible)	verantwortungslos (irresponsible)	vernünftig (reasonable)	unvernünftig (unreasonable)	gewissenhaft (faithful)	schusselig (clumsy)	konzentriert (concentrated)	zerstreut (scatty)	diszipliniert (disciplined)	undiszipliniert (undisciplined)	pflichtbewusst (dutiful)	leichtfertig (reckless)	kreativ (creative)	einfallslos (unimaginative)	mutig (brave)	ängstlich (fearful)	selbstständig (independent)	unselbstständig (dependent)
High Competence	Low Competence																																		
Ordentlich (orderly)	unordentlich (disorderly)																																		
organisiert (organised)	unorganisiert (unorganised)																																		
motiviert (motivated)	unmotiviert																																		
fleißig (hard-working)	faul (lazy)																																		
gebildet (educated)	ungebildet (uneducated)																																		
selbstsicher (self-confident)	unsicher (uncertain)																																		
zielstrebig (purposeful)	ziellos (purposeless)																																		
verantwortungsbewusst (responsible)	verantwortungslos (irresponsible)																																		
vernünftig (reasonable)	unvernünftig (unreasonable)																																		
gewissenhaft (faithful)	schusselig (clumsy)																																		
konzentriert (concentrated)	zerstreut (scatty)																																		
diszipliniert (disciplined)	undiszipliniert (undisciplined)																																		
pflichtbewusst (dutiful)	leichtfertig (reckless)																																		
kreativ (creative)	einfallslos (unimaginative)																																		
mutig (brave)	ängstlich (fearful)																																		
selbstständig (independent)	unselbstständig (dependent)																																		

In addition to the two lists of adjective pairs, another list with thirty-five single adjectives was included in the questionnaire. Those selected adjectives consisted on the one hand of adjectives that were stated by participants of the *SMiK* survey, like proud of the own nation, fashionable, or xenophobic. On the other hand, the list consisted of various adjectives that were picked randomly out of a list with different German adjectives from <http://wortwuchs.net/charaktereigenschaften> (Retrieved May 02, 2014). The third list contains adjectives that could not be clearly classified to the competence or warmth dimension or to their high/low differentiation, in order to provide the participants with a broader variety of different adjectives. Therefore, it was also possible to include attributes, like proud of the own nation or sporty, which are not belonging to warmth or competence. Furthermore this list can prove if the SCM is a suitable model to classify national stereotypes of the Danes. If the participants are selecting a lot of adjectives on the third list and only very few on the two previously explained lists with adjective pairs, it would mean that the SCM is not appropriate to classify stereotypes of the Danes. The single adjectives within the third list are the following:

- spießig (stuffy), misstrauisch (mistrustful), hinterhältig (devious), eitel (conceited), fremdenfeindlich (xenophobic), albern (silly), glücklich (happy), sentimental (sentimental), abenteuerlustig (adventurous), mystisch (mystical), modebewusst (fashionable), pingelig (fussy), geheimnisvoll (secretive), individuell (individual), nervig (annoying), gesundheitsbewusst (health-conscious), zurückhaltend (reserved), lebhaft (lively), perfektionistisch (perfectionistic), besitzergreifend (possessive), sportlich (sporting), naturverbunden (close touch with nature), musikalisch (musical), harmoniebedürftig (need of harmony), spontan (spontaneous), unnahbar (unapproachable), selbstverliebt (narcissistic), traditionsbewusst (tradition-conscious), gierig (greedy), optimistisch (optimistic), stolz auf ihre Nation (proud of their own nation), bodenständig (grounded), zaghaft (timid), temperamentvoll (temperamental), einfühlsam (emphatic).

In consultation with some of the *SMiK* members who already have a lot of experience in doing stereotype research, I did not exceed the lists to more than sixteen adjective pairs or more than thirty-five adjectives in the third list, because otherwise the filling in of the questionnaire would take too much time and it would be harder to get students who are filling in the entire questionnaire. In order to invalidate the argument that certain adjectives are only selected because of their position at the end or beginning of a list, I prepared three different versions of the questionnaire in which the adjectives of Figure 5 and the above mentioned

adjectives are always differently ordered. This is supporting the validity of the conducted study.

Associations with Denmark. In relation to the understanding of the country typicality by Tseng and Balabanis (2011, pp. 584-585), the German students were additionally asked to write down what they associate with Denmark like which products or brands. Additionally, the questionnaire contained questions about which colors they relate to Denmark, which leisure time activities, which groceries as well as how they would describe the look of the Danes. This part of the questionnaire helps to reach the secondary purpose of this thesis, giving general suggestions for communicating Denmark as a COO.

The complete questionnaire, including all three versions with the differently ordered adjective lists can be viewed in Appendix 2 (pp. 1-21), as well as one English translation (pp. 22-27).

Pilot Study

Before conducting the actual study, the questionnaire was tested among twelve students in Flensburg in order to see how long the students need to fill in the questionnaire, if all instructions are clear and understandable, and to furthermore see if a certain consensus among the students' answers is visible. Some of the students participating in the pilot study were wondering if they were only allowed to fill in the questionnaire, if they already had contact with the Danes, because the questions regarding personal information was placed at the beginning of the questionnaire. According to the students' feedback, those questions were changed to the end of the questionnaire for the actual study. Regarding the stereotype dimensions (competence and warmth), the findings of the test showed a clear tendency to high warmth as well as to high competence and to some single adjectives like proud of the own nation and tradition-conscious. The answers about associations with Denmark showed likewise consensus through some terms like hotdogs, ice cream, red and white colors, or blond hair.

Procedure

In order to conduct the study among students, I received permission to visit university canteens in Flensburg and in Stuttgart, and in both cities the same procedure was applied. I approached the students sitting in the canteen by asking them if they want to fill in the printed

questionnaire. I explained the content of my master's thesis and that the participation is voluntary and anonymous. The students who were willing to participate received a questionnaire and needed at the average around ten minutes to fill it in. The advantage of conducting the study in this way, in contrast to conducting an online study, is that I directly asked the students if they want to participate. In this way I overcame the problem that my e-mail with the attached questionnaire gets lost in the shuffle of a lot of other e-mails that students receive every day, and avoided to result in only very few data. Another advantage was that I received direct feedback from the students why they are not willing to participate. This was especially important for the conduct in Stuttgart. Almost every student I asked told me that for them it is really hard to fill in a questionnaire about Denmark or the Danes, because they simply have no touching points with them, and therefore they generally have no or only a few opinions about Denmark or the Danes. If I would have conducted the study through an online questionnaire, I would not have received this information which is very valuable for this thesis.

Evaluation

The completed adjective lists of each participant group were evaluated according to the item level analysis in order to know which adjective was stated for how many times (see Williams, Satterwhite & Daiz, 2002, p. 17). Equally, the completed questions about the associations with Denmark were reviewed and structured as good as possible, which led to lists for each question with items that were associated with Denmark according to the frequency of their nomination.

Limitations

Criticism to the way I was conducting the study could address the questionnaire using the checklist approach instead of an open-ended approach (see Stangor, 2000, pp. 8-9, for the meaning of both terms). A checklist approach is sort of predetermining the view of the study's participants by confronting them only with specific attributes and this can lead to limited findings. But I used the checklist approach, because I expected to receive more responses if the participants need to choose among a preselected variety of attributes. This was especially important in Stuttgart, because I expected the Southern Germans to have less touching points with Denmark as first explained in the introduction section (see p. 2, in section 1). This assumption got supported during the conduction of the study through the reactions of some of

the approached students regarding the topic of Denmark, which can be described as rather refusing or clueless (see further explanation in section 4, pp. 40-42). This is supporting my decision for the checklist approach. The criticism of arguing that possibly not the right attributes were chosen in order to let the participants describe their perception about the Danes can be invalidated through the use of the results of the previously conducted open-ended *SMiK* survey as basis for my selected attributes. As the adjectives within my study are including those adjectives that are frequently named as characterizing the Danes without any pre-given words, I argue that the possibility that major significant attributes were left out is very minor. But criticism to my study could also address the generalizability of the findings by conducting the study in one city for each country part, namely Flensburg for assumptions about Northern Germany and Stuttgart for assumptions about Southern Germany. I agree that my findings have only a limited generalizability for a whole country part. But still it consists of findings that are comparing the perceptions of the Danes and association with Denmark from a Northern German perspective and from a Southern German perspective on student examples, which are giving me the possibility to compare both views. But an issue is that it is not possible for me to draw a geographical line between North and South Germany.

Moreover, I am aware of that the findings are limited to a certain time, because stereotypes about people can change over time (Allport, 1954; Hewstone & Brown, 1986, both cited in Hinton, 2000, pp. 100-103), as well consumer's perception about countries as COO for products or services (Usunier & Lee, 2013, p. 347). And even though the participant groups are only consisting of students, which can be seen as a limited insight into the German populations, the findings can be seen as representing an impression of the perceptions and associations of the Danes and Denmark. Furthermore I need to mention that through this study, I examined the stereotype of the Danes in isolation of other national stereotypes. Due to the assumption about stereotypes being depended on the context and the simultaneous evaluation of other social groups (Hogg & Reid, 2006, p. 10), the same study would probably lead to different results, if participants need to evaluate the Danes in comparison with other nations.

4. Findings and Interpretations

The following section is describing and likewise interpreting the results of the study conducted in Flensburg (North Germany) and in Stuttgart (South Germany) by starting to summarize the personal information of both participant groups. A corresponding overview with comparing tables of all figures and percentages can additionally be found in the Appendix 3 (pp. 1-5). Afterwards the other findings of the questionnaire regarding the stereotypes of the Danes and the associations with Denmark are addressed each in separate sections.

Personal Information of the Participant Groups

Flensburg. 87 students filled in the questionnaire and participated in the study. 43 of them (49.43%) were male students and 43 female students (49.43%). The mean age of the participants was 23 years ($n = 23.24$). All students who indicated their nationality stated German (98.89%). Only one participant (1.14%) did not state any of the personal information. Most of the participants stated a study program within education and business and management. 24 students (27.59%) had a study background within education and 24 students (27.59%) indicated business and management programs. 11 students (12.64%) stated degree courses within the field of energy, environment and biotechnology and 6 stated IT programs (6.9%). 15 students (17.24%) stated any other study program like mathematics, sports or music, and 7 of the participants (8.04%) did not write down their study field. Whereby most of them, 75 participants, were studying on a bachelor's level (86.21%), only 11 were studying on a master's level (13.79%). A detailed list of the students' indicated study programs can be viewed in the Appendix 3 (pp. 1-2).

One important issue to name when characterizing this group is that a Danish minority is living in the Northern German federal state Schleswig-Holstein and especially in the city Flensburg (Bundesministerium des Innern, 2013). Hence, the cultural living in this Northern region is more connected to Denmark as in the South of Germany due to Danish kindergartens, schools, political parties or Danish newspapers or libraries (Bundesministerium des Innern, 2013). This can be also reflected in the answers concerning the participants' contact to the Danes. 67 of the participants (77.01%) already had contact with Danes and only 19 did not have any contact with Danes before (21.85%). How frequently all of the 87 participants stated to have contact with the Danes is summarized on page 41 in Table 1.

Stuttgart. 84 students filled in the questionnaire. The mean age of the participating students was 22 year (n=22.21). 38 female students (45.24%) and 45 male students (53.57%) participated in the study. The information about age and gender and study programs were not filled in by 1 participant (1.19%). 15 of the students were studying aerospace engineering (17.86%), 11 were studying constructional engineering (13.1%), 8 mathematics (9.52%) and 7 mechanical engineering (8.33%). 6 were studying renewable energies (7.14%) and 6 physics (7.14%). 30 participants (35.72%) stated any other study programs and the complete list of all stated study programs can be found in Appendix 3 (pp. 2-3). 62 of the participants (73.81%) studied on a bachelor's level and 13 on a master's level (15.48%). Furthermore there were 6 indication for lectureship (7.14%) and 2 for diploma (2.38%). 1 did not indicate the study program and the study level (1.19%). 78 of the participants indicated a German nationality (92.86%) and 5 participants stated a mixed nationality (5.95%), and named another nationality besides the German one. These named nationalities were Turkish, Polish, Russian, Greek and Austrian. 1 participant (1.19%) did not indicate any nationality. 65 of the overall 84 participants never had any contact with the Danes (77.38%) and only 18 participants already had contact with a Dane (21.43%). Within these 18 participants, 11 students already had a few times contact with Danes (13.1%) and some stated to have frequent contact as summarized on the next page in Table 1.

Especially outstanding when conducting the study in Stuttgart was that a lot of the approached students refused to fill in the questionnaire. But they did not do it because of lacking time or interest, but because they did not have any opinion about Denmark or the Danes at all. Some even took the questionnaire but left it completely blank and gave it back to me and said they were not able to answer any of these questions. But also the ones that filled in the questionnaire said that they never thought about the Danes before and that they left out those questions within the questionnaire that they were not able to answer.

Frequent Contact with the Danes	Flensburg		Stuttgart	
	Amount of Nominations	Percentage on 87 Participants	Amount of Nominations	Percentage on 84 Participants
Very often (approx. 1-2 times a week or more)	15	17.24%	1	1.19%
Often (approx. 1-2 times a month)	6	6.9%	0	0
Sometimes (approx. every second month)	10	11.49%	0	0
Rarely (approx. 3-4 times a year)	7	8.05%	2	2.38%
Very rarely (approx. 1-2 times a year or less)	10	11.49%	4	4.76%
Only a few times yet	17	17.24%	11	13.1%
No statement	4	4.6%	0	0

Table 1. Frequent Contact with the Danes

A sample between eighty and ninety participating students for each group can be seen as appropriate basis for identifying stereotypes of the Danes as other studies within the same area, that were published in well-known scientific journals or books, have around the same amount of participants as the studies described by Fiske et al. (2008, pp. 884, 890, 896), by Katz and Hass (2000, p. 103), or by Lepore and Brown (2000, pp. 123, 126).

The questions reading the participants' personal information were asked in order to see if both participant groups are similar enough to compare the findings with each other. The previous explanation of the participant groups is showing that both groups share similar characteristics regarding their study level, gender, age, or nationality. The study programs of both participant groups are not identical. But even if there are some study programs that are more often named than others, the indications are overall rather mixed which leads to the conclusion that there is not a certain strong influence on the results by participants who are belonging to one or two specific study programs.

The questions also included the information if the participants ever had contact with Danes and, if so, how frequently their contact is. As assumed in the introduction section (see p. 2, section 1), the participants in Flensburg stated more often that they had contact with the

Danes before and that they have frequent contact with them. With reference to the theory about the two ways of looking at stereotypes, according to Stangor and Schaller (2000, pp. 64-71) and other scholars (see pp. 6-7 in section 2.1, for further explanations and references), I conclude that the stereotypes of the Danes in Flensburg mainly developed through the interaction of the participants with the Danes, because 77.01% of the participants stated that they already had contact with them. Accordingly, I conclude that the stereotypes of the Danes in Stuttgart mainly exist through the communication about the Danes that the Germans had with each other, because only 21.43% of the participants in Stuttgart stated that they had contact with Danes before.

4.1 Stereotypes of the Danes

This section is addressing the results of the first part of the questionnaire (question 1.1 till question 1.3), which questioned how the participants perceive the Danes. At first, the answers concerning the warmth and competence of the Danes are described and furthermore classified within the Stereotype Content Model (SCM). Secondly, the answers regarding the third list of the single adjectives are reviewed in order to consider the utility of the SCM for the stereotypes of the Danes. Finally, the most important facts of the first questionnaire part are summarized.

The perceived Competence and perceived Warmth of the Danes

Within the questionnaire the participants were asked to select maximum five attributes that are characterizing the Danes in relation to their social behavior, and five attributes that are characterizing the Danes in relation to their competence. For each they could select between thirty-two adjectives which were ordered in sixteen adjective pairs containing adjectives standing for low and high warmth and low and high competence. The detailed results of the nominations for each adjective in the two lists, ordered according to the three single results of the three questionnaire versions, can be viewed in Appendix 3 (pp. 6-7 for the results of the participant group in Flensburg; pp. 10-11 for the results of the participant group in Stuttgart). In order to compare the stereotypes with each other, the results of each participant group were listed next to each other. This provides a better overview and is the basis for the forthcoming interpreting comparison. The following two tables include the participants' answers about the

perceived warmth and the perceived competence of the Danes according to the answers' frequency.

Perceived Warmth of the Danes

Flensburg	Stuttgart	Adjectives	Adjectives	Flensburg	Stuttgart
4	12	Humble	Arrogant	15	4
41	21	Open	Incommunicative	7	12
16	29	Polite	Impolite	4	1
13	14	Helpfully	Egoistic	4	1
27	17	Serenely	Aggressive	0	0
7	4	Patient	Impatient	4	0
45	32	Friendly	Unfriendly	2	0
3	6	Thoughtful	Unthoughtful	10	1
27	15	Warm	Cold	8	19
45	32	Family-friendly	Single-friendly	3	2
6	8	Honest	Dishonest	2	0
18	29	Calm	Hectic	4	2
11	15	Natural	Plastic	11	2
11	17	Tolerant	Intolerant	6	9
4	6	Reliable	Unreliable	4	1
3	8	Punctual	Unpunctual	12	10
281	265	High warmth	Low Warmth	95	64

Table 2. Results of perceived Warmth of the Danes

Perceived Competence of the Danes

Flensburg	Stuttgart	Adjectives	Adjectives	Flensburg	Stuttgart
13	19	Orderly	Disorderly	11	4
13	21	Organized	Unorganized	14	7
24	9	Motivated	Unmotivated	1	3
14	12	Hard-working	Lazy	4	1
46	32	Educated	Uneducated	2	1
22	10	Self-confident	Uncertain	2	0
11	8	Purposeful	Purposeless	2	2
13	14	Responsible	Irresponsible	1	1
10	27	Reasonable	Unreasonable	8	3
7	16	Faithful	Clumsy	9	2
3	10	Concentrated	Scatty	11	7
10	10	Disciplined	Undisciplined	6	1
11	9	Dutiful	Reckless	9	6
31	21	Creative	Unimaginative	4	7
8	2	Brave	Fearful	3	6
8	14	Independent	Dependent	0	1
244	234	High competence	Low competence	87	52

Table 3. Results of perceived Competence of the Danes

Flensburg. Describing the social behavior of the Danes, most participants selected adjectives that are standing for high warmth. The ratio between high and low warmth adjectives is 281:95 which means that high warmth adjectives were almost three times more selected than low warmth adjectives. This classifies the Danes high on the dimension of perceived warmth. The three attributes that received the highest amount of nominations among all high warmth attributes were friendly (45), family-friendly (45) and open (41). Furthermore another tendency to warm (27) and serenely (27) is recognizable.

The selected adjectives concerning the perceived competence of the Danes showed likewise a clear domination on the high competence side. The ratio of the selected adjectives is 244:87 which also means that the participants selected almost three times more high competence adjectives. This signifies that the Danes are also perceived high on the competence

dimension. Among the list of adjectives that are representing high competence, educated (46) and creative (31) were most often selected.

Despite the clear dominance for high warmth and high competence of the Danes, there are adjectives on the low warmth and low competence side that received more nominations than others. But still, in comparison with the frequent indications of the most common high warmth and high competence adjectives, these amounts are not competing for the overall evaluation of the stereotypes of the Danes as high on both stereotype dimensions. The adjectives that received the most answers out of all low warmth adjectives were arrogant (15), unpunctual (12), plastic (11) and unthoughtful (10). Comparing all answers regarding the low competence adjectives, the most indications received unorganized (14), disorderly (11), and scatty (11).

Stuttgart. Generally a clear dominance for high warmth adjectives can be recognized with a ratio of 265:64. This means that high warmth adjectives were four times more selected than low warmth adjectives, which classify the stereotypes of the Danes high on the warmth dimension. Even though the selected high warmth attributes were more scattered, a tendency for the following attributes can be seen: friendly (32), family-friendly (32), polite (29) and calm (29).

The ratio on the competence attributes is 234:52 which means that high competence adjectives were four and a half times more selected than low competence adjectives. This leads to a clear classification of the stereotypes of the Danes into the high competence dimension. Here, the participants' selection was overall more scattered. The most selected adjectives were educated (32) and reasonable (27). Additionally, a tendency for creative (21), organized (21) and orderly (19) can be seen.

Especially outstanding on the low warmth side was the adjective cold with overall 19 indications. But also incommunicative (12) and unpunctual (10) received more indications than the other low warmth adjectives. In accordance with the above explanation regarding the indications for low warmth and low competence adjectives of the participant group from Flensburg, these amounts of indications are not harming the overall evaluation of the stereotypes of the Danes as warm and competent. Even if the most selected adjectives on the low competence side received fewer indications than any other adjective group, the most selected adjectives on that side were unorganized (7), scatty (7), unimaginative (7), reckless (6) and fearful (6).

The literature on stereotypes is including the statement that stereotypes regarding one single group are containing both, positive and negative perceptions (according to Gilman, 1985, p. 20, cited in Pickering, 2001, p. 40; see p. 9 in section 2.1, for further explanation and references). This can be also recognized within the findings of my study. The overall positive perceptions of the Danes obviously exist, but still there are some negative perceptions visible (as previously explained), which can be seen as counter stereotypes, the opposite to the general stereotypes of the Danes (according to Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100; see p. 9 in section 2.1, for further explanation and references). This is explaining why the study's results showed some negative statements besides the overall positive perceptions of the Danes.

The Stereotypes of the Danes classified within the Stereotype Content Model

Stereotypes are usually characterized as being ambivalent (Bergsieker, Leslie, Constantine & Fiske, 2012, cited in Fiske & Taylor, 2013, p. 300). This means most social groups are perceived high on one dimension and low on the other (Allport, 1954, cited in Fiske & Taylor, 2013, p. 300; Fiske et al., 2002, p. 880). But the stereotypes of the Danes are perceived high on the warmth and the competence dimension. This means the classification in the lower right field of the Stereotype Content Model (SCM) as visible in Figure 6.

Figure 6. Classification of the Germans' Stereotypes of the Danes within the Stereotype Content Model

		<i>Status of the other group is perceived as low</i>		<i>Status of the other group is perceived as high</i>	
		Competence		Warmth	
		Low Competence		High Competence	
<i>Competition with the other group is perceived as high</i>	Low Warmth	Low Competence	High Competence	Low Warmth	High Warmth
	High Warmth	Low Competence	High Competence	Low Warmth	High Warmth
<i>Competition with the other group is perceived as low</i>	Low Warmth	Low Competence	High Competence	Low Warmth	High Warmth
	High Warmth	Low Competence	High Competence	Low Warmth	High Warmth

Resource for the Stereotype Content Model according to Figure 1: Descriptions and illustrations of Fiske et al. (2002, p. 881) and Fiske & Taylor (2013, p. 313)

The classification in Figure 6 represents likewise the findings of both participant groups, Flensburg and Stuttgart, because both rank the Danes as warm and competent according to their answers. Even though this overall classification as perceived high on warmth and high on competence can be viewed as equal, most of the selected adjectives within the high warmth and high competence classification are not identical. A consensus in Flensburg and Stuttgart can only be seen for friendly and family-friendly on the high warmth dimension and for educated and party for creative on the high competence dimension. In conclusion, this means that the participants in Flensburg and Stuttgart generally share positive stereotypes of the Danes, but the single stereotypes that are held by the participants in both cities are differing from each other.

According to the theory about the SCM by Fiske and Taylor (2013, p. 312) and Fiske et al., (2002, p. 881), the German participant groups perceive the status of the Danes as high, because they perceive them as rather competent, and they do not feel that the Danes are competing with them, because they perceive them as quite warm. This furthermore means that the German participant groups perceive the Danes as quite similar to themselves (see Fiske et al., 2002, p. 898). It is in line with the perception of the Danes as overall positive (warmth and competent), because the ingroup, the own social group of Germans in this case, is always perceived as positive with reference to the theory of ingroup favoritism (see Fiske et al., 2002, p. 881). This leads to the assumption that ingroup favoritism and the fact that the German participant groups perceive the Danes as not very different, but similar to themselves, could have led to the overall positive evaluation of the Danes as warm and competent.

Considering the Utility of the Stereotype Content Model

The theory of the SCM implies that social groups were judged according to the members' warmth and competence (Fiske & Taylor, 2013, p. 300). In order to prove if this theory is fitting to the stereotypes of the Danes, the participants had the possibility to select other attributes that were not connected to the Danes' competence or warmth. The adjectives on this third list were not ordered in pairs or classified to the Danes' competence or social behavior (warmth), and the participants were not asked to select a certain amount of words which means that they could select as much or as less as they want to. Similar to the results of the first two adjective lists, the overall findings and the single results for each of the three questionnaire versions can be found in Appendix 3 (pp. 8-9 for the results of the participant

group in Flensburg; pp. 12-13 for the results of the participant group in Stuttgart). The next table is showing the results of the single adjectives that were, according to both participant groups, characterizing the Danes best. The findings of the two studies were listed next to each.

Single Adjectives	Flensburg	Stuttgart
Stuffy	10	5
Mistrustful	1	4
Devious	1	0
Conceited	20	0
Xenophobic	13	8
Silly	10	1
Happy	43	25
Adventurous	11	4
Mystical	4	5
Fussy	4	3
Fashionable	46	9
Sentimental	1	2
Individual	17	14
Secretive	4	5
Annoying	9	1
Health-conscious	17	25
Possessive	3	0
Reserved	6	24
Lively	32	13
Perfectionistic	7	5
Optimistic	22	16
Greedy	6	0
Timid	2	5
Unapproachable	7	8
Spontaneous	6	4
Need of harmony	10	9

Musical	8	8
Close touch with nature	31	45
Sporting	31	17
Temperamental	7	1
Grounded	24	32
Proud of their own nation	66	49
Tradition-conscious	36	42
Narcissistic	21	2
Emphatic	2	3
Overall	548	394

Table 4. Results of single Adjectives characterizing the Danes

Flensburg. This list received overall 548 nominations. By far the most participants selected proud of the own nation (66). The next most often selected adjectives were fashionable (46), happy (43), and tradition-conscious (36). Additionally, a clear tendency can be seen for lively (32), close touch to nature (31) and sporting (31). But also some other attributes received quite some indications like grounded (24), narcissistic (21), optimistic (22), or conceited (20). Even though the participants had the chance not to select any further attributes than those listed in relation to perceived warmth and perceived competence of the Danes, they selected a lot of attributes on this additional list. This means that for this participant group the adjectives that were describing warmth and competence were not enough to characterize the Danes.

Narcissistic (21) and conceited (20) can be clearly seen as negative attributes, but the most common selected attributes like fashionable (46) or sporting (31) are rather positive attributes. The negative, less nominated adjectives characterizing the Danes can be seen as counter stereotypes or subtypes which exist alongside with the overall positive stereotypes of the Danes that were more often indicated (according to Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100; see p. 9 in section 2.1, for further explanation and references).

Stuttgart. Overall the participants indicated 394 adjectives on this list. Thereby the most selected attributes were proud of the own nation (49), close touch with nature (45), and tradition-conscious (42). Furthermore the adjectives grounded (32), happy (25), health-conscious (25) and reserved (24) received a rather high number of indications. This means that the participants selected more adjectives to characterize the Danes than the ones listed on

the warmth and competence lists, even if they had the free chance not to select any further attributes on this list.

Comparing both is showing that some of the adjectives were likewise often selected in Flensburg and Stuttgart like proud of the own nation, tradition-conscious, close touch to nature and happy. The high amount of nominations on this list is demonstrating that the listed adjectives regarding the Danes warmth and competence were not sufficient for the participants to describe the Danes. The participants had the clear instructions to only select adjectives on this list, if they view these adjectives as fitting to the Danes. This means that they had the free choice to select no adjectives, if they evaluated the previous adjectives as enough. The fact that this list received a lot of nominations, and even more as the two other lists with warmth and competence adjectives, is showing that the stereotypes of the Danes that are held in Flensburg and Stuttgart go beyond competence and warmth adjectives. Those are not enough to describe the shared stereotypes of the Danes held by the participant groups. It leads to my conclusion that the SCM was a good basis for figuring out the general perception of the Danes, but it is not enough in order to identify the entire perception of the Danes.

The theory about ingroup favoritism cannot be directly supported through the selected stereotypes of the Danes, but indirectly. This theory is describing that the own ingroup is perceived as most favorable and other outgroups are perceived as less favorable (Hinton, 2000, pp. 24, 113; Fiske & Taylor, 2013, p. 285; see explanations about ingroup favoritism on p. 5 in section 2.1). But the perception that the participants as Germans (ingroup) are having about the Danes (outgroup) are overall favorable. This is presumable related to the previous explanation on page 47 that both German participant groups are viewing the Danes as rather similar to themselves. Viewing the Danes (outgroup) as similar to the own ingroup (Germans) leads to perceive the Danes as similarly favorable as the own ingroup (Germans), which is again mirroring the concept of ingroup favoritism (see Fiske et al., 2002, p. 881).

Viewing the overall rather similar positive perception of the Danes in Flensburg and Stuttgart in combination with the frequency of their contact with the Danes is highlighting the two-sided view on stereotypes as developed through personal interaction on the one hand, and as communicated and shared within the culture on the other hand, as it was described by Stangor and Schaller (2000, pp. 64-71) and other scholars (see pp. 6-7 in section 2.1, for further explanations and references). Even though the single selected adjectives are not identical (but

party similar), basically both participant groups are viewing the Danes as warm and competent. As explained on the pages 41 till 42, the perceptions in Flensburg are more based on personal contact with the Danes, but the perceptions in Stuttgart are not. The perceptions in Stuttgart are more based on what is communicated about the Danes among the Germans (see pp. 41-42 in section 4.). Even though both stereotypes developed through different sources, the stereotypes in Flensburg and Stuttgart share an overall rather similar positive perception of the Danes. Therefore it can be assumed that the stereotypes about the Danes are passed on within the German culture, from North to South. It could be done through the following, the Northern Germans observed and interacted with the Danes and communicated their experiences and perceptions to other people within the country, and this led to similar perceptions of the Danes in both country regions.

Summarizing the Most Important Facts

The central findings regarding the stereotypes of the Danes include the classification within the SCM as high on the competence dimension and high on the warmth dimension. This counts for the findings of both participant groups, whereby the single selected adjectives differ. The findings showed likewise that the adjectives standing for the Danes' competence and warmth are not enough to describe the stereotypes of the Danes that the participants in Flensburg and Stuttgart had in mind.

Flensburg. Overall the most common stereotypes about the Danes that are held by the participants in Flensburg can be described as friendly, family-friendly and open (representing the high warmth dimension) and as educated and creative (representing the high competence dimension). Nevertheless there exists few counter stereotypes (according to the theory of Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100; see p. 9 in section 2.1, for further explanation and references), which are arrogant, unpunctual, plastic and unthoughtful (representing the low warmth dimension) but also unorganized, disorderly and scatty (representing the low competence dimension). Furthermore the Danes are mainly perceived as proud of the own nation, fashionable, happy and tradition-conscious, but (even if with less nominations) also as lively, closely touched with nature and sporting. These stereotypes showed likewise positive perceptions of the Danes. Similar to the above note about counter stereotypes, the perceptible tendency to perceiving the Danes as narcissistic and conceited can be understood as subtypes that exist besides the commonly shared overall favorable

stereotypes (according to the theory of Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100; see p. 9 in section 2.1, for further explanation and references).

Stuttgart. The most frequently shared stereotypes about the Danes are friendly, family-friendly, polite, and calm (representing the high warmth dimension) as well as educated and reasonable (representing the high competence dimension). Besides these mainly shared stereotypes, there are few counter stereotypes recognizable (according to the theory of Johnson & Hewstone, 1992, cited in Hinton, 2000, p. 100; see p. 9 in section 2.1, for further explanation and references), which are unorganized, scatty, unimaginative, reckless and fearful (representing the low competence), as well as cold, uncommunicative, and unpunctual (representing the low warmth dimension). Additionally, the Danes are perceived to be proud of the own nation, close touched with nature, tradition-conscious, and grounded.

4.2 Associations with Denmark

This section is containing the results of the survey's second part (question 2.1 till question 2.6) about the associations with Denmark concerning products, companies, colors, leisure time activities, groceries, and the look of the Danes. Under each headline the most important findings of both participant groups are comparatively listed in tables. If there are specific differences between the findings they are explained under a particular headline. The end of this section is including a brief summary with the most important findings.

Products and Product Categories

Product Groups	Flensburg	Stuttgart
Groceries	324	44
Beverages	44	4
Design & furniture	11	10
Fashion & clothing	10	0
Lego & toys	9	22
No statement	3	24

Table 5. Results of Product Categories

Flensburg. Although there are a lot of different product statements within each grocery product category, there are obvious preferences for two products recognizable, namely for hot dogs (53) and soft ice cream (27). Within the product category of beverages, the most common statements are about beer and beer brands (35). These indications for beer need to be considered very carefully as there is the possibility that it is very much caused through the participants' profession of being students, because the most indicated beer brand was *Slots*, which is a very cheap beer brand.

Stuttgart. 32 of the 44 answers for grocery products consisted of consensual statements related to fish products (9), dairy products (14), bread (5) and ice cream (4). Dairy products mainly contain cheese (6) and only some nominations for butter (6), yoghurt (1), and dairy products in general (1). Beverages received only 4 nominations including 3 for beer. The category of design and furniture consists of nominations for beds (2), furniture (4), and the company *Dänisches Bettenlager* (4). Additionally, there are a few statements regarding wind turbines and renewable energies (6) as well as ship industries and boats (4).

Companies and Brands

Companies/ Brands	Flensburg	Stuttgart
Arla	22	0
Kærgården	0	2
Lego(land)	21	25
Slots	11	0
Danfoss	10	0
Vestas	8	3
Carlsberg	8	2
Hummel	7	1
Fakta	7	0
Humör	6	0
No statement	15	48

Table 6. Results of Companies and Brands

Colors

Colors	Flensburg	Stuttgart
Red	77	60
White	70	58
Blue	16	23
Green	8	14
No statement	2	5

Table 7. Results of Colors

Leisure Time Activities

Leisure Time Activities	Flensburg	Stuttgart
Sporting activities	51	37
Activities related to water	49	62
Going to the beach/ taking a walk on the beach	15	3
Holiday & Camping	14	3
Theme & Amusement parks (Lego)	9	3
No statement	5	8

Table 8. Results of Leisure Time Activities

The activities related to water can be further classified into the following:

Activities Related to Water	Flensburg	Stuttgart
Swimming	11	12
Fishing	9	23
Sailing	10	19
Kite flying	2	2
Windsurfing	0	2
Rowing	1	2
Surfing	13	1
Water sports	4	1

Table 9. Results Activities related to Water

The answers within the sporting activities can be summarized as following:

Sporting Activities	Flensburg	Stuttgart
Cycling	13	19
Hiking	2	17
Football	11	11
Handball	15	5
Jogging	6	2
Golf and Minigolf	7	0

Table 10. Results of sporting Activities

Groceries

Groceries	Flensburg	Stuttgart
Sausage products	66	3
Sweet dishes and sweets	64	6
Dairy products	31	27
Bread and rolls	18	17
Beverages	16	4
Fish products	11	42
No statements	3	18

Table 11. Results of Groceries

Flensburg. Similar as for the product indications, hot dogs (54) were the most named grocery within the category of sausage products. There are only some further statements about sausages in general (5), and red sausages (7). Within the category of sweet dishes and sweets the two most common answers were soft ice cream (27), licorice (10), bonbons (6), and red berry compote (4). The rest were mixed answers concerning different sweets like cakes, cookies or chocolate. The answers representing dairy products are quite diverse. There are slightly common tendencies to cheese (8) and yoghurt (7), but the remaining answers are rather various naming dairy products in general (4), butter (3), milk (1), cocoa (2) as well as brands within the dairy business like *Arla* (3), *Kærgården* (2) or *Matilde* (1). Within the product category of bread and rolls, the most common answers contain white bread (5), rolls

(4), buttered bread (3), bread (2), and crisp bread (2). The named beverages were dominated by beer (9), and regarding the fish products, most participants directly stated fish (8), and only a few stated mackerels salad (3).

Stuttgart. The most common answers were fish products. Within this category, a lot of the participants stated fish (39), and only few stated seafood (3). Within the category of dairy products, the most common answer was cheese (17). The remaining answers were a mix of butter (5), yoghurt (1) and dairy products in general (4). The grocery category of bread consists of nominations for crisp bread (10) and bread in general (7).

Look of the Danes

Look of the Danes	Flensburg	Stuttgart
Light hair/ blond	52	43
Tall	10	25
Slim	18	17
Sporty	15	8
Blue eyes	11	7
Light-skinned	7	12
Sun-tanned	5	1
Fashionable and Trendy	24	5
Attractive	2	3
No statement	12	18

Table 12. Results of the Danes' Look

Look of female Danes

Look of the female Danes	Flensburg	Stuttgart
Light hair/ blond	35	26
Tall	2	12
Slim	28	14
Sporty	10	4
Blue eyes	4	4
Light-skinned	1	2
Sun-tanned	3	0
Fashionable and Trendy	22	7
Attractive	11	10
No statement	16	37

Table 13. Results of the female Danes' Look

Look of male Danes

Look of the male Danes	Flensburg	Stuttgart
Light hair/ blond	22	19
Tall	7	15
Slim	9	7
Sporty	14	5
Blue eyes	0	3
Light-skinned	0	1
Sun-tanned	2	0
Fashionable and Trendy	21	1
Attractive	1	0
No statement	19	43

Table 14. Results of the male Danes' look

Stuttgart. Some statements describe the opposite of slim and sporty by naming beefy (4), heavysset (3), broad shoulders (3), muscular (1) and well bodied (2).

Summarizing the Most Important Facts

One table for each participant group is best summarizing the most stated indications regarding associations with Denmark. Those tables show that the associations with Denmark in Flensburg and Stuttgart are basically quite similar like the association with the brand *Lego*, grocery products in general, the colors red and white or the perception of the Danes' look as rather slim and sporty, tall, as well as light hairy and blond. Nevertheless there are some interesting differences recognizable regarding the concrete product associations. In Flensburg there was an outstanding amount of statements for hot dogs and soft ice cream, and in Stuttgart for fish. Additionally, slight tendency for viewing fashion or fashionable clothes as associated with Denmark can be recognized in Flensburg, when viewing the only few nominations for fashion in addition with the high perception of the Danes as fashionable. Furthermore another slight tendency for dairy products can be recognized in Flensburg and Stuttgart, which is supported through the indications of the brand *Arla* in Flensburg. Those named products can be seen as Denmark's country typicality according to the understanding of Tseng and Balabanis (2011, pp. 584-585).

Category	Associations with Denmark in Flensburg
Products and product categories	Groceries (especially outstanding: hot dogs & soft ice cream) & tendency for fashion (in relation to perceiving the Danes as fashionable)
Companies and brands	Arla & Lego(land)
Colors	Red & white
Leisure time activities	Sporting activities (especially: cycling, football & handball) & activities related to water (especially: surfing, swimming, sailing, fishing)
Groceries	Sausage products (especially: hot dogs), sweet dishes and sweets (especially: soft ice cream) & a tendency for dairy products
Look	Light hair/blond, tall, slim/sporty, fashionable/trendy & blue-eyed
Female look	Light hair/blond, slim/sporty, fashionable/trendy & attractive
Male look	Light hair/blond, tall, slim/sporty & fashionable/trendy

Table 15. Summary of Associations with Denmark (Flensburg)

Category	Associations with Denmark in Stuttgart
Products and product categories	Groceries & Lego
Companies and brands	Lego(land)
Colors	Red & white
Leisure time activities	Sporting activities (especially: cycling, hiking, football) & activities related to water (especially: fishing, sailing, swimming)
Groceries	Fish & a tendency for dairy products (specially: cheese)
Look	Light hair/blond, tall, slim/sporty, light skinned & blue-eyed
Female look	Light hair/blond, tall, slim/sporty & attractive
Male look	Light hair/blond, tall & slim/sporty

Table 16. Summary of Associations with Denmark (Stuttgart)

Another important fact to mention within the comparison of both participant groups is the difference between the amounts of left out answers as visible in the following table:

Left out Answer regarding	Flensburg	Stuttgart
Products and product categories	3	24
Companies and brands	15	48
Colors	2	5
Leisure time activities	5	8
Groceries	3	18
Look	12	18
Female look	16	37
Male look	19	43
Overall	75	201

Table 17. Left out Answers

This is showing that the participants in Flensburg had more ideas in mind when it comes to the topic of Denmark and the Danes. It goes hand in hand with my explanation on page 40 stating that the participants in Stuttgart were more distant when I named the topic Denmark. They told me that it is hard for them to consider this topic, because they never thought about

it. The figures in Table 17 functioning as support for my assumption at the beginning of this thesis (see p. 2 in section 1) stating that Northern Germans have more touching points and knowledge about the Danes than Southern Germans. The figures show that the participants in Flensburg (North Germany), answered more questions which furthermore mean that they have more ideas in mind regarding Denmark.

The findings regarding the stereotypes of the Danes (section 4.1) and the associations with Denmark (section 4.2) are exemplary for North and South Germany, but not statistically representative, because a study conducted in Flensburg and Stuttgart cannot be seen as representative for entire North or South Germany. But still, each city is mirroring one sample of each country part. This means that the answers of the Flensburg group are considered as a Northern German perspective, and the answers of the Stuttgart group are considered as a Southern German perspective. This means that further on, in the following sections of this thesis, it is only spoken of Northern and Southern Germany which is not meaning the entire Northern or Southern half of the country, but referring to the interpretation of the study's findings from Flensburg and Stuttgart, as a Northern or Southern German perspective.

4.3 Stereotypes of the Danes in Relation to Product Associations with Denmark

The *Conceptual Framework* is one of the bases for the following section (see Figure 3 in section 2.3.2, for a review). This framework addresses a lot of important factors that are influencing COO effects beginning with national stereotypes and their two dimensions, perceived competence and perceived warmth. At first, the following pages discuss the stereotypes of the Danes in relation to the nine propositions of the *Conceptual Framework*. Secondly, the product associations with Denmark are considered for a comparison with the identified stereotypes of the Danes according to the *Positioning Matrix* (see Figure 4 in section 2.3.2, for a review).

Conceptual Framework

Propositions P1-P4. The Germans perceived the Danes as warm and as competent. With reference to the first proposition, Danish products are favorably judged by German customers, because the Danes are favorably judged on both stereotype dimensions (see Chattalas et al.,

2008, p. 61). According to the second and third propositions, this favorable evaluation counts for both product types, utilitarian and hedonic products (Chattalas et al., 2008, p. 62). They are emphasizing that perceived competence of a nation is influencing the evaluation of utilitarian products coming from this nation, and that perceived warmth is influencing the evaluation of hedonic products coming from this nation (Chattalas et al., 2008, p. 62). But also services offered by Danish companies are favorably evaluated according to the fourth proposition, which is including that a nation that is perceived as warm is having likewise better requirements for offering services with a lot of contact with customers (see Chattalas et al., 2008, p. 63).

Propositions P5-P6. Germany is belonging to the individualistic cultures (De Mooij, 2001, Figure 6 on p. 19, Figure 7 on p. 20). According to the fifth proposition, the perceived competence of the Danes is not having so much influence on the evaluation of German customers as it would have on other nations with a collective oriented culture (see Chattalas et al., 2008, pp. 64-65). Germany is also displaying a lower power distance index (De Mooij, 2001, Figure 6 on p. 19, Figure 7 on p. 20). This is related to a culture low in vertical individualism, because Hofstede's power distance is related to the vertical subdivision of individualism and collectivism (Chattalas et al., 2008, p. 65). This furthermore means, according to the sixth proposition, that the perceived warmth of the Danes is also not having that much influence on German customers' evaluation on Danish products as it would have on other nations with a higher vertical individualistic culture (see Chattalas et al., 2008, p. 65). Therefore, the interpretation of the fifth and the sixth proposition is weakening the above explained influence according to the second and third proposition. Those were stating that the Danes' perceived warmth and competence are positively affecting German customers' evaluation of Danish products (see Chattalas et al., 2008, p. 62; see also paragraph on previous page "Propositions P1-P4").

Propositions P7-P9. The seventh, eighth, and ninth propositions are not based on the division between the two stereotype dimensions of warmth and competence, but nevertheless containing the influence of national stereotypes on the COO effect (see Chattalas et al., 2008, Figure 1 on p. 60, pp. 65-67). The seventh proposition is related to the halo effect meaning that the favorable evaluation of the Danes have a higher influence on the German customers' evaluation of Danish products, if the German customers have no expert knowledge about the respective product that they consider to buy (see Chattalas et al., 2008, pp. 65-66). The eighth

proposition is arguing that the favorable perception about the Danes as warm and competent is having more influence on German customers, if the products that they are evaluating are not related to high involvement of the German customer or having a deeper meaning for them (see Chattalas et al., 2008, p. 66). The ninth proposition is arguing that the perceived competence and warmth of the Danes is having more influence on the German customers, if those are ethnocentric oriented (see Chattalas et al., 2008, p. 67).

To sum it up, the first four proposition are arguing that Danish products (utilitarian and hedonic) and offered services (low and high contact) are favorable evaluated by German customers because the Danes are perceived as competent and perceived as warm (see Chattalas et al., 2008, pp. 61-63). But the fifth and sixth propositions weaken the influence that the perceived warmth and competence of the Danes are having on German customers, because the Germans possess a (low vertical) individualistic culture (see Chattalas et al., 2008, pp. 64-65; see De Mooij, 2001, Figure 6 on p. 19, Figure 7 on p. 20, for the classification of the German culture). The seventh, eighth and ninth propositions are furthermore stating that the influence that the perceived competence and warmth of the Danes are having on German customers are strengthened their evaluation, if they are no experts in handling the particular product (see Chattalas et al., 2008, pp. 65-66), if they are not highly involved with the particular product (see Chattalas et al., 2008, p. 66), or if they are following an ethnocentric perspective on product evaluations (see Chattalas et al., 2008, p. 67).

Product Associations with Denmark. In the first place Denmark is related to hot dogs and soft ice cream in Northern Germany and to fish in Southern Germany. Furthermore a little tendency for associating Denmark with dairy products can be seen for both, Northern and Southern Germany. And, a little tendency for fashion and clothes can be seen in Northern Germany through considering the perception of the Danes as fashionable.

Viewing the interpretation of the nine propositions by Chattalas et al. (2008, pp. 61-67) in connection with the results of the product associations with Denmark encouraged my criticism addressed on the pages 27 and 28 that the product category is a missing variable within the *Conceptual Framework*. I believe that it is hard, or even not possible, to make any measurable assumption about a connection between national stereotypes (warmth and competence) and diverse product categories. But I nevertheless argue that it is a significant factor that needs to be included in such a framework in order to make the reader aware of the

product category's influence on COO effects. I address my perspective more in detail in the upcoming paragraph under the headline "Positioning Matrix".

Furthermore I believe that the *Conceptual Framework* needs to include a broader perspective of national culture (see pp. 14-17 in section 2.1, for a discussion on the meaning of national culture). The fifth and sixth propositions are already including the cultural orientation of consumers who are evaluating products from another country through focusing on (horizontal/vertical) individualism and collectivism (see Chattalas et al., 2008, pp. 64-65). In different countries there can exist unlike stereotypes about one and the same nation (Usunier & Lee, 2013, p. 16, Box 1.5 on p. 17). Likewise, I strongly doubt that the findings of my study among German participants would bring up the same results when asking another nation about their perception of the Danes or their associations with Denmark. That is why I argue that a broader view on national culture needs to be included in the *Conceptual Framework*. Even if it is probably not possible to draw a connection between the national stereotype dimension of competence and warmth with the broader perspective of culture, readers need to be made conscious that there is more to national culture than the differentiation between individualism and collectivism. But this "more" is very hard to define. On the one hand, there is the assumption that national culture can be displayed through five dimensions as examined by Hofstede (see p. 15 in section 2.1, for reviewing the five dimensions of national culture). Therefore, I believe that it would be a good approach to include all five dimensions of national culture within the *Conceptual Framework* for a broader view on national culture. But on the other hand, there are critics that view Hofstede's work as too simplistic and actually not displaying national culture (see McSweeney, 2002, as an exemplified article for such a critic; see also p. 15 in section 2.1). Also these assumptions consist of truth, because national culture is such a complex concept (Williamson, 2002, p. 1384) that I can also imagine to include national culture as 'variable X' within the *Conceptual Framework*. In this relation it is also relevant to name that there can be strong feelings of belonging to specific regions within the nation (as described by Pickering, 2001, p. 83; and Grosby, 2005, p. 19). It can mean the presence of sub-cultures that may differ from other sub-cultures of one nation (Usunier & Lee, 2013, p. 12). But this is making the inclusion of national culture as one factor within the *Conceptual Framework* even more complicated.

Positioning Matrix

According to the *Positioning Matrix*, nations that are perceived as warm and perceived as competent are having best requirements for offering hedonic and utilitarian products as well as services with high and with low contact to the customers (see Chattalas et al., 2008, Figure 2 on p. 69). As the Germans perceived the Danes as warm and competent, Denmark is having the “most desirable position” (Chattalas et al., 2008, Figure 2 on p. 69).

By comparing both, the great position of Denmark according to the overall favorable stereotypes about the Danes and the product associations with Denmark, I can support my criticism about the *Positioning Matrix* which was expressed in the section of literature review (see pp. 29-30 in section 2.3.2). Within this criticism I argue that a product type differentiation is not enough in order to make any general suggestions for nations or companies. The *Positioning Matrix* is suggesting that Denmark is a suitable origin for any product (see Figure 4 in section 2.3.2), but the results of my study are showing that Denmark is mainly associated with hot dog and soft ice cream in Northern Germany, and with fish in Southern Germany, as well as secondarily with fashion in Northern Germany and with dairy products in both regions. This shows that the *Positioning Matrix* is not giving enough indications in order to conclude from national stereotypes to a country’s requirements for offering specific product types. And this is furthermore signifying that doing research only about national stereotypes through asking participants about their perception of another nation (in relation to the two stereotype dimensions of competence and warmth) is not sufficient, in order to make assumption about a country’s effect as origin of products or services. If my questionnaire would have only included the first part with the questions regarding the characterization of the Danes, I would not have received the same valuable results about the product associations. Hereby I do not want to weaken the connection between national stereotypes and the COO effect. But I want to emphasize that only research on national stereotypes is not enough for making suggestions for a country’s possibilities as origin of products or services. I also want to highlight that it is very hard to make general suggestions about COO effects through national stereotypes as the only foundation, like in the *Positioning Matrix*. But this is not including models that are using national stereotypes as affecting factor for COO effects, like the *Conceptual Framework*.

The weakness within the *Positioning Matrix* lies also in the fact that it is only representing the first four propositions of the *Conceptual Framework* and neglecting the other ones. It is only including the influence that the perception regarding warmth and competence of a particular nation is having on other peoples' evaluation of products or services from that particular nation (see Chattalas et al., 2008, pp. 61-63, for the first four propositions). This is the only factor captured for deriving nation's requirements to offer certain product or service types as represented in the *Positioning Matrix* (see Figure 4 in section 2.3.2). But what is not addressed within this *Positioning Matrix* is that the influence of the nation's perceived warmth and competence on customers' evaluations is getting extenuating through the nation's culture in terms of peoples' orientation in (vertical) individualism or collectivism (see Chattalas et al., 2008, pp. 64-65, for the fifth and sixth propositions). And, the other influencing factors are likewise neglected within the *Positioning Matrix*, which contains customers' expertise, involvement and ethnocentrism (see Chattalas et al., 2008, pp. 66-67, for the seventh, eighth and ninth propositions).

I suggest extending the *Conceptual Framework* by including the influence of the product category as well as the cultural influence of those people or groups of customer that are evaluating a product or service coming from a particular COO. In my opinion, the product category and the nation that is evaluating a country's product or service are two significant factors that are influencing the COO effect. These factors are making it such an individual concept for each country that it is not possible to create any precise or universe strategic suggestions that are applicable for several countries simultaneously.

In conclusion, I cannot see a valuable connection between the identified stereotypes of the Danes and the identified product associations with Denmark, which I examined through the study. Therefore I support my criticism within the literature review section (see pp. 29-31 in section 2.3.2), that it is a too simplistic view to imply country's requirements for product or service offerings just on the basis of national stereotypes, and by neglecting the major influence of the product category on customer evaluation. I still support the claim that a favorable perception of a nation is overall supporting a favorable evaluation of products or services coming from that nation (see Chattalas et al., 2008, p. 61), but I want to add that the extent of this influence is limited by the product category. Furthermore I want to emphasize that I believe that COO effects may differ according to the nation (or even to the nation's region) that is evaluating products or services from a particular country, because of the

influence of national (or even regional) culture (Usunier & Lee, 2013, p. 16, Box 1.5 on p. 17). As the findings of my study regarding product associations already differ within Germany in a North-South comparison, I want to make aware that other nations can very likely have their own, different, associations with Denmark what means that the effect of one COO should preferably be examined separately for one evaluating nation, or target group.

5. Practical Approaches of Communicating COOs in Germany

Doing business in another country means to know the differences in culture as well as the differences in accomplishing marketing and advertising in the respective country (De Mooij, 2001, p. 16). In order to give appropriate suggestions for Danish marketers about using Denmark as COO within their marketing and advertising operations, this section is starting by naming appropriate communication and advertising styles in Germany in comparison with Denmark. Furthermore, this section includes basic strategic approaches within COO communication, as well as my personal suggestions for communicating Denmark as COO.

5.1 Communication and Advertising Styles in Germany

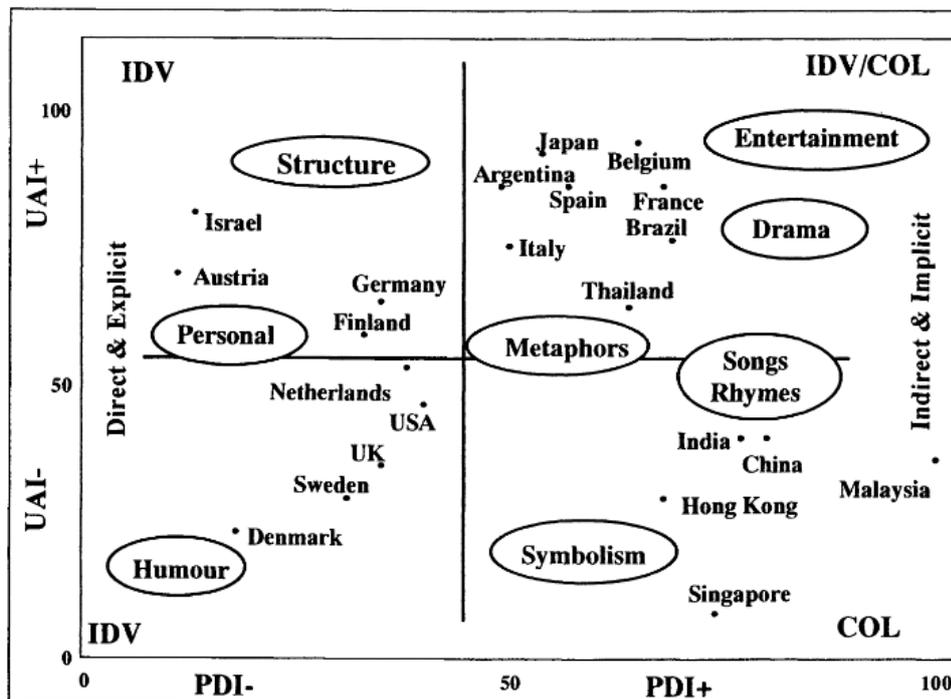
The subsequent explained differences in communication and advertising styles are based on the five dimensions of national culture by Hofstede, and on the communication theory created by Hall that is expressing the division of communication practices in high-context and low-context communication (De Mooij, 2001, p. 17). Within the section of literature review, I am addressing relevant criticism to Hofstede's work and provided information regarding a more detailed explanation of the five dimensions of national culture (see pp. 14-17 in section 2.1).

Communication Styles

A significant part with any communication is context, which can be referred to the information that is encompassing the communication message (De Mooij, 2001, p. 17). This implies whether the message is send explicitly or directly (whereby the receiver does not need to interpret the message in order to get the content), or implicitly and indirectly (whereby the receiver first needs to interpret the message in order to get its content) (De Mooij, 2001, pp. 17-19; Usunier & Lee, 2013, p. 69). The first one is related to low-context communication like using text and factual information, and the latter one is related to high-context communication like using pictures and symbols (De Mooij, 2001, p. 17).

Communication styles can be differentiated between verbal and non-verbal (Ting-Toomey, 1988, cited in De Mooij, 2001, p. 18). Verbal communication can be either personal which implies low-context formulation, or contextual which implies high-context formulation (De Mooij, 2001, p. 18).

Figure 7. Verbal Communication Styles



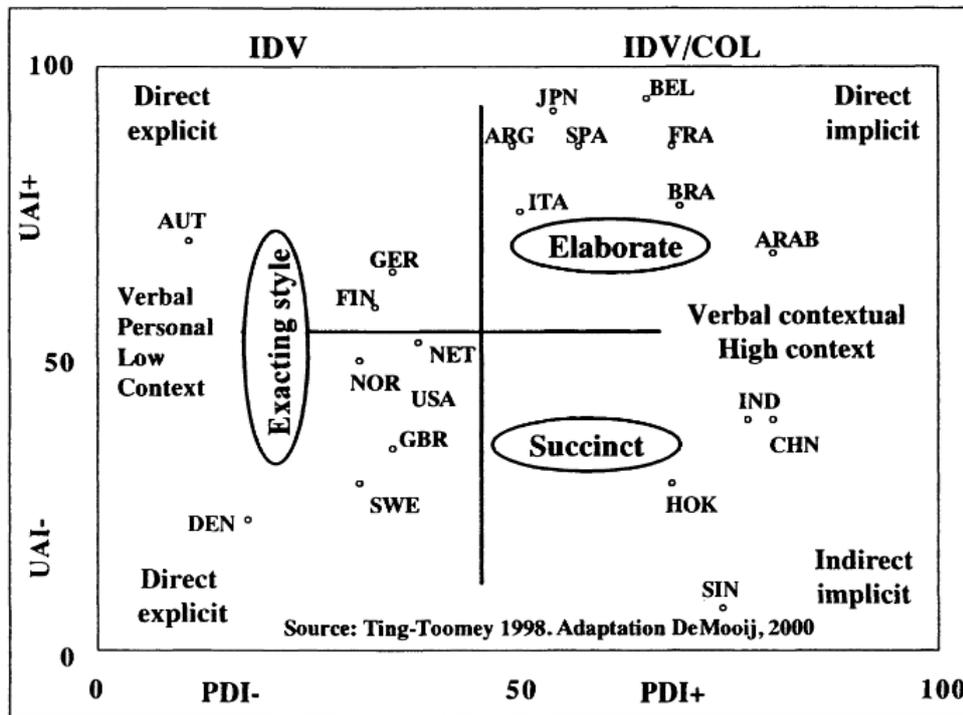
Resource: De Mooij, 2001, Figure 6 on p. 19

Overall the generally used communication style in both countries, Denmark and Germany, is not very different which can be seen in Figure 7 (De Mooij, 2001, Figure 6 on p. 19). Both are classified in the individualistic cultures which mean that they are communicating explicitly (low-context), and the purpose and sense of the message is presented directly (De Mooij, 2001, pp. 17-18, Figure 6 on p. 19; Usunier & Lee, 2013, p. 71). Considering only the verbal communication, both countries are mainly applying the verbal personal style (De Mooij, 2001, p. 18, Figure 6 on p. 19, Figure 7 on p. 20).

Furthermore, verbal communication styles can also be classified in elaborate (expressive language), exacting (only essential information) and succinct (understatements, pauses, silence) (De Mooij, 2001, pp. 18-19). Germany and Denmark primarily use exacting communication styles (De Mooij, 2001, Figure 7 on p. 20), but as Denmark has a higher uncertainty avoidance index their usage of exacting styles is higher (De Mooij, 2001, p. 19). Denmark is characterized as using more humor within the verbal communication, whereby in Germany the personal communication style is more used (De Mooij, 2001, Figure 6 on p. 19, p. 21).

Advertising Styles

Figure 8. Advertising Styles



Resource: De Mooij, 2001, Figure 7 on p. 20

Germany and Denmark can be both classified as high on individualism and low on the power distance index (De Mooij, 2001, Figure 7 on p. 20). This signifies that the advertising style used in both countries is predominantly direct as well as explicit which means that the identity and personality of a person or of a brand are significant within the communication (De Mooij, 2001, p. 20). What makes the differences of both countries' advertising style is the uncertainty avoidance index which is higher for Germany and lower for Denmark (De Mooij, 2001, Figure 7 on p. 20). This means that in Germany the advertising style is more serious with supplementary demonstrations or comprehensive graphics than in Denmark (De Mooij, 2001, p. 21). German customers prefer advertising with much information (Usunier & Lee, 2013, p. 378), and in Denmark advertisements are containing more humor (De Mooij, 2001, p. 21).

More detailed information about advertising in Germany such the advertising infrastructure, the different media and their costs, or the general advertising conditions are giving in the book *Advertising Worldwide* by Kloss (2001, pp. 118-148).

5.2 Basic Strategic Approaches of COO Communication

In order to communicate a favorable COO, marketing practitioners can select between specific strategic tactics (Aichner, 2014, p. 84). Aichner (2014, pp. 84, 88) is distinguishing between legally regulated COO strategies, and unregulated COO strategies. Legally regulated COO strategies include the statement of “Made in ...” and the utilization of quality and origin labels (Aichner, 2014, p. 84). The “Made in ...” labels are very often applied and are simply understandable for the customers, because they do not need to interpret any symbols, colors or anything else related to a specific country (Aichner, 2014, p. 84). In most of the global countries, companies even need to state the origin on their products (Aichner, 2014, p. 84). The quality and origin labels were organized by two Council Regulations of the European Union (Aichner, 2014, p. 87). This concerns the allowance of “the protection and promotion of the origin for quality agricultural products and foodstuffs both for member countries of the European Union and for non-member countries” (Aichner, 2014, p. 87). The companies can apply to mark their products with the following three labels: Protected Designation of Origin (PDO), Protected Geographical Indication (PGI), or Traditional Speciality Guaranteed (TSG) (Aichner, 2014, p. 87). Examples for such labels are *Pizza Napoletana* or *Ricotta Romana* from Italy, and *Schwarzwälder Schinken* or *Bayerisches Bier* from Germany (Aichner, 2014, Table 4 on p. 88). Both, the “Made in ...” and the quality and origin labels, are connected to specific legally regulations determined by national or international law (Aichner, 2014, pp. 84-85, 87-88). And even if the law in some countries are regulating a voluntarily use of both, companies are still applying it because the associations with the COO can lead to favorable associations with the products (Aichner, 2014, p. 85). But on the other hand, companies sometimes also decide on purpose not to specifically advertise the product’s registered origin (Aichner, 2014, p. 88).

The unregulated COO strategies contain the following six possibilities: Embedding the COO in the company name, embedding typical COO words in the company name, using the COO language, using famous or stereotypical people from the COO, using COO flags and symbols, and using typical landscapes or famous buildings from the COO (Aichner, 2014, pp. 88-91). Generally, these strategies do not require legal approval and are mostly mixed with each other (Aichner, 2014, p. 88).

5.3 Suggestions for Communicating Denmark as a COO in Germany

In this section I describe if it is valuable to view Northern and Southern Germany as two separate markets based on the Germans' perception of the Danes and Denmark. Moreover I conclude which products are associated with Denmark and I give suggestions about how a Danish origin can be communicated to the Germans.

Do Companies need to view Northern and Southern Germany as separate Markets?

Basically, the Danes are perceived as friendly and educated nation in both regions meaning that they are perceived as warm and competent according to the interpretation of the Stereotype Content Model (SCM). The perception of the look of the Danes is also very similar by mainly describing them as blond, tall, and slim and sporty. Further associations with Denmark include red and white colors, as well as sporting and water related activities. This means that the overall perception of Denmark is quite similar between Northern and Southern Germany what leads to the implication that principally there is no need for considering both regions as two different markets in relation to the marketing communication. This is of course followed with a "but". What needs to be added is that people in Northern Germany have basically more opinions and thoughts in mind considering the topic of Denmark or the Danes as people in the South (see pp. 41-42 in section 4.; see also pp. 59-60 in section 4.2). This leads to the implication that a Danish origin acts more on Northern Germans than on Southern Germans.

Findings that can support the division in a separated Northern and Southern German market are the answers regarding the product associations with Denmark, because those uncover interesting differences between North and South (see paragraph below about "Which Products are associated with Denmark?"). Viewing the German market as separated can be interesting for companies offering products that are highly associated with Denmark in one region, but not in the other. But the operative word here is "can". Marketers need to additionally figure out if these products are liked or rather disliked as Danish products, and they need to weigh if it is worthwhile to view one country market as separated since this probably leads to higher costs and effort.

Which Products are associated with Denmark?

Through interpreting the propositions by Chattalas et al. (2008, pp. 61-63), the perceptions of the Danes as warm and competent lead consequently to favorable evaluations of Danish products and services. But hereby I need to clarify that I believe that if Germans are actually evaluating Danish products with favorable association is very much depending on the particular product category (with reference to Balabanis & Diamantopoulos, 2004; Watson & Wright, 2000; Sharma et al., 1995, in Piron, 2000; Smith, 1993; Cordell, 1992, all cited in Chryssochoidis et al., 2007, p. 1519; Tseng & Balabanis, 2011, p. 581). For further explanations see pp. 27-31 in section 2.3.2, and pp. 63-66 in section 4.3. In the following, the products that are associated with Denmark are listed in order to say which products fit to a Danish origin in the peoples' heads. But it is not including how much they like or dislike the particular products, or if the particular products would profit from a Danish origin compared to other country origins. This needs to be figured out through separate research. There are outstanding product associations in each country region, namely hot dogs and soft ice cream in Northern Germany and fish in Southern Germany. Dairy products are associated with Denmark in both regions. But companies need to be aware of the fact that the association with dairy products is recognizable, but not as high as for the former named products. Additionally, for marketers operating within the dairy business, it is important to know that the brand *Arla* is already associated with Denmark. Furthermore, in Northern Germany, there is a tendency of associating Denmark with fashionable clothes. This is motivated by some nominations related to fashion when asking for product associations with Denmark, as well as the highly ranked adjective fashionable within the first part of the questionnaire. All these product associations can be used as foundation to build on, in order to ask for preferences towards Danish products.

How Can Companies Communicate a Danish Origin?

The information regarding Denmark as COO should be explicitly and directly communicated to the Germans (De Mooij, 2001, pp. 17- 18, Figure 6 on p. 19). This implies that the word 'Denmark', 'Danish' or 'originally Danish' (but in German translation) is suggested to use, in order to provide the German consumers directly with COO information and to not only rely on symbols or colors for the identification of Denmark as COO (see Usunier & Lee, 2013, p. 69; De Mooij, 2001, pp. 17-19). Furthermore, this means that companies need to clearly include the product name, or if relevant the brand name, within their communication (see De

Mooij, 2001, p. 20). For the advertisements it is important to perform seriously and, if the product permits it, to present the advantages of using the product (see De Mooij, 2001, p. 21). In addition to the textual information about the Danish origin, marketers can make use of the strategy of using the language of the COO, explained by Aichner (2014, p. 89-90), through applying typical Danish letters that are not included in the German but in the Danish alphabet, such as 'æ' or 'ø'. This can be done through replacing the o's in the German words with ø's, like writing "øriginal dänische hot dogs" (meaning original Danish hot dogs). Other textual information like "Made in ..." labels can also support to illustrate the Danish origin (see Aichner, 2014, pp. 84-85). Those labels can include other formulations (Aichner, 2014, p. 84) such as 'designed in Denmark' which can be used in order to emphasize that a Danish company designed the fashionable piece of clothes. Conceivable are also formulations like 'based on original Danish recipe' which fits for example, to market soft ice cream in order to emphasize that the ice tastes like ice cream in Denmark. The designation 'fished in Denmark' can be used for fish that was actually fished in Denmark. Companies need to be aware of sticking to all legally requirement for using any sort of 'Made in ...' label (Aichner, 2014, pp. 84-85). Regarding the quality or origin labels according to Aichner (2014, pp. 87-88) there are higher requirements for implementing such labels than for the 'Made in ...' labels, because they need to be registered which entails an application beforehand. Right now there are only very few products registered or published with a PGI (Protected Geographical Indication) (European Commission, n.d.). Protected Designation of Origin (PDO) and Traditional Speciality Guaranteed (TSG) are not yet registered (European Commission, n.d.). To furthermore underline the textual information about the Danish origin, I can recommend implementing the colors of the Danish national flag, red and white, which are highly associated with Denmark by the Germans. This is preferably done through directly using the flag which is red with a white cross. This represents the strategy of using the COO flag described by Aichner (2014, p. 90).

Furthermore I can recommend creating certain themes for advertisements which are related to nature, water or sporting activities, according to the perception of the Danes as close touched with nature and sporting, and the associations of Denmark with sporting and water related activities, mainly performable outside in natural surroundings. This could be supported through the usages of the colors green and blue, which were also associated with Denmark by the Germans. And, there are activities that can support the Danish image when considering the named themes because the Germans are associating those with Denmark. Ordered after their frequent nominations, those are surfing, swimming, sailing and cycling regarding the

Northern Germans' associations, and fishing, sailing, swimming, cycling and hiking regarding the Southern Germans' associations. But of course the themes can only be considered if they are fitting to the promoted product. Themes related to nature or water are for example, perfectly fitting to promote fish, as fishing was very much associated with Denmark in the South of Germany. This is related to the strategy of using typical landscapes from the COO by Aichner (2014, pp. 90-91), because Denmark is very much surrounded by water.

If pictures of people are implemented within the advertisements it is recommended to use stereotypical people, according to the strategy by Aichner (2014, p. 90), who are looking like typical Danes for the Germans, meaning blond hair, blue eyes, light-skinned, as well as a tall, slim and sporty shape.

Through my suggestions I tried to give an overview of how companies can communicate Denmark as a COO. If the suggestions are appropriate for a company is of course depending on the products or services they are offering as well as on other corporate resources. In addition I want to stress that marketers need to be aware of that, besides the COO, there is other product information available for customers such as price, brand name or package design which are affecting COO effects and finally customers' evaluation and their purchase decision (Pharr, 2005, cited in Aichner, 2014, p. 82; Peterson & Jolibert, 1995, cited in Aichner, 2014, p. 81). This is something that marketers need to bear in mind when planning their communicating strategies and when reading or considering my suggestions. Additionally, marketers need to be aware that my suggestions are made upon the findings of two exemplary Northern and Southern German cities that are very extremely located in the particular country region. Further perspectives from other Northern or Southern German cities, or Middle German cities, are not provided.

Already Existing Examples

A good example of applying the COO language according to Aichner (2014, pp. 89-90) is the brand *Lækker* which is a product brand by the supermarket *NETTO*, and marketing groceries from Scandinavia (Mynetfair, n.d.a). Several food products are labeled with this brand and the statement "finest Scandinavian food", even if there is small information on the packages stating that the product was actually produced in Germany, like the product 'Dänischer Gurkensalat' (Danish cucumber salad) (Mynetfair, n.d.b), or the product 'Kirschtaschen' (a dessert, a kind of pastry with cherries) (Mynetfair, n.d.c). The word *Lækker* is a wordplay

between the German word ‘lecker’ (which means delicious), but in a sort of Danish spelling using the letters ‘æ’ and the double ‘k’. The brand is furthermore applying the ‘Made in ...’ label strategy as explained by Aichner (2014, pp. 84-85). Most of the packages are showing the Danish flag with the additional German text meaning ‘Made in Denmark’ like the honey (Discounto, 2014a), or the red berry compote (Discounto, 2014b). Some products are showing the Danish flag with the additional German text meaning ‘Based on original Scandinavian recipe’ like the Danish cucumber salad, as it is visible in the following image:

Figure 9. Sticker of the Product ‘Dänischer Gurkensalat’ by Lækker



Resource: Self-made picture of the product ‘Dänischer Gurkensalat’ by Lækker

Another good practical example is the company Arla which was associated with Denmark according to my study’s results, and which is already very much applying the theme of nature, as well as using blond people through its advertising, like in the commercial for its brand *Kærgården*.³ This brand is exemplifying the strategies of using stereotypical people (Aichner, 2014, pp. 90) through attractive blond people, as well as the COO’s typical landscapes (Aichner, 2014, pp. 90-91) through the green grassland. The brand is also using the COO language (Aichner, 2014, pp. 89-90) through applying the Danish letter ‘æ’ as I also included it in my suggestion for the COO communication in this section.

³ The commercial can be viewed under the following reference: http://www.youtube.com/watch?v=EfYuN-B-YXo&list=PLGZq_yt1aBWg2g353h-jykV5oh1P9rq1A&index=3 (Retrieved July 31, 2014).

The Media is applying Stereotypes vs. Stereotypes are learnt through the Media

The media and also advertisements are very much influencing our stereotypes about particular social groups (Mutz & Goldman, 2010, p. 241). The previous addressed example by the brand *Arla* can also open up the debate about if the brand is using stereotypes of the Danes and association with Denmark in their advertisements, or if those were learnt by the people through these advertisements which have led to the certain stereotypes of the Danes and associations with Denmark. It is arguable that *Arla* was making use of stereotypes and typical associations with Denmark for its commercial. But it is also arguable that people were influenced in their perception and associations with Denmark by *Arla*, and its products and commercials. There are several *Arla* commercials⁴ besides the *Kærgården* commercial that are representing the theme of nature, including stereotypic people or other associations with Denmark. And, the pictures within the *Arla* commercials could possibly have led to the answers within my study. This is supported by the fact that the brand *Arla* was seen as Danish brand or associated with Denmark in my study, even if the brand is not working with the Danish flag or the ‘Made in Denmark’ label. Although the association of *Arla* with Denmark can be seen as indication that *Arla* commercials influenced the perception of the Danes and the associations with Denmark, it is not possible to provide valuable arguments for one or the other perspective. I have no proving knowledge about whether the stated stereotypes and associations within my study were influenced by the advertisements, or the other way around, but I addressed this debate in order emphasize that mostly there are several perspectives to look at one issue.

⁴ The commercials can be viewed through the YouTube channel of *ArlaDeutschland* under <http://www.youtube.com/user/ArlaDeutschland> (Retrieved July 31, 2014).

6. Conclusion

With reference to the Stereotype Content Model (SCM), in this thesis I identify the stereotypes of the Danes held in one Northern German city, Flensburg, and held in one Southern German city, Stuttgart, compare them, and illustrate their similarities and differences. Even though the single selected attributes differ in the comparison of the answers in Flensburg and Stuttgart, the Danes are overall perceived as warm and competent in both country parts meaning for example, the attributes friendly and educated. But in this thesis I also show that attributes, which are describing the warmth and competence of the Danes, are not sufficient in order to describe their perception of the Danes. It goes beyond adjectives that are related to warmth and competence, meaning that the Danes are also often perceived as for example, proud of the own nation or tradition-conscious. The associations with Denmark (regarding products, brands, colors etc.) are rather similar within the comparison of Flensburg and Stuttgart, but also not identical. Basically, Denmark is related to groceries, the colors red and white, sporting activities and activities related to water. The look of the Danes is equally associated with light or blond hair, and a slim and sporty body shape. The differences between both cities lied especially within the product associations. Those include that Denmark is mostly associated with hot dogs and soft ice cream in Flensburg and with fish in Stuttgart. But there can be also seen some tendencies for other product associations like for dairy products in both cities and for fashion in Flensburg. But I need to emphasize that the study generated no knowledge about if these associations are rather perceived as positive or negative. I interpret the findings of both cities, Flensburg and Stuttgart, as not representing the entire Northern or Southern German part, but as representing each one Northern or Southern German perspective, to which further discussions and suggestions are referred to.

In accordance with the interpretation of my study's findings, I can give certain suggestions about communicating Denmark as a COO of products. Generally, it is not necessary to view Northern and Southern Germany as two separate markets, because the associations with Denmark and the stereotypes of the Danes held by Northern and Southern Germans are similar. But important in this context is that Northern Germans have more associations with Denmark in mind which means that Southern Germans have little use for the country Denmark. In order to communicate the Danish origin, I recommend using a direct communications style (see De Mooij, 2001, pp. 17-18, Figure 6 on p. 19), which means to include the German words for 'Danish' or 'Denmark' and the Danish national flag. For the

advertisements, I recommend possible themes that are related to nature, water or sporting activities in order to support the message of a Danish origin.

Applied Paradigm

On the whole, I follow a reductionist point of view within this thesis meaning that complex concepts are reduced to simple ones in order to create comprehensible understandings (Williams, 2004, p. 933). This view reduces “collectives to their constituent elements” (Rosenthal, 2008, p. 1784), and considers a nation as consisting of different individuals sharing the same nationality and national culture. Therefore within this thesis, national stereotypes are considered as existing within individual national peoples’ minds that can be examined or uncovered through asking these individuals (see Bolten, 2013, pp. 3, 5, for several views on national culture). Another point of view would be to see a nation and its national culture in its entirety which is not reducible to the individuals of which it is consisting of, and which cannot be examined through simply looking at individual peoples’ opinion (Rosenthal, 2008, p. 1785). My approach on stereotypes and the methods I conducted within this thesis is very common within the area of stereotype research and I also believe that this approach uncovered a truth exemplary insight into how Germans perceive the country of Denmark and its national people.

Theoretical Implications

In order to show the connection between national stereotypes and COO effects I mainly made use of the article by Chattalas et al. (2008) including their *Conceptual Framework* and their *Positioning Matrix*. These are based on the theory of the Stereotype Content Models (SCM) (Chattalas et al., 2008, p. 55). Whereby I supported the view of national stereotypes as influencing factor on COO effects according to the *Conceptual Framework* (see Figure 3 in section 2.3.2), I could not support any general suggestions for several countries only by considering the two stereotype dimensions, competence and warmth, and by only focusing on the two product types, hedonic and utilitarian, according to the *Positioning Matrix* (see Figure 4 in section 2.3.2). This is based on my criticism to implement the product category when illustrating all the influencing factors of COO effects, because the evaluation of products with a particular COO is very much depending on the individual product or the category it belongs to (Balabanis & Diamantopoulos, 2004; Watson & Wright, 2000; Sharma et al., 1995, in Piron, 2000; Smith, 1993; Cordell, 1992, all cited in Chryssochoidis et al., 2007, p. 1519;

Tseng & Balabanis, 2011, p. 581). And I also believe that peoples' national culture play a significant role in stereotyping people of other nations (Usunier & Lee, 2013, p. 16, Box 1.5 on p. 17), which is the reason why I claim to extend the propositions about national culture as influencing factor on COO effects in the *Conceptual Framework*.

Suggestions for Future Research

For further research I highly recommend to take on the suggestions by Chattalas et al. (2008, p. 70) who stated that their nine propositions need to be tested empirically in order to prove their applicability. Testing the propositions can also lead to more knowledge about the *Positioning Matrix*, which I am very much criticizing. Another suggestion is to consider my critics about implementing the factors of product category and national culture as broader perspective in the *Conceptual Framework* in order to see if my recommendations can be comprehended or supported by other scholars.

Conducting a similar study as my own one is very much suggested, but with the addition of more exemplifying cities in Northern and Southern Germany. On the one hand, this can support the findings of my study, and on the other hand, it can help to clarify where to draw the border line when comparing Northern and Southern Germans' perceptions of the Danes. An important study suggested for marketing practitioners is to figure out how much the specific products are liked or disliked in relation to Denmark as COO. Further researches can also be suggested regarding the ethnic typicality of Denmark, because those can view the associations of products with Denmark besides other products coming from different countries (see Tseng & Balabanis, 2011, pp. 584-585, for the meaning of ethnic typicality). In this matter, it would be also very interesting to examine the differences between the product associations with other northern countries like Norway or Sweden. It can lead to valuable knowledge about whether the Germans perceive the countries together as Scandinavia or if they perceive each country differently with individual strengths and weaknesses regarding their products or services.

References

- Abrams, D., & Hogg, M. A. (2010). Metatheory: Lessons from Social Identity Research. *Personality and Social Psychology Review* 8(2), 98-106.
- Abrams, D., & Hogg, M. A. (2010). Chapter 11: Social Identity and Self-Categorization. In J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Eds.), *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp.179-193). London: SAGE Publications Ltd.
- Bolten, J. (2013). Reziprozität, Relationalität und Mehrwertigkeit. Ein Plädoyer für einen holistischen Kulturbegriff. In A. Johanning (Ed.), *Interkulturelle Wirtschaftskommunikation und Forschung und Lehre* (Arbeitstitel). München: Iudicium. Retrieved August 10, 2014, from <http://www2.uni-jena.de/philosophie/IWK-neu/typo3/index.php?id=83>
- Bundesministerium des Innern (2013). *Dänische Minderheit*. Retrieved April 29, 2014, from http://www.bmi.bund.de/DE/Themen/Gesellschaft-Verfassung/Nationale-Minderheiten/Nationale-Minderheiten-Deutschland/DaenischeMinderheit/daenischeMinderheit_node.html
- Chattalas, M., Kramer T., & Takada, H. (2008). The impact of national stereotypes on the country of origin effect - A conceptual framework. *International Marketing Review*, 25(1), 54-74.
- Chrysochoidis, G., Krystallis, A., & Perreas, P. (2007). Ethnocentric beliefs and country-of-origin (COO) effect: Impact of country, product and product attributes on Greek consumers' evaluation of food products. *European Journal of Marketing*, 41(11/12), 1518-1544.
- Correll, J., Judd C. M., Park, B., & Wittenbrink, B. (2010). Chapter 3: Measuring Prejudice, Stereotypes and Discrimination. In J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Eds.), *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 45-62). London: SAGE Publications Ltd.
- Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2008). Chapter two: Warmth and Competence as Universal Dimensions of Social Perception: The Stereotype Content Model and the BIAS Map. *Advances in Experimental Social Psychology*, 40, 61-150.
- De Mooij, M. (2001). The Impact of Culture on Advertising. In I. Kloss (Ed.), *Advertising Worldwide* (pp. 1-24). Heidelberg: Springer-Verlag.

- Discounto (2014a). *Lækker Honig*. Retrieved July 16, 2014, from <http://www.discounto.de/Angebot/Laekker-Honig-759290/#.U8o4v7H1aAY>
- Discounto (2014b). *Lækker Rote Grütze*. Retrieved July 16, 2014, from <http://www.discounto.de/Angebot/Laekker-Rote-Gru-tze-821683/#.U8o5a7H1aAY>
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.). (2010). Chapter 1: Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview. In *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 3-28). London: SAGE Publications Ltd.
- Ellis, N., Fitchett, J., Higgins, M., Jack, G., Lim, M., Saren, M., & Tadajewski, M. (2011). *Marketing. A Critical Textbook*. London: SAGE Publications Ltd.
- European Commission (n.d.). *Agriculture and Rural Development, DOOR*. Retrieved July 09, 2014, from http://ec.europa.eu/agriculture/quality/door/list.html;jsessionid=pL0hLqqLXhNmFQyFl1b24mY3t9dJQPflg3xbL2YphGT4k6zdWn34!-370879141?&recordStart=0&filter.dossierNumber=&filter.comboName=&filterMin.milestone__mask=&filterMin.milestone=&filterMax.milestone__mask=&filterMax.milestone=&filter.country=DK&filter.category=&filter.type=&filter.status=&locale=en
- Fiske, S. T., Cuddy, A. J. C., Xu, J., & Glick, P. (2002). A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow From Perceived Status and Competition. *Journal of Personality and Social Psychology*, 82(6), 878–902.
- Fiske, S. T. & Russell, A. M. (2010). Chapter 7: Cognitive Processes. J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Ed.), *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 115-130). London: SAGE Publications Ltd.
- Fiske, S. T., & Taylor, S. E. (2013). *Social Cognition from brains to culture* (2th ed.). London: SAGE Publications Ltd.
- Freiberger Lebensmittel GmbH & Co. Produktions- & Vertriebs KG (n.d.). *Alberto – an Italian success story with unlimited potential*. Retrieved May 3, 2014, from <http://www.freiberger.de/freiberger/en/Products/Freiberger-brands/Alberto.html>
- Grosby, S. (2005). *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press.
- Hinner, M. B. (2010). Stereotyping and the Country-of-Origin Effect. *China Media Research*, 6(1), 47-57.
- Hinton, P. R. (2000). *Stereotypes, Cognition and Culture*. Hove: Psychology Press.

- Hofstede, G. (2002). Dimensions do not exist: A reply to Brendan McSweeney. *Human Relations*, 55(11), 1355-1361.
- Hogg, M. A., & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. *Communication Theory*, 16, 7–30.
- Hogg, M. A., & Williams, K. D. (2000). From I to We: Social Identity and the Collective Self. *Group Dynamics: Theory, Research, and Practice*, 4(1), 81-97.
- Hornsey, M. J. (2008). Social Identity Theory and Self-categorization Theory: A Historical Review. *Social and Personality Psychology Compass*, 2(1), 204–222.
- Katz I. & Hass, G. (2000). Reading 5: Racial Ambivalence and American Value Conflict: Correlational and Priming Studies of Dual Cognitive Structures. In C. Stangor (Ed.), *Stereotypes and Prejudice: Essential Readings* (pp. 100-118). Ann Arbor: Psychology Press.
- Kloss I. (Ed.). (2001). Advertising in Germany. In *Advertising Worldwide* (pp. 118-148). Heidelberg: Springer-Verlag.
- Kotler P., & Keller, K. L. (2009). *Marketing Management*. New Jersey: Pearson Education.
- Lepore, L., & Brown, R. (2000). Reading 6: Category and Stereotype Activation: Is Prejudice Inevitable? In C. Stangor (Ed.), *Stereotypes and Prejudice: Essential Readings* (pp. 119-137). Ann Arbor: Psychology Press.
- McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith – a failure of analysis. *Human Relations*, 55(1), 89-118.
- Mutz, D. C., & Goldman, S. K. (2010). Chapter 15: Mass Media. In J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Eds.), *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 241-257). London: SAGE Publications Ltd.
- Mynetfair (n.d.a). *Search: Lækker, product view*. Retrieved July 16, 2014, from <http://www.mynetfair.com/en/mnf/1/?1=1&p=1&searchterm=L%C3%A6kker&iCategoryID=1&28=1&showCompanies=0&selectedCompanyID=0&showBrandID=0&showLicenceID=0&searchterm=L%C3%A6kker&newMnfProducts=>
- Mynetfair (n.d.b). Dänischer Gurkensalat. In *Search: Lækker, product view*. Retrieved July 16, 2014, from http://www.mynetfair.com/en/mnf/1/?1=1&iOrderByProductID=1505440&&p=1&searchterm=L%C3%A6kker&iCategoryID=1&28=1&showCompanies=0&selectedCompanyID=0&showBrandID=0&showLicenceID=0&searchterm=L%C3%A6kker&newMnfProducts=#SmallProductBox_1505440

- Mynetfair (n.d.c). Kirschtaschen. In *Search: Lækker, product view*. Retrieved July 16, 2014, from http://www.mynetfair.com/en/mnf/1/?1=1&iOrderByProductID=1502692&&p=1&searchterm=L%C3%A6kker&iCategoryID=1&28=1&showCompanies=0&selectedCompanyID=0&showBrandID=0&showLicenceID=0&searchterm=L%C3%A6kker&newMnfProducts=#SmallProductBox_1502692
- Pickering, M. (2001). *The Politics of Representation*. Basingstoke & New York: Palgrave.
- Rosenthal, S. B. (2008). Reductionism. In R. W. Kolb (Ed.), *Encyclopedia of Business Ethics and Society* (pp. 1784-1785). Thousand Oaks: SAGE Publications.
- Ruscher, J. B. (2001). *Prejudiced Communication: A Social Psychological Perspective*. New York: The Guilford Press.
- Smith, E. R., & Mackie, D. M. (2010). Chapter 8: Affective Processes. In J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Eds.), *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (pp. 131-145). London: SAGE Publications Ltd.
- Smith, P., & Riley, A. (2009). *Cultural Theory: An Introduction* (2th ed.). Malden & Oxford: Blackwell Publishing.
- Stangor, C. (Ed.). (2000). Introduction to Part 2: Measuring Stereotypes and Prejudice. In *Stereotypes and Prejudice: Essential Readings* (pp. 83-84). Ann Arbor: Psychology Press.
- Stangor, C., & Schaller, M. (2000). Reading 3: Stereotypes as Individual and Collective Representations. In C. Stangor (Ed.), *Stereotypes and Prejudice: Essential Readings* (pp. 64-82). Ann Arbor: Psychology Press.
- Tajfel, H. (2010). Reading 5: Social Categorization, Social Identity and Social Comparison. In T. Postmes & N. R. Branscombe (Eds.), *Rediscovering Social Identity: Key Readings* (pp. 119-128). New York: Psychology Press.
- Tajfel, H., & Forgas, J. P. (2000). Reading 2: Social Categorization: Cognitions, Values and Groups. In C. Stangor (Ed.), *Stereotypes and Prejudice: Essential Readings* (pp. 49-63). Ann Arbor: Psychology Press.
- Tseng, T.-H., & Balabanis, G. (2011). Explaining the product-specificity of country-of-origin effects. *International Marketing Review*, 28(6), 581-600.
- Turner, J. C., & Oakes, P. J. (2010). Reading 11: The Significance of the Social Identity Concept for Social Psychology with Reference to Individualism, Interactionism and Social Influence. In T. Postmes & N. R. Branscombe (Eds.), *Rediscovering Social Identity: Key Readings* (pp. 225-240). New York: Psychology Press.

- Usunier, J.-C., & Cestre, G. (2008). Further considerations on the relevance of country-of-origin research. *European Management Review*, 5(27), 1-274.
- Usunier, J.-C., & Lee, J. A. (2013). *Marketing Across Cultures* (6th ed.). Harlow: Pearson Education.
- Williamson, D. (2002). Forward from a critique of Hofstede's model of national culture. *Human Relations*, 55(1), 1373-1395.
- Williams, J. E., Satterwhite, R. C., & Daiz, J. L. (2002). *The Importance of Psychological Traits: A Cross-Cultural Study*. New York, Boston, Dordrecht, London, Moscow: Kluwer Academic Publishers.
- Williams, M. (2004). Reductionism. In M. S. Lewis-Beck, A. Bryman & T. Futing Liao (Eds.), *Encyclopedia of Social Science Research Methods* (p. 933). Thousand Oaks: SAGE Publications.

Appendix 1 – SMiK Questionnaire (German & Danish Version)

German Version

1. Schreiben Sie bitte die ersten drei Wörter auf, die Ihnen zu Dänemark einfallen:

2. Was kennzeichnet
 - eine typische Dänin?
 - einen typischen Dänen?

3. Was ist für Sie typisch dänisch?
 - (eher) positiv
 - (eher) negativ

4. Eine große dänische Firma bittet Sie, eine Werbekampagne in Deutschland zu machen. Welche typischen dänischen Eigenschaften würden Sie in einer solchen Kampagne einsetzen, um ein dänisches Produkt in Deutschland zu verkaufen? Sie können die Frage gerne mit der Angabe eines konkreten Produkts beantworten.

Danish Version

1. Skriv de første tre ord, som du tænker på i forbindelse med Tyskland:

2. Hvad kendetegner
 - en typisk kvindelig tysker?
 - en typisk mandlig tysker?

3. Hvad synes du er typisk tysk?
 - (mere) positiv
 - (mere) negativ

4. Et stort tysk firma beder dig om at lave en reklamekampagne i Danmark. Hvilke typiske tyske egenskaber ville du bruge i sådan en kampagne for at sælge et tysk produkt i Danmark? Du må gerne besvare spørgsmålet med at angive et konkret produkt.

Appendix 2 – Questionnaire for German Students

German Versions

Version I



Was denken die Deutschen über die Dänen und über Dänemark?

Sehr geehrte Studentinnen und Studenten,

ich studiere an der Süddänischen Universität und schreibe gerade meine Masterarbeit. Dabei erforsche ich, kurz gesagt, was die Deutschen über die Dänen denken und möchte Sie gern zu diesem Thema befragen.

Für meine Masterarbeit arbeite ich mit dem SMiK Projekt zusammen. SMiK steht für „Nationale Stereotype und Marketingstrategien in der deutsch-dänischen interkulturellen Kommunikation“. Es ist ein EU-Kooperationsprojekt zwischen der Christian-Albrechts-Universität zu Kiel und der Süddänischen Universität in Odense. SMiK beschäftigt sich mit den Vorstellungen und Wahrnehmungen, die beide Nationen (Deutsche und Dänen) voneinander haben. Für mehr Informationen über das Projekt können Sie gern folgende Website besuchen: <http://www.stereotypenprojekt.eu>

Alle Ihre Angaben in diesem Fragebogen sind selbstverständlich freiwillig und anonym. Die Beantwortung des Fragebogens wird ca. 5-10 Minuten dauern.

Britta Meyer

E-Mail: brmey12@student.sdu.dk

German Versions

Version I

1) Welche Eigenschaften treffen am besten auf die Dänen zu?

1.1) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihr soziales Verhalten?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektive in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="radio"/> bescheiden	<input type="radio"/> arrogant
<input type="radio"/> offen	<input type="radio"/> verschlossen
<input type="radio"/> höflich	<input type="radio"/> unhöflich
<input type="radio"/> hilfsbereit	<input type="radio"/> egoistisch
<input type="radio"/> gelassen	<input type="radio"/> aggressiv
<input type="radio"/> geduldig	<input type="radio"/> ungeduldig
<input type="radio"/> freundlich	<input type="radio"/> unfreundlich
<input type="radio"/> rücksichtsvoll	<input type="radio"/> rücksichtslos
<input type="radio"/> herzlich	<input type="radio"/> kühl
<input type="radio"/> familienfreundlich	<input type="radio"/> single-freundlich
<input type="radio"/> ehrlich	<input type="radio"/> verlogen
<input type="radio"/> ruhig	<input type="radio"/> hektisch
<input type="radio"/> natürlich	<input type="radio"/> aufgesetzt
<input type="radio"/> tolerant	<input type="radio"/> intolerant
<input type="radio"/> zuverlässig	<input type="radio"/> unzuverlässig
<input type="radio"/> pünktlich	<input type="radio"/> unpünktlich
<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____

German Versions

Version I

1.2) Welche Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihre Kompetenz (bzw. ihre Fähigkeiten)?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektiv in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="checkbox"/> ordentlich	<input type="checkbox"/> unordentlich
<input type="checkbox"/> organisiert	<input type="checkbox"/> unorganisiert
<input type="checkbox"/> motiviert	<input type="checkbox"/> unmotiviert
<input type="checkbox"/> fleißig	<input type="checkbox"/> faul
<input type="checkbox"/> gebildet	<input type="checkbox"/> ungebildet
<input type="checkbox"/> selbstsicher	<input type="checkbox"/> unsicher
<input type="checkbox"/> zielstrebig	<input type="checkbox"/> ziellos
<input type="checkbox"/> verantwortungsbewusst	<input type="checkbox"/> verantwortungslos
<input type="checkbox"/> vernünftig	<input type="checkbox"/> unvernünftig
<input type="checkbox"/> gewissenhaft	<input type="checkbox"/> schusselig
<input type="checkbox"/> konzentriert	<input type="checkbox"/> zerstreut
<input type="checkbox"/> diszipliniert	<input type="checkbox"/> undiszipliniert
<input type="checkbox"/> pflichtbewusst	<input type="checkbox"/> leichtfertig
<input type="checkbox"/> kreativ	<input type="checkbox"/> einfallslos
<input type="checkbox"/> mutig	<input type="checkbox"/> ängstlich
<input type="checkbox"/> selbstständig	<input type="checkbox"/> unselbstständig
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

German Versions

Version I

1.3) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen?

Hierbei müssen Sie keine Spalten beachten und auch keine bestimmte Anzahl an Eigenschaften ankreuzen. Bitte kreuzen Sie nur die Eigenschaften an, die die Dänen am besten beschreiben.

Gerne können Sie auch hier noch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben, sofern diese bisher noch nicht genannt wurden.

<input type="checkbox"/> spießig	<input type="checkbox"/> misstrauisch	<input type="checkbox"/> hinterhältig
<input type="checkbox"/> eitel	<input type="checkbox"/> fremdenfeindlich	<input type="checkbox"/> sentimental
<input type="checkbox"/> albern	<input type="checkbox"/> glücklich	<input type="checkbox"/> abenteuerlustig
<input type="checkbox"/> mystisch	<input type="checkbox"/> pingelig	<input type="checkbox"/> modebewusst
<input type="checkbox"/> individuell	<input type="checkbox"/> geheimnisvoll	<input type="checkbox"/> nervig
<input type="checkbox"/> zurückhaltend	<input type="checkbox"/> gesundheitsbewusst	<input type="checkbox"/> besitzergreifend
<input type="checkbox"/> zaghaft	<input type="checkbox"/> lebhaft	<input type="checkbox"/> perfektionistisch
<input type="checkbox"/> bodenständig	<input type="checkbox"/> gierig	<input type="checkbox"/> optimistisch
<input type="checkbox"/> stolz auf ihre Nation	<input type="checkbox"/> unnahbar	<input type="checkbox"/> traditionsbewusst
<input type="checkbox"/> temperamentvoll	<input type="checkbox"/> einfülsam	<input type="checkbox"/> selbstverliebt
<input type="checkbox"/> sportlich	<input type="checkbox"/> spontan	<input type="checkbox"/> naturverbunden
<input type="checkbox"/>	<input type="checkbox"/> harmoniebedürftig	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> musikalisch	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

German Versions

Version I

2.) Was bringen Sie mit Dänemark in Verbindung?

Manche Begriffe, die Ihnen einfallen, passen vielleicht zu mehreren Fragen. Bitte lassen Sie sich davon nicht irritieren.

2.1) Welche Produkte bringen Sie mit Dänemark in Verbindung? Bitte nennen Sie alle Produkte oder Produktgruppen, die Ihnen einfallen.

2.2.) Welche Unternehmen oder Marken bringen Sie mit Dänemark in Verbindung?

2.3.) Welche Farben bringen Sie mit Dänemark in Verbindung?

2.4.) Welche Freizeitaktivitäten bringen Sie mit Dänemark in Verbindung?

German Versions

Version I

2.5.) Welche Lebensmittel bringen Sie mit Dänemark in Verbindung?

2.6) Wie beschreiben Sie das Aussehen der Dänen (Figur, Haarfarbe, Kleidungsstil etc.)?

Allgemein für beide Geschlechter: _____

Die Dänin: _____

Der Däne: _____

3) Nun folgen nur noch 6 kurze Fragen zu Ihrer Person.

3.1) Was studieren Sie? Bitte geben Sie Ihren Studiengang oder Ihren Fachbereich an:

- Bachelor
- Master
- _____

3.2) Bitte geben Sie Ihr Alter an:

_____ Jahre

German Versions

Version I

3.3) Bitte geben Sie Ihr Geschlecht an:

- männlich
- weiblich

3.4) Bitte geben Sie Ihre Nationalität an: _____

3.5) Hatten Sie schon einmal Kontakt zu einem Dänen oder einer Dänin (E-Mail, Telefon, persönliches Treffen)? Bitte kreuzen Sie an:

- Ja
- Nein

Falls Sie noch nie Kontakt zu einem Dänen oder einer Dänin hatten, können Sie die folgende Frage (3.6) auslassen.

3.6)

	Sehr oft (ca. 1-2x in der Woche oder öfter)	Oft (ca. 1-2x im Monat)	Gelegent- lich (ca. alle 2 Monate)	Selten (ca. 3-4x im Jahr)	Sehr selten (ca. 1-2x im Jahr oder seltener)	Bisher nur einige Male
Wie oft haben Sie Kontakt zu Dänen? (E-Mail, Telefon, persönliches Treffen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vielen Dank für Ihre Teilnahme!



SMK



German Versions

Version II



Was denken die Deutschen über die Dänen und über Dänemark?

Sehr geehrte Studentinnen und Studenten,

ich studiere an der Süddänischen Universität und schreibe gerade meine Masterarbeit. Dabei erforsche ich, kurz gesagt, was die Deutschen über die Dänen denken und möchte Sie gern zu diesem Thema befragen.

Für meine Masterarbeit arbeite ich mit dem SMiK Projekt zusammen. SMiK steht für „Nationale Stereotype und Marketingstrategien in der deutsch-dänischen interkulturellen Kommunikation“. Es ist ein EU-Kooperationsprojekt zwischen der Christian-Albrechts-Universität zu Kiel und der Süddänischen Universität in Odense. SMiK beschäftigt sich mit den Vorstellungen und Wahrnehmungen, die beide Nationen (Deutsche und Dänen) voneinander haben. Für mehr Informationen über das Projekt können Sie gern folgende Website besuchen: <http://www.stereotypenprojekt.eu>

Alle Ihre Angaben in diesem Fragebogen sind selbstverständlich freiwillig und anonym. Die Beantwortung des Fragebogens wird ca. 5-10 Minuten dauern.

Britta Meyer

E-Mail: brmey12@student.sdu.dk

German Versions

Version II

1) Welche Eigenschaften treffen am besten auf die Dänen zu?

1.1) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihr soziales Verhalten?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektive in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="checkbox"/> rücksichtsvoll	<input type="checkbox"/> rücksichtslos
<input type="checkbox"/> familienfreundlich	<input type="checkbox"/> single-freundlich
<input type="checkbox"/> ruhig	<input type="checkbox"/> hektisch
<input type="checkbox"/> gelassen	<input type="checkbox"/> aggressiv
<input type="checkbox"/> bescheiden	<input type="checkbox"/> arrogant
<input type="checkbox"/> natürlich	<input type="checkbox"/> aufgesetzt
<input type="checkbox"/> höflich	<input type="checkbox"/> unhöflich
<input type="checkbox"/> offen	<input type="checkbox"/> verschlossen
<input type="checkbox"/> tolerant	<input type="checkbox"/> intolerant
<input type="checkbox"/> hilfsbereit	<input type="checkbox"/> egoistisch
<input type="checkbox"/> zuverlässig	<input type="checkbox"/> unzuverlässig
<input type="checkbox"/> pünktlich	<input type="checkbox"/> unpünktlich
<input type="checkbox"/> ehrlich	<input type="checkbox"/> verlogen
<input type="checkbox"/> herzlich	<input type="checkbox"/> kühl
<input type="checkbox"/> geduldig	<input type="checkbox"/> ungeduldig
<input type="checkbox"/> freundlich	<input type="checkbox"/> unfreundlich
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

German Versions

Version II

1.2) Welche Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihre Kompetenz (bzw. ihre Fähigkeiten)?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektive in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="checkbox"/> verantwortungsbewusst	<input type="checkbox"/> verantwortungslos
<input type="checkbox"/> diszipliniert	<input type="checkbox"/> undiszipliniert
<input type="checkbox"/> pflichtbewusst	<input type="checkbox"/> leichtfertig
<input type="checkbox"/> zielstrebig	<input type="checkbox"/> ziellos
<input type="checkbox"/> gebildet	<input type="checkbox"/> ungebildet
<input type="checkbox"/> mutig	<input type="checkbox"/> ängstlich
<input type="checkbox"/> organisiert	<input type="checkbox"/> unorganisiert
<input type="checkbox"/> selbstsicher	<input type="checkbox"/> unsicher
<input type="checkbox"/> ordentlich	<input type="checkbox"/> unordentlich
<input type="checkbox"/> motiviert	<input type="checkbox"/> unmotiviert
<input type="checkbox"/> selbstständig	<input type="checkbox"/> unselbstständig
<input type="checkbox"/> gewissenhaft	<input type="checkbox"/> schusselig
<input type="checkbox"/> konzentriert	<input type="checkbox"/> zerstreut
<input type="checkbox"/> vernünftig	<input type="checkbox"/> unvernünftig
<input type="checkbox"/> kreativ	<input type="checkbox"/> einfallslos
<input type="checkbox"/> fleißig	<input type="checkbox"/> faul
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

German Versions

Version II

1.3) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen?

Hierbei müssen Sie keine Spalten beachten und auch keine bestimmte Anzahl an Eigenschaften ankreuzen. Bitte kreuzen Sie nur die Eigenschaften an, die die Dänen am besten beschreiben.

Gerne können Sie auch hier noch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben, sofern diese bisher noch nicht genannt wurden.

<input type="checkbox"/> nervig	<input type="checkbox"/> gierig	<input type="checkbox"/> sportlich	<input type="checkbox"/> naturverbunden
<input type="checkbox"/> spontan	<input type="checkbox"/> bodenständig	<input type="checkbox"/> unnahbar	
<input type="checkbox"/> spießig	<input type="checkbox"/> hinterhältig	<input type="checkbox"/> misstrauisch	
<input type="checkbox"/> zaghaft	<input type="checkbox"/> stolz auf ihre Nation	<input type="checkbox"/> musikalisch	
<input type="checkbox"/> abenteuerlustig	<input type="checkbox"/> pingelig	<input type="checkbox"/> albern	
<input type="checkbox"/> pingelig	<input type="checkbox"/> harmoniebedürftig	<input type="checkbox"/> zurückhaltend	
<input type="checkbox"/> modebewusst	<input type="checkbox"/> optimistisch	<input type="checkbox"/> selbstverliebt	
<input type="checkbox"/> besitzergreifend	<input type="checkbox"/> einfühlsam	<input type="checkbox"/> lebhaft	
<input type="checkbox"/> mystisch	<input type="checkbox"/> fremdenfeindlich	<input type="checkbox"/> temperamentvoll	
<input type="checkbox"/> glücklich	<input type="checkbox"/> sentimental	<input type="checkbox"/> individuell	
<input type="checkbox"/> geheimnisvoll	<input type="checkbox"/> perfektionistisch	<input type="checkbox"/> eitel	
<input type="checkbox"/> traditionsbewusst	<input type="checkbox"/> gesundheitsbewusst		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

German Versions

Version II

2.) Was bringen Sie mit Dänemark in Verbindung?

Manche Begriffe, die Ihnen einfallen, passen vielleicht zu mehreren Fragen. Bitte lassen Sie sich davon nicht irritieren.

2.1) Welche Produkte bringen Sie mit Dänemark in Verbindung? Bitte nennen Sie alle Produkte oder Produktgruppen, die Ihnen einfallen.

2.2.) Welche Unternehmen oder Marken bringen Sie mit Dänemark in Verbindung?

2.3.) Welche Farben bringen Sie mit Dänemark in Verbindung?

2.4.) Welche Freizeitaktivitäten bringen Sie mit Dänemark in Verbindung?

German Versions

Version II

2.5.) Welche Lebensmittel bringen Sie mit Dänemark in Verbindung?

2.6) Wie beschreiben Sie das Aussehen der Dänen (Figur, Haarfarbe, Kleidungsstil etc.)?

Allgemein für beide Geschlechter: _____

Die Dänin: _____

Der Däne: _____

3) Nun folgen nur noch 6 kurze Fragen zu Ihrer Person.

3.1) Was studieren Sie? Bitte geben Sie Ihren Studiengang oder Ihren Fachbereich an:

- Bachelor
- Master
- _____

3.2) Bitte geben Sie Ihr Alter an:

_____ Jahre

German Versions

Version II

3.3) Bitte geben Sie Ihr Geschlecht an:

- männlich
- weiblich

3.4) Bitte geben Sie Ihre Nationalität an: _____

3.5) Hatten Sie schon einmal Kontakt zu einem Dänen oder einer Dänin (E-Mail, Telefon, persönliches Treffen)? Bitte kreuzen Sie an:

- Ja
- Nein

Falls Sie noch nie Kontakt zu einem Dänen oder einer Dänin hatten, können Sie die folgende Frage (3.6) auslassen.

3.6)	Sehr oft (ca. 1-2x in der Woche oder öfter)	Oft (ca. 1-2x im Monat)	Gelegent- lich (ca. alle 2 Monate)	Selten (ca. 3-4x im Jahr)	Sehr selten (ca. 1-2x im Jahr oder seltener)	Bisher nur einige Male
Wie oft haben Sie Kontakt zu Dänen? (E-Mail, Telefon, persönliches Treffen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vielen Dank für Ihre Teilnahme!



SMK



German Versions

Version III



Was denken die Deutschen über die Dänen und über Dänemark?

Sehr geehrte Studentinnen und Studenten,

ich studiere an der Süddänischen Universität und schreibe gerade meine Masterarbeit. Dabei erforsche ich, kurz gesagt, was die Deutschen über die Dänen denken und möchte Sie gern zu diesem Thema befragen.

Für meine Masterarbeit arbeite ich mit dem SMiK Projekt zusammen. SMiK steht für „Nationale Stereotype und Marketingstrategien in der deutsch-dänischen interkulturellen Kommunikation“. Es ist ein EU-Kooperationsprojekt zwischen der Christian-Albrechts-Universität zu Kiel und der Süddänischen Universität in Odense. SMiK beschäftigt sich mit den Vorstellungen und Wahrnehmungen, die beide Nationen (Deutsche und Dänen) voneinander haben. Für mehr Informationen über das Projekt können Sie gern folgende Website besuchen: <http://www.stereotypenprojekt.eu>

Alle Ihre Angaben in diesem Fragebogen sind selbstverständlich freiwillig und anonym. Die Beantwortung des Fragebogens wird ca. 5-10 Minuten dauern.

Britta Meyer
E-Mail: brmey12@student.sdu.dk

German Versions

Version III

1) Welche Eigenschaften treffen am besten auf die Dänen zu?

1.1) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihr soziales Verhalten?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektive in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="checkbox"/> geduldig	<input type="checkbox"/> ungeduldig
<input type="checkbox"/> herzlich	<input type="checkbox"/> kühl
<input type="checkbox"/> bescheiden	<input type="checkbox"/> arrogant
<input type="checkbox"/> freundlich	<input type="checkbox"/> unfreundlich
<input type="checkbox"/> offen	<input type="checkbox"/> verschlossen
<input type="checkbox"/> hilfsbereit	<input type="checkbox"/> egoistisch
<input type="checkbox"/> pünktlich	<input type="checkbox"/> unpünktlich
<input type="checkbox"/> höflich	<input type="checkbox"/> unhöflich
<input type="checkbox"/> rücksichtsvoll	<input type="checkbox"/> rücksichtslos
<input type="checkbox"/> ruhig	<input type="checkbox"/> hektisch
<input type="checkbox"/> tolerant	<input type="checkbox"/> intolerant
<input type="checkbox"/> familienfreundlich	<input type="checkbox"/> single-freundlich
<input type="checkbox"/> gelassen	<input type="checkbox"/> aggressiv
<input type="checkbox"/> zuverlässig	<input type="checkbox"/> unzuverlässig
<input type="checkbox"/> natürlich	<input type="checkbox"/> aufgesetzt
<input type="checkbox"/> ehrlich	<input type="checkbox"/> verlogen
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

German Versions

Version III

1.2) Welche Eigenschaften sind charakteristisch für die Dänen in Bezug auf ihre Kompetenz (bzw. ihre Fähigkeiten)?

Bitte kreuzen Sie maximal 5 Eigenschaften in diesem Kasten an, die die Dänen am besten beschreiben. Bitte achten Sie darauf, NICHT zwei Adjektiv in derselben Zeile anzukreuzen, da die Zeilen jeweils gegensätzliche Adjektive enthalten. Gerne können Sie auch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben.

<i>Positive Eigenschaften</i>	<i>Negative Eigenschaften</i>
<input type="checkbox"/> zielstrebig	<input type="checkbox"/> ziellos
<input type="checkbox"/> organisiert	<input type="checkbox"/> unorganisiert
<input type="checkbox"/> selbstständig	<input type="checkbox"/> unselbstständig
<input type="checkbox"/> motiviert	<input type="checkbox"/> unmotiviert
<input type="checkbox"/> kreativ	<input type="checkbox"/> einfallslos
<input type="checkbox"/> fleißig	<input type="checkbox"/> faul
<input type="checkbox"/> ordentlich	<input type="checkbox"/> unordentlich
<input type="checkbox"/> selbstsicher	<input type="checkbox"/> unsicher
<input type="checkbox"/> pflichtbewusst	<input type="checkbox"/> leichtfertig
<input type="checkbox"/> verantwortungsbewusst	<input type="checkbox"/> verantwortungslos
<input type="checkbox"/> vernünftig	<input type="checkbox"/> unvernünftig
<input type="checkbox"/> gewissenhaft	<input type="checkbox"/> schusselig
<input type="checkbox"/> konzentriert	<input type="checkbox"/> zerstreut
<input type="checkbox"/> diszipliniert	<input type="checkbox"/> undiszipliniert
<input type="checkbox"/> mutig	<input type="checkbox"/> ängstlich
<input type="checkbox"/> gebildet	<input type="checkbox"/> ungebildet
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

German Versions

Version III

1.3) Welche der folgenden Eigenschaften sind charakteristisch für die Dänen?

Hierbei müssen Sie keine Spalten beachten und auch keine bestimmte Anzahl an Eigenschaften ankreuzen. Bitte kreuzen Sie nur die Eigenschaften an, die die Dänen am besten beschreiben.

Gerne können Sie auch hier noch weitere Adjektive hinzufügen, die die Dänen besonders gut beschreiben, sofern diese bisher noch nicht genannt wurden.

<input type="checkbox"/> spontan	<input type="checkbox"/> stolz auf ihre Nation	<input type="checkbox"/> selbstverliebt
<input type="checkbox"/> gierig	<input type="checkbox"/> lebhaft	<input type="checkbox"/> zaghaft
<input type="checkbox"/> einfühlsam	<input type="checkbox"/> unnahbar	<input type="checkbox"/> bodenständig
<input type="checkbox"/> perfektionistisch	<input type="checkbox"/> traditionsbewusst	<input type="checkbox"/> sportlich
<input type="checkbox"/> naturverbunden	<input type="checkbox"/> temperamentvoll	<input type="checkbox"/> eitel
<input type="checkbox"/> optimistisch	<input type="checkbox"/> glücklich	<input type="checkbox"/> misstrauisch
<input type="checkbox"/> sentimental	<input type="checkbox"/> nervig	<input type="checkbox"/> harmoniebedürftig
<input type="checkbox"/> abenteuerlustig	<input type="checkbox"/> musikalisch	<input type="checkbox"/> zurückhaltend
<input type="checkbox"/> besitzergreifend	<input type="checkbox"/> pingelig	<input type="checkbox"/> geheimnisvoll
<input type="checkbox"/> gesundheitsbewusst	<input type="checkbox"/> albern	
<input type="checkbox"/> modebewusst	<input type="checkbox"/> hinterhältig	<input type="checkbox"/> fremdenfeindlich
<input type="checkbox"/>	<input type="checkbox"/> mystisch	<input type="checkbox"/> spießig
<input type="checkbox"/>	<input type="checkbox"/> individuell	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

German Versions

Version III

2.) Was bringen Sie mit Dänemark in Verbindung?

Manche Begriffe, die Ihnen einfallen, passen vielleicht zu mehreren Fragen. Bitte lassen Sie sich davon nicht irritieren.

2.1) Welche Produkte bringen Sie mit Dänemark in Verbindung? Bitte nennen Sie alle Produkte oder Produktgruppen, die Ihnen einfallen.

2.2.) Welche Unternehmen oder Marken bringen Sie mit Dänemark in Verbindung?

2.3.) Welche Farben bringen Sie mit Dänemark in Verbindung?

2.4.) Welche Freizeitaktivitäten bringen Sie mit Dänemark in Verbindung?

German Versions

Version III

2.5) Welche Lebensmittel bringen Sie mit Dänemark in Verbindung?

2.6) Wie beschreiben Sie das Aussehen der Dänen (Figur, Haarfarbe, Kleidungsstil etc.)?

Allgemein für beide Geschlechter: _____

Die Dänin: _____

Der Däne: _____

3) Nun folgen nur noch 6 kurze Fragen zu Ihrer Person.

3.1) Was studieren Sie? Bitte geben Sie Ihren Studiengang oder Ihren Fachbereich an:

- Bachelor
- Master
- _____

3.2) Bitte geben Sie Ihr Alter an:

_____ Jahre

German Versions

Version III

3.3) Bitte geben Sie Ihr Geschlecht an:

- männlich
- weiblich

3.4) Bitte geben Sie Ihre Nationalität an: _____

3.5) Hatten Sie schon einmal Kontakt zu einem Dänen oder einer Dänin (E-Mail, Telefon, persönliches Treffen)? Bitte kreuzen Sie an:

- Ja
- Nein

Falls Sie noch nie Kontakt zu einem Dänen oder einer Dänin hatten, können Sie die folgende Frage (3.6) auslassen.

3.6)	Sehr oft (ca. 1-2x in der Woche oder öfter)	Oft (ca. 1-2x im Monat)	Gelegent- lich (ca. alle 2 Monate)	Selten (ca. 3-4x im Jahr)	Sehr selten (ca. 1-2x im Jahr oder seltener)	Bisher nur einige Male
Wie oft haben Sie Kontakt zu Dänen? (E-Mail, Telefon, persönliches Treffen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vielen Dank für Ihre Teilnahme!



SMK



English Translation

What are the Germans thinking about the Danes and Denmark?

Dear students,

I am studying at the University of Southern Denmark and currently writing my master's thesis. In this matter, I am examining what the Germans are thinking about the Danes and I would like to survey you about this topic.

For my master's thesis I am cooperating with the SMiK project. SMiK is the abbreviation for the name „Nationale Stereotype und Marketingstrategien in der deutsch-dänischen interkulturellen Kommunikation“. It is an cooperative EU-project between the University in Kiel (Christian-Albrechts-Universität zu Kiel) and the University of Southern Denmark in Odense. SMiK is dealing with the perceptions that both nations (Germans and Danes) are having from each other. For more information about the project you can visit the following website: <http://www.stereotypenprojekt.eu>

Your answers within this questionnaire are voluntarily and anonymous. Answering the questionnaire will take about 5-10 minutes.

Britta Meyer

e-mail: brmey12@student.sdu.dk

1) Which attributes are applying best to the Danes?

1.1) Which of the following attributes are characterizing the Danes in relation to their **social behaviour**?

Please tick **maximum 5 attributes** in the box below that are describing the Danes best?

Please be aware **NOT** to tick two adjectives in the same line because those are opposite ones.

You are welcome to add more adjectives that are describing the Danes very well.

humble	arrogant
open	incommunicative
polite	impolite
helpfully	egoistic
serenely	aggressive
patient	impatient
friendly	unfriendly
thoughtful	unthoughtful
warm	cold
family-friendly	single-friendly
honest	dishonest
calm	hectic
natural	plastic
tolerant	intolerant
reliable	unreliable
punctual	unpunctual

1.2) Which of the following attributes are characterizing the Danes in relation to their **competence** (or their skills)?

Please tick **maximum 5 attributes** in the box below that are describing the Danes best?

Please be aware **NOT** to tick two adjectives in the same line because those are opposite ones.

You are welcome to add more adjectives that are describing the Danes very well.

orderly	disorderly
organised	unorganized
motivated	unmotivated
hard-working	lazy
educated	uneducated
self-confident)	uncertain
purposeful	purposeless
responsible	irresponsible
reasonable	unreasonable
faithful	clumsy
concentrated	scatty
disciplined	undisciplined
dutiful	reckless
creative	unimaginative
brave	fearful
independent	dependent

1.3) Which of the following attributes are characterizing the Danes?

Here you do **not** need to **be aware of columns or a certain amount of adjectives** you need to tick. Please only state those attributes that are describing the Danes best. You are welcome to add more adjectives that are describing the Danes very well, if those were not yet stated.

stuffy	mistrustful	devious	conceited
xenophobic	silly	happy	sentimental
adventurous	mystical	fashionable	fussy
secretive	individual	annoying)	health-conscious
reserved	lively	perfectionistic	
possessive	sporting	close touch with nature	
musical	need of harmony	spontaneous	unapproachable
narcissistic	tradition-conscious	greedy	optimistic
proud of their own nation		grounded	
timid	temperamental		

2.) What are you associating with Denmark?

Some terms may fit to several of the following questions. Please do not get irritated by that.

2.1) Which products are you associating with Denmark? Please name as much **products or product categories** that are coming into your mind.

2.2.) Which **companies or brands** are you associating with Denmark?

2.3.) Which **colors** are you associating with Denmark?

2.4.) Which **leisure time activities** are you associating with Denmark?

2.5.) Which **groceries** are you associating with Denmark?

2.6) How would you describe the **look** of the Danes (body shape, hair colour, way f dressing etc.)?

Generally for both genders:

Female Dane:

Male Dane:

3) Now are only following 6 short personalized questions.

3.1) What are you studying? Please state your **study program** or your faculty.

- Bachelor
- Master
- _____

3.2) Please state your **age**:

_____ years old

3.3) Please state your **gender**:

- male
- female

3.4) Please state your **nationality**: _____

3.5) Did you ever had any **contact** to a Dane (e-mail, phone, personal meeting)? Please state:

- yes
- no

If you never had contact to a Dane before, you can leave out the following question (3.6.).

3.6)

	very often (approx. 1-2x in the week or more)	often (approx. 1- 2x in the month)	sometimes (approx. every second month)	rarely (approx. 3- 4x within the year)	very rarely (approx. 1- 2x within the year or less)	only a few times yet
How often do you have contact with Danes? (e-mail, phone, personal meeting)	O	O	O	O	O	O

Thanks for participating!

Appendix 3 – Results

Personal Information about both Participant Groups

Study Programs in Flensburg

Impartation science (German translation: Vermittlungswissenschaften)	7
Impartation science (mathematics, art)	1
Impartation science (mathematics, religion)	1
Impartation science (mathematics, geography)	1
Education	2
Education (sports, chemistry)	1
Education (history, sports)	1
Education (sports, biology)	1
Education (mathematics, biology)	1
Lectureship common school	3
Lectureship common school (mathematics, economy/politics)	1
Lectureship primary school	1
Lectureship	2
Lectureship (mathematics, German)	1
Business Administration	10
Business Management	3
International Management	4
International Business and Languages	1
International Management, Danish	1
Energy- und environmental management	5
Energy and biotechnology	1
Regenerative energy engineering	2
Energy and environmental engineering	1
Electric energy system technology	2
Biotechnology- process technology	5
Business informatics	4
Media informatics	2

Marine engineering	1
Maritime traffic, nautics, logistics	1
Music	1
Music/ German	1
German studies, Danish	1
Sporty, biology	1
Sports, German	1
Mathematics, history	1
Mathematics, art	1
Germans, economy policy	1
Mathematics, physics	1
Public health and nourishment, biology	2
Applied mathematics	1
Applied informatics	1
No statement	7

Table 18. Study Programs (Flensburg)

Study Programs in Stuttgart	
Aerospace engineering	15
Constructional engineering	11
Mathematics	8
Renewable energy	6
Physics	6
Machine engineering	7
Informatics	4
Medical engineering	3
Technical oriented Business Administration	3
Automotive and motor engineering	3
Technology management	2
Mathematics, physics	1

Electric mobility	1
Natural science	1
Chemistry	1
Electric and information technology	1
Electrical engineering	1
Technical biology	1
Mathematics, informatics	1
Mathematics, English	1
Mathematics, chemistry	1
Mathematics, history	1
Information and communication	1
Library and Information management	1
Nursing management	1
Geodetics	1
No statement	1

Table 19. Study Programs (Stuttgart)

Study Level	Flensburg (87)	Stuttgart (84)
Bachelor	86.21% (75)	73.81% (62)
Master	13.79% (11)	15.48% (13)
Lectureship	0	7.14% (6)
Diploma	0	2.38% (2)
No statement	1.14% (01)	1.19% (1)

Table 20. Study Level

Age	Flensburg (87)	Stuttgart (84)
Average age	23.24	22.23
No statement	1	1

Table 21. Age

Gender	Flensburg (87)	Stuttgart (84)
Male	49.43% (43)	53.57% (45)
Female	49.43% (43)	45.24% (38)
No statement	1.14% (01)	1.19% (1)

Table 22. Gender

Nationality	Flensburg (87)	Stuttgart (84)
German	98.89% (86)	92.86% (78)
German/ Austrian	0	1.19% (1)
German/ Greek	0	1.19% (1)
German/ Turkish	0	1.19% (1)
German/ Polish	0	1.19% (1)
German/ Russian	0	1.19% (1)
No statement	1.14% (01)	1.19% (1)

Table 23. Nationality

Contact with Danes	Flensburg (87)	Stuttgart (84)
Yes	77.01% (67)	21.43% (18)
No	21.85% (19)	77.38% (65)
No statement	1.14% (01)	1.19% (1)

Table 24. Contact with Danes

Frequent contact with Danes	Flensburg (87)	Stuttgart (84)
Very often (approx. 1-2x in the week or more)	17.24% (15)	1.19% (1)
Often (approx. 1-2x in the month)	6.9% (06)	0
Sometimes (approx. every second month)	11.49% (10)	0
Rarely (approx. 3-4x within the year)	8.05% (07)	2.38% (2)
Very rarely (approx. 1-2x within the year or less)	11.49% (10)	4.76% (4)
Only a few times yet	17.24% (17)	13.1% (11)
No statement	4.6% (04)	0

Table 25. Frequent Contact with the Danes

Results of Characterizing Adjectives

The questionnaire exists in three versions (see Appendix 2, p. 1-22). In each version the adjectives within the lists were ordered differently that the location of the adjectives in the list is not influencing the overall results. The following six tables are showing the answers to the questions of the perceived warmth and the perceived competence of the Danes in sum and for each questionnaire version (Version I + Version II + Version III = Version I – III):

Results of Participant Group in Flensburg

Perceived Warmth

	Adjectives	Adjectives	
0+3+1= 4	Humble	Arrogant	2+6+7= 15
17+12+12= 41	Open	Incommunicative	2+2+3= 7
5+8+3= 16	Polite	Impolite	2+1+1= 4
2+5+6= 13	Helpfully	Egoistic	1+1+2= 4
13+7+7= 27	Serenely	Aggressive	0+0+0= 0
1+0+6= 7	Patient	Impatient	1+1+2= 4
13+15+17= 45	Friendly	Unfriendly	1+0+1= 2
0+2+1= 3	Thoughtful	Unthoughtful	5+1+4= 10
10+7+10= 27	Warm	Cold	0+4+4= 8
10+20+15= 45	Family-friendly	Single-friendly	1+1+1= 3
1+5+0= 6	Honest	Dishonest	1+0+1= 2
4+9+5= 18	Calm	Hectic	1+2+1= 4
5+4+2= 11	Natural	Plastic	4+2+5= 11
4+6+1= 11	Tolerant	Intolerant	3+2+1= 6
1+2+1= 4	Reliable	Unreliable	2+1+1= 4
2+1+0= 3	Punctual	Unpunctual	6+5+1= 12
88+106+87= 281	High warmth	Low Warmth	32+29+35= 95

Table 26. Split Results of perceived Warmth of the Danes (Flensburg)

Additional nominations for attributes that were not on the list: loud (2), bad car drivers (1)

No selection for any attribute on this list: 0

Perceived Competence

	Adjectives	Adjectives	
6+3+4= 13	Orderly	Disorderly	3+4+4= 11
7+2+4= 13	Organized	Unorganized	6+3+5= 14
8+11+5= 24	Motivated	Unmotivated	0+0+1= 1
4+6+4= 14	Hard-working	Lazy	0+1+3= 4
13+19+14= 46	Educated	Uneducated	1+0+1= 2
9+4+9= 22	Self-confident	Uncertain	0+1+1= 2
3+3+5= 11	Purposeful	Purposeless	0+1+1= 2
5+5+3= 13	Responsible	Irresponsible	0+0+1= 1
3+2+5= 10	Reasonable	Unreasonable	2+3+3= 8
2+3+2= 7	Faithful	Clumsy	5+4+0= 9
2+1+0= 3	Concentrated	Scatty	2+5+4= 11
2+6+2= 10	Disciplined	Undisciplined	3+0+3= 6
2+9+0= 11	Dutiful	Reckless	4+2+3= 9
12+7+13= 31	Creative	Unimaginative	2+2+0= 4
2+3+3= 8	Brave	Fearful	1+0+2= 3
1+4+3= 8	Independent	Dependent	0+0+0= 0
81+88+76= 244	High competence	Low competence	29+26+32= 87

Table 27. Split Results of perceived Competence of the Danes (Flensburg)

Additional nominations for attributes that were not on the list: arrogant (1), communication in German language (1)

No selection for any attribute on this list: 0

Single Adjectives

Stuffy	$4+3+3=$ 10
Mistrustful	$0+0+1=$ 1
Devious	$0+1+0=$ 1
Conceited	$5+9+6=$ 20
Xenophobic	$3+4+6=$ 13
Silly	$5+4+1=$ 10
Happy	$18+11+14=$ 43
Adventurous	$4+4+3=$ 11
Mystical	$2+1+1=$ 4
Fussy	$0+1+3=$ 4
Fashionable	$15+15+16=$ 46
Sentimental	$0+1+0=$ 1
Individual	$8+3+6=$ 17
Secretive	$3+1+0=$ 4
Annoying	$3+4+2=$ 9
Health-conscious	$4+4+9=$ 17
Possessive	$0+1+2=$ 3
Reserved	$0+2+4=$ 6
Lively	$13+9+10=$ 32
Perfectionistic	$4+3+0=$ 7
Optimistic	$12+4+6=$ 22
Greedy	$3+2+1=$ 6
Timid	$0+1+1=$ 2
Unapproachable	$1+5+1=$ 7
Spontaneous	$6+7+3=$ 16
Need of harmony	$3+4+3=$ 10
Musical	$2+3+3=$ 8
Close touch with nature	$11+11+9=$ 31
Sporting	$10+10+11=$ 31
Temperamental	$2+5+0=$ 7

Grounded	$7+10+7=$ 24
Proud of their own nation	$19+24+23=$ 66
Tradition-conscious	$12+14+10=$ 36
Narcissistic	$5+7+9=$ 21
Emphatic	$0+0+2=$ 2

Overall	$174+188+176=$ 548
---------	---------------------------

Table 28. Split Results of single Adjectives characterizing the Danes (Flensburg)

Additional nominations for attributes that were not on the list: hoggish (1), easygoing (1), environmentally conscious (1), wealthy (1), unfashionable (1), spend lot of money in Germany (1)

No selection for any attribute on this list: 0

Results of Participant Group in Stuttgart

Perceived Warmth

	Adjectives	Adjectives	
4+6+2= 12	Humble	Arrogant	1+0+3= 4
7+5+9= 21	Open	Incommunicative	5+3+4= 12
14+7+8= 29	Polite	Impolite	1+0+0= 1
5+3+6= 14	Helpfully	Egoistic	0+0+1= 1
6+8+3= 17	Serenely	Aggressive	0+0+0= 0
3+1+0= 4	Patient	Impatient	0+0+0= 0
12+8+12= 32	Friendly	Unfriendly	0+0+0= 0
3+0+3= 6	Thoughtful	Unthoughtful	0+0+1= 1
3+5+7= 15	Warm	Cold	7+7+5= 19
8+12+12= 32	Family-friendly	Single-friendly	0+2+0= 2
1+3+4= 8	Honest	Dishonest	0+0+0= 0
10+7+12= 29	Calm	Hectic	2+0+0= 2
3+8+4= 15	Natural	Plastic	1+0+1= 2
5+6+6= 17	Tolerant	Intolerant	4+2+3= 9
3+1+2= 6	Reliable	Unreliable	0+1+0= 1
3+4+1= 8	Punctual	Unpunctual	2+5+3= 10
90+84+91= 265	High warmth	Low Warmth	23+20+21= 64

Table 29. Split Results of perceived Warmth of the Danes (Stuttgart)

Additional nominations for attributes that were not on the list: secular (1), xenophobic (1), introverted (1), racist (1), pretty (1), wealthy (1)

No selection for any attribute on this list: 2

Perceived Competence

	Adjectives	Adjectives	
5+6+8= 19	Orderly	Disorderly	3+1+0= 4
7+8+6= 21	Organized	Unorganized	5+0+2= 7
2+2+5= 9	Motivated	Unmotivated	2+1+0= 3
4+3+5= 12	Hard-working	Lazy	1+0+0= 1
9+10+13= 32	Educated	Uneducated	1+0+0= 1
3+2+5= 10	Self-confident	Uncertain	0+0+0= 0
3+2+3= 8	Purposeful	Purposeless	0+1+1= 2
6+6+2= 14	Responsible	Irresponsible	0+0+1= 1
9+8+10= 27	Reasonable	Unreasonable	1+1+1= 3
7+6+3= 16	Faithful	Clumsy	1+1+0= 2
4+3+3= 10	Concentrated	Scatty	2+4+1= 7
1+6+3= 10	Disciplined	Undisciplined	0+1+0= 1
2+4+3= 9	Dutiful	Reckless	4+1+1= 6
9+6+6= 21	Creative	Unimaginative	1+4+2= 7
1+0+1= 2	Brave	Fearful	0+3+3= 6
4+6+4= 14	Independent	Dependent	0+1+0= 1
76+78+80= 234	High competence	Low competence	20+20+12= 52

Table 30. Split Results of perceived Competence of the Danes (Stuttgart)

Additional nominations for attributes that were not on the list: well informed (sex etc.) (1), shy (1), calm (1)

No selection for any attribute on this list: 6

Single Adjectives

Stuffy	$0+1+4=$ 5
Mistrustful	$2+1+1=$ 4
Devious	$0+0+0=$ 0
Conceited	$0+0+0=$ 0
Xenophobic	$2+3+3=$ 8
Silly	$1+0+0=$ 1
Happy	$8+5+12=$ 25
Adventurous	$3+0+1=$ 4
Mystical	$3+2+0=$ 5
Fussy	$1+0+2=$ 3
Fashionable	$3+3+3=$ 9
Sentimental	$1+1+0=$ 2
Individual	$9+4+1=$ 14
Secretive	$4+1+0=$ 5
Annoying	$0+0+1=$ 1
Health-conscious	$9+5+11=$ 25
Possessive	$0+0+0=$ 0
Reserved	$6+13+5=$ 24
Lively	$6+2+5=$ 13
Perfectionistic	$1+2+2=$ 5
Optimistic	$6+2+8=$ 16
Greedy	$0+0+0=$ 0
Timid	$2+1+2=$ 5
Unapproachable	$4+4+0=$ 8
Spontaneous	$0+0+4=$ 4
Need of harmony	$2+3+4=$ 9
Musical	$2+3+3=$ 8
Close touch with nature	$12+16+17=$ 45
Sporting	$4+6+7=$ 17
Temperamental	$0+1+0=$ 1

Grounded	10+12+10= 32
Proud of their own nation	15+13+21= 49
Tradition-conscious	14+14+14= 42
Narcissistic	0+0+2= 2
Emphatic	0+1+2= 3
Overall	130+119+145= 394

Table 31. Split Results of single Adjectives characterizing the Danes (Stuttgart)

Additional nominations for attributes that were not on the list: xenophobic (1), cynical (1)

No selection for any attribute on this list: 0