

The Brazilian Culture and Higher Education Research on
How to Appeal to Potential Students

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Abstract -JB

Prior research has found many factors influence young adults to broaden their horizon by studying abroad during their undergraduate degree. This review has been written to look into the specific factors that influence a Brazilian student to study in the United States. These topics include Uncertainty Avoidance, Power Distance, Individualism, The Value of Education in Brazil, and effects of Studying Abroad. These topics dive into the motives, lifestyles, and culture of Brazilian students.

Geert Hofstede, a Dutch Social Psychologist, conducted a comprehensive study that classifies countries on the basis of six dimensions. These dimensions include; Uncertainty Avoidance, Power Distance, Individualism, Masculinity, Long Term Orientation, and Indulgence. This review will only focus on three of Hofstede's dimensions, Uncertainty Avoidance, Power Distance, and Individualism.

Understanding the dimensions of the Brazilian culture towards the value of higher education and reasons to study abroad will solidify the knowledge of how to capture the attention of the targeted publics to become interested in studying at Ferris State University.

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Introduction - JB, TD

Marketing research is a very important aspect for anyone that needs to better their marketing strategy and improve their overall business or organization. The research problem that influenced the purpose of this study was the lack of international students attending Ferris State University from Brazil, although we have many international students from different countries like Saudi Arabia and China. Due to the lack of this attendance, the purpose of the study is to increase attendance of international student, specifically from Brazil. Being able to clearly identify the correct method and message that Ferris State University International Office should utilize to attract more Brazilian students to study abroad at Ferris State University is the reason that this research is going to be conducted.

International students from Brazil will create a more diverse campus for Ferris State University (FSU). FSU students will learn about the world, and different cultures and people without leaving Big Rapids, MI. Hosting foreign exchange students from Brazil will build FSU's global reputation. Increasing the student body will increase the amount of tuition revenue coming in to contradict the declining Michigan demographics.

Brazil is an untapped market for potential Ferris State University students. This is a major issue that has to be addressed through research so the university can understand the immediate causes and changes of not promoting FSU to all foreign countries, including Brazil. Being able to bridge the cultural differences to better understand other cultures is another problem Ferris State University International Office may face. Once the office is able to better understand these cultural differences, they will be able to promote them and the correct the efforts that need to be made to make Ferris State University a more adaptable environment for Brazilian students.

The targeted audience that this research focused on were high school students in foreign countries between the ages of 16-24 who are interested in traveling abroad for a semester or during all four years of their college experience. These individuals have supportive parents who encourage them to go to school and have their own opinions on where and what they would like to do in their life. These students are also financially stable and are able to afford.

If the appeal increased and ability of information for attending Ferris State University to students who are interested in studying abroad from Brazil to the United States became easier to access, then more students would want to learn more information on how to study abroad and the benefits it could hold for them and their future. The information found from this research

can not be applied to all countries. The findings should be used to advertise to young adults in Brazil that have been outlined in the target market.

Review of Literature

Geert Hofstede Cultural Dimensions - KN

As stated above, the focus will be on three of the six dimensions that include Uncertainty Avoidance, Individualism, and Power Distance. The following table has been taken from the Geert Hofstede cultural dimension research, it visually juxtaposes Brazil and the United States dimension scores (“Geert Hofstede,”).

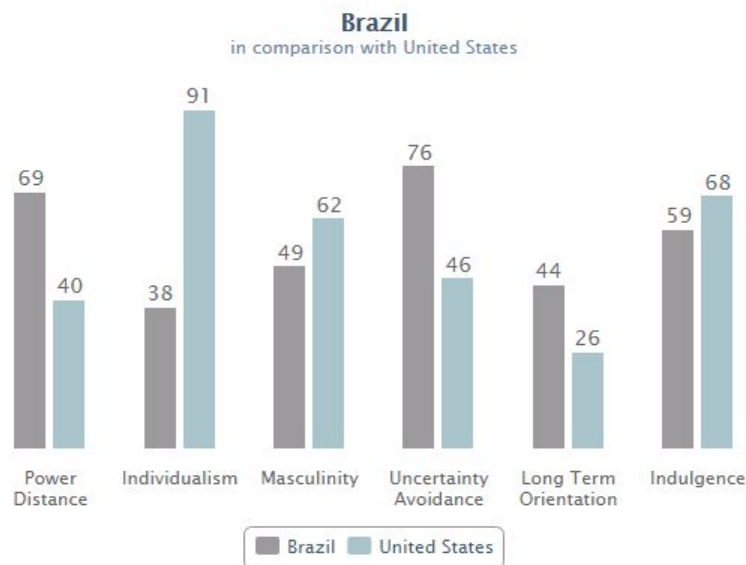


Figure 1: Geert Hofstede: Brazil in comparison with the United States

Figure 1 uses a scale of numbers 1-100 to show the intensity of a certain dimension. With Uncertainty Avoidance is, “The extent to which the members of a culture feel threatened by

ambiguous or unknown situations and have created beliefs and institutions that try to avoid these.” Brazil has a score of 76 is much higher than the United States at 46. Individualism scales “the degree of interdependence a society maintains among its members.” Brazil has a relatively lower score 38, than the United States with 91. Lastly, Power Distance is “the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.” The United States has a mid level score of 40 while Brazil has a high score of 69. This visual aids the research to further understand the differences between the two cultures.

Uncertainty Avoidance - KN

Uncertainty Avoidance deals with the idea of the future being unknown, if a group or culture is more likely to ‘go with the flow’ or needs to be in control. This dimension will be one of the independent variables in the study. Brazil has a high Uncertainty Avoidance rating, because of this the Brazilian students will enjoy a highly structured educational environment. Hofstede explains in his Youtube video, *Uncertainty Avoidance*, that a culture with a high rating like Brazil will lead to some obstacles when trying to capture the audience’s attention. Typically these high rating show that in the culture, individuals are afraid of people who are different, have a need for orderly rules, and will slowly adapt to technology. Also, it is more likely for aggression and other emotions to be seen as there is an idea of something different being associated with it being dangerous (2015). These orderly rules should address the cross-cultural differences (ethics, norms, etc) for Brazilian students to feel comfortable in an American classroom. Robbin D. Crabtree and David Alan Sapp expand on this idea in their study, *Your Culture, My Classroom, Whose Pedagogy? Negotiating Effective Teaching and Learning in Brazil*, they address the idea of “m-time” and “p-time” in the article. Simply, the Brazilian culture is polychronic (p-time) which is focused on relationships, while the American culture is monochronic (m-time) focused on times and schedules. The authors also explain how there should be communication variables addressed cross-cultural education (Crabtree, 2014). Brazilian students should be given information for further understanding of these cultural differences before their study abroad experience. In the article, *Contradicting Hofstede: Are Brazilian and American Cultures Really Different?*, the author explains that the Brazilian government has gone as far to pass laws to lower uncertainty in the society as a whole (Moura, 2013). This is important to note to understand how to connect and inform potential Brazilian students. In the *Socio Cultural Factors Summary*, the authors look at how the Brazilian culture in numerous perspectives. A notable take away is that risk is an issue (Castaño, 2010). Laying the groundwork for the information that would be shared with potential students, it will need to be factual, extensive, and straightforward, or at least giving them the option to find resources for further information. Any advertisement for Brazilian students should take into consideration that “adventures” or risky

situations will not appeal to them. Communicating safety, rules, and norms will be imperative while moving forward.

Individualism - JB

Another dimension from Geert Hofstede's studies that is being used in our research is individualism. Hofstede defines individualism as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families (Hofstede, 2014). In our marketing research project about Brazil, individualism is going to be an independent variable. There is a large difference between individualism in Brazil vs. the United States. Brazil has a significantly lower individualism rates on Hofstede's scale in comparison to the United States. People in Brazil have very collectivistic cultures, whereas those in the United States are really individualistic (Lang, 2010). Brazilians enjoy being apart of a group setting and genuinely care about the wellbeing of its members. They are less concerned with their own opinion and would rather spend more time focusing on the "we" instead of the "I" (Lang, 2010). This is important to note because it can play a major role on how potential Brazilian foreign exchange students will react to the culture at Ferris State University. If Ferris State University is able to cater to the needs of Brazilian students in a sense of creating an environment that allows them to work in collective groups, there is a possibility they will be more interested in pursuing an education at the university.

Power Distance - SW

The last dimension from Geert Hofstede is Power Distance, expressed as the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The issue being dealt with here is how a society handles the inequalities among people. A powerful person will increase the distance to a less powerful person. Avoiding association and expressing negative feelings towards them. Brazilians have a higher percentage in this category compared with the United State. They surround themselves with more powerful people to help better themselves, rather than giving someone else an advantage over them. Brazilians accept hierarchy and the inequalities present to their society. They feel superior based on gender, race, age, education, social status, etc. Decisions are made at the top and filtered down through the ranks to form a clear ranking or social class distinction (Véras). This cultural dimension provides the understanding of the roles they look for to follow and guide them. It is important during this study to look at how it affects a student/teacher relationship. The learning is teacher focused and the students adhere to the strict rules provided for them. They are expected to gain knowledge and never debate or contradict their teachers (Santilli). Santilli states that "superiors attempt to maximize psychological distances between themselves and lower power interactants"

to reinforce the idea that they do not want to give an advantage to someone they feel inferior to them.

Value of Education in Brazil - TD

Understanding how Brazilians value their education is an important aspect to look at during this study. There is a significant number of Brazilian young adults interested in advancing their careers into a part of STEM (science, technology, engineering, and math). Of all Brazilian students, 30.2 percent study STEM subjects, and 12.1 percent study business/management (International Trade Administration, 2016). The political initiative, *Science without Borders*, aimed to expand the opportunities for Brazilian students to attend education outside of their country. Even though this initiative did not last long, due to limited resources, it is important to note that there is a need for out-of-the-country opportunities in STEM for Brazilian students (Shannon, 2012). Another important fact to point out is that there is a significant number of Brazilian students that need intensive English training before entering their one year academic program. Intensive English language programs attracted 9,063 Brazilian students in 2012/13 and 14,070 in 2013/14 (International Trade Administration, 2016). Since the English language is extremely valued in Brazil's education, this would be a great advantage for those Brazilians who choose to study abroad. They will be more informed on not only the language, but also the culture.

Brazil is one of the most unequal parts of the world and there is a variation of resources distributed across the schools, both public and private. This results in variation of academic achievement in students and doesn't give them an advantage and yields greater differences. The inequalities impair the learning of the students and drives them towards the power distance culture as a society because it follows their roles of hierarchy. Parents possess cultural capital and must transfer that to their children for them to translate it into academic success.

Effects of Studying Abroad -TD

In order to get more Brazilian students to study abroad in the United States, it is important to understand what type of effects studying abroad has on a Brazilian student. Over the past 15 years, Brazil has sent between 7,009 and 23,675 students annually to the United States for study (International Trade Administration, 2016). This increase in students was due to Brazil's Scientific Mobility Program. This program was part of a larger initiative to offer 101,000 Brazilian

university students the opportunity to study abroad, as well as receive scholarships. Since the program began, the United States has had the largest interest in where Brazilian participants want to go. The program was shut down in 2015, and studies suggest that numbers of Brazilian students wanting to study abroad will drop due to no support in funding. While keeping this issue in mind, it is important to focus on positive effects that studying abroad can have on a Brazilian individual. One large positive that studying abroad has is giving an individual a deeper understanding of other cultures. It's one thing for someone to read about a topic or see a picture, but to physically be part of the culture gives someone a whole new perspective as well as a new appreciation for that culture (Isabel Eva Bohrer). Independence is also a key positive effect studying abroad will have on a Brazilian student. Studying abroad removes Brazilians from the normal support they receive and are accustomed to back home. While on the one hand, being away from friends and family may seem extremely frightening, it is also a chance for these individuals to hone their own skills and gain more independence. There are a few negative effects that studying abroad may have on these individuals too. One of the major negatives is the cost for students who want to study abroad. With the Scientific Mobility Program being shut down, and the lack of eligibility for other study abroad scholarships, it makes it a lot harder for Brazilians to come up with enough funds to support a study abroad experience. Another negative effect is that not all credits transfer easily from one institution to the next. This issue can cause a lot of frustration on an individual and even may affect their decision on coming to the United States. Transferring credits may not matter to some students, but to others it could be vital – especially when you consider the financial costs of this issue (Isabel Eva Bohrer). Understanding these positive and negative effects studying abroad can have on an individual and the interest Brazilians have for studying in the United States will help create a better approach when trying to reach these Brazilians through messages and advertisements when moving forward.

Conclusion of Literature Review - JB

After reviewing the dimensions of the Brazilian culture towards the value of higher education and reasons to study abroad further research needs to be done on Brazilian young adults to understand views, decision-making processes, and influences. These dimensions could open the door to many.

Methods

Design - KN

Primary descriptive research was conducted through a questionnaire study to better understand the attitudes, motives, and lifestyles of students in the Brazilian culture. Questions in the survey aimed to only collect useful information for further statistical analysis. This analysis can be used to determine what advertisements should be used to attract the targeted public to attend Ferris State University. The data will analyzed trends, means, and t-tests to identify important information that the Ferris Office of International Education can use in the future.

Participants - KN

The targeted public for the survey included 16-24 year old Brazilian students attending school at a secondary or lower education level. Through the use of MTurk the survey was sent to this specific audience. This program uses incentives for individuals to participate in surveys.

Interpersonal Interview - TD, SW

Following the survey, an interview was conducted by two members of the team to better understand Brazilian individuals on a more personal level. Several questions were asked in order to formulate an understanding to the cultural dimensions focused through the primary research. The interview specifically questioned aspects of Uncertainty Avoidance, Individualism, and Power Distance.

Instruments - KN

The online survey, on *SurveyMonkey*, was used to capture the information from the targeted publics. This online system allows the data to be transferred into a variety of ways to be used for statistical analysis. The data collected was put into a Statistical Package for the Social Services (SPSS) file that was then used to efficiently and accurately measure the results. This software

assisted in interpreting the information from the online survey into usable data. This was a reliable transition from the trusted survey website to a easily understood software. The data was transformed into reliable information through the use of t-tests and other analysis.

Data Collection Procedures - SW, TD

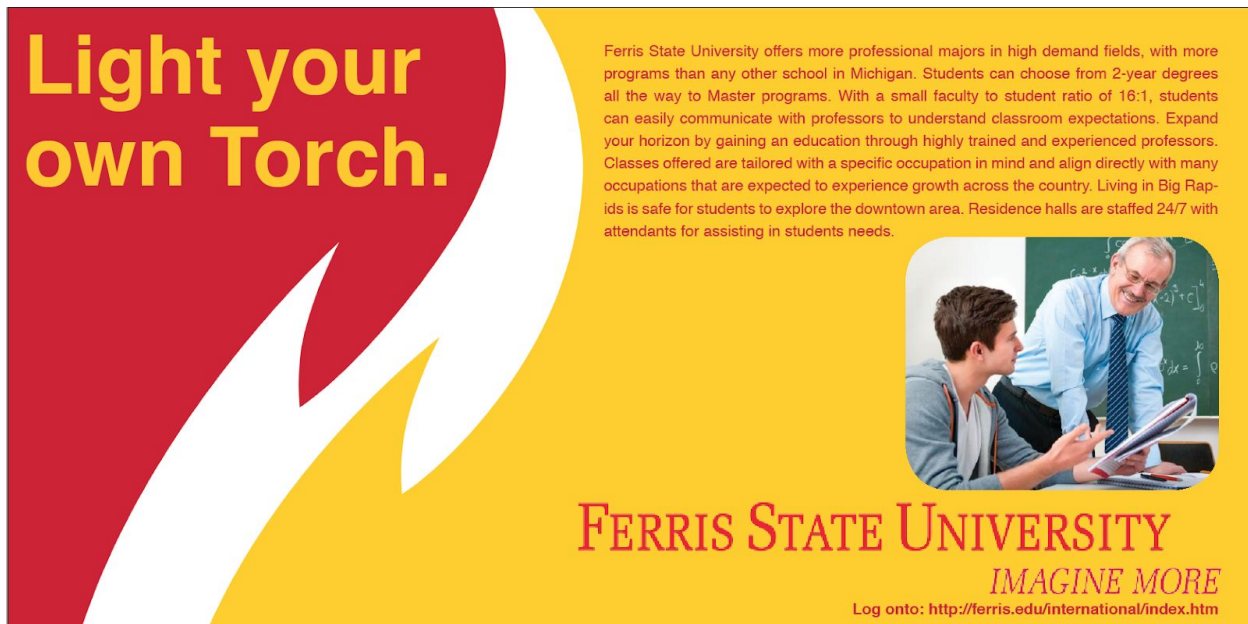
Each survey contained the same questionnaire, but featured a different advertisement image. SurveyMonkey was used for the dispersion of the questionnaire. The questionnaire resulted with 64 participant responses, which were analyzed to confirm the hypothesis of achieving the desired results from the advertisement stimuli and the questions were understood in the process.

The questionnaire was created on *SurveyMonkey* and consisted of two sections: demographics and cultural dimensions. Demographic questions were asked to gain a basic knowledge of the participant and their history of study abroad. The cultural dimensions section was divided into 4 subsections to accommodate the three main cultural dimensions and the dependent variables. Subsection one analyzed Individualism. The questions were asked to understand decision-making style and repatronage intention. Subsection two analyzed Power Distance with questions developing the family communication style, independence, and interdependence. Subsection three analyzed Uncertainty Avoidance with questions for involvement, relationship investment, family communication, communication avoidance, racial avoidance, and nurturance. Subsection four analyzed questions about situation involvement to understand intent after the advertisements. Each advertisement has a different combination between the three dimensions that are referenced to as a scale of *high* and *low*. The following is the first of eight images that were used in the survey. Ad #1 portrays a high power distance (PDI), high uncertainty avoidance theory(UAI), and high individualism (IND).

Through the interpersonal interview, more data was collected about Brazilians and their attitudes toward the three dimensions and their views of Ferris State University, along with studying abroad. The interview aligned with our overall assumptions about Brazilians, in the way that they are very outgoing, willing to share their thoughts and liked to be seen as an individual. The interview helped establish that this individual enjoyed his experience at Ferris State University and the education he was receiving. This was an important piece of the research process, so we could better analyze what about Ferris State University related to the three dimensions and how exactly we could use this in future advertising materials.

Stimulus One - KN, TD

This is the first of many combinations. In the first four advertisement the “Light Your Own Torch” is used to signify the use of a high individualist point of view. Specifically, in this advertisement the use of a photo with a professor along with the written section speaks to the ideals of high PDI and UAI. This image aims to leave readers with the understanding that Ferris is a University with highly professional and highly qualified professors that will communicate clear expectations. Additionally, it explains the safety of campus, opportunities to earn a Master’s degree, and explains the opportunities to grow as a professional at Ferris.



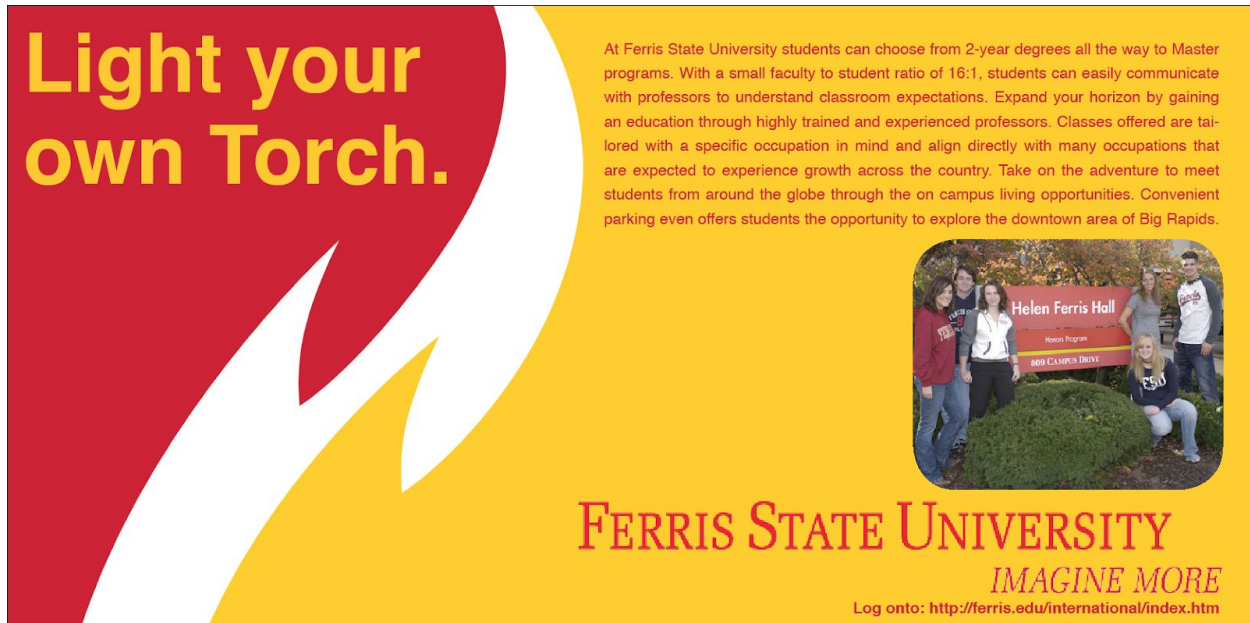
Light your own Torch.

Ferris State University offers more professional majors in high demand fields, with more programs than any other school in Michigan. Students can choose from 2-year degrees all the way to Master programs. With a small faculty to student ratio of 16:1, students can easily communicate with professors to understand classroom expectations. Expand your horizon by gaining an education through highly trained and experienced professors. Classes offered are tailored with a specific occupation in mind and align directly with many occupations that are expected to experience growth across the country. Living in Big Rapids is safe for students to explore the downtown area. Residence halls are staffed 24/7 with attendants for assisting in students needs.

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Stimulus Two - KN, TD

The second combination includes high PDI, low UAI, and high IND. This image is very similar to Stimulus One because it shares two out of the three same scaled dimensions. This advertisement depicts the idea of individualism and giving the opportunity to take more risk by going on adventures and meeting new friends from around the world. The group is shown in the visual to portray the opportunity to meet classmates. Stimulus two differs from Stimulus by



Light your own Torch.

At Ferris State University students can choose from 2-year degrees all the way to Master programs. With a small faculty to student ratio of 16:1, students can easily communicate with professors to understand classroom expectations. Expand your horizon by gaining an education through highly trained and experienced professors. Classes offered are tailored with a specific occupation in mind and align directly with many occupations that are expected to experience growth across the country. Take on the adventure to meet students from around the globe through the on campus living opportunities. Convenient parking even offers students the opportunity to explore the downtown area of Big Rapids.

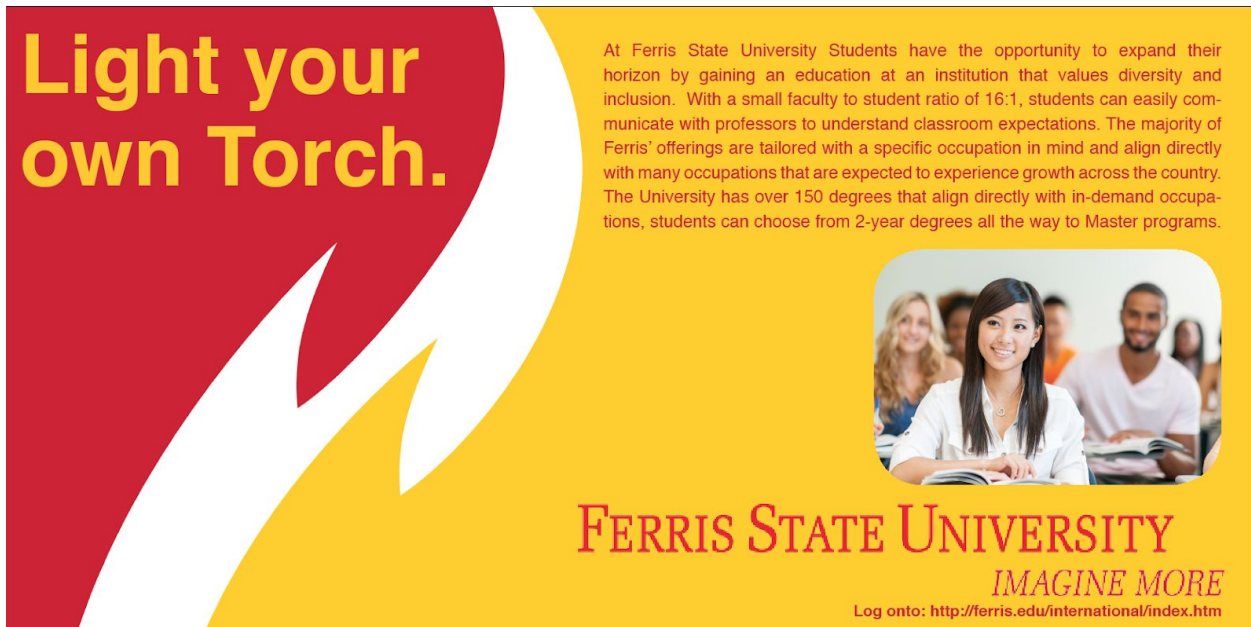


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focusing on the idea of a low scaled UAI.

Stimulus Three - KN, TD

Staying inline with the others, stimulus three shares the quality of a high IND portrayal. It also depicts low PDI and high UAI. This image focuses on showing the viewer the aspects of being a student at Ferris. Communicating the values of the university while boasting about small faculty ratio and the unique opportunities that are offered at Ferris. This advertisement flows well to explain to the participant that Ferris is a place to find a place where everyone is equal and valued.



Light your own Torch.

At Ferris State University Students have the opportunity to expand their horizon by gaining an education at an institution that values diversity and inclusion. With a small faculty to student ratio of 16:1, students can easily communicate with professors to understand classroom expectations. The majority of Ferris' offerings are tailored with a specific occupation in mind and align directly with many occupations that are expected to experience growth across the country. The University has over 150 degrees that align directly with in-demand occupations, students can choose from 2-year degrees all the way to Master programs.

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Stimulus Four - KN, TD

The last of the “Light your own Torch” advertisement is stimulus four, this image offers the participant a low PDI, low AUI, and high IND. This depicts the ideals of the modern American student that values these scaled dimensions according to the research done by Geert Hofstede. Specifically, this advertisement portrays the chances that Ferris students have to stand out as an individual, finding their own way, and having the sense of belonging or equality. The image included in this stimuli is a great representation of this combination.

Light your own Torch.

Ferris State University Students have the opportunity to expand their horizon by gaining an education at an institution that values diversity and inclusion. Every student has the opportunity to tailor their education for a specific occupation in mind. Students can easily communicate with professors and classmates to understand classroom expectations. The majority of Ferris' offerings are tailored with a specific occupation in mind and align directly with many occupations that are expected to experience growth across the country. Living in Big Rapids is safe for students to explore the downtown area. Residence halls are staffed 24/7 with attendants for assisting in students needs. These secure halls offer convenient parking that allows easy access to student vehicles.



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Stimulus Five - SW, JB

This advertisement switches gears to the collectivism (or low IND) side of the scale by using the heading "Become a Bulldog". Instead of focusing on the individual the next series of stimuli materials will target the individual who has the strong desire to fit in. This stimuli portrays a low IND, high UAI, and high PDI. According to the research done by Geert Hofstede, this advertisement depicts the ideals of the Brazilian culture. Right away the advertisement is phrased to make the viewer feel as they could be in the program of their choice and find other people like them. This is especially important to note because of the prior research done. The image used in this stimuli shows a happy group of students getting along and having a great time.

Become a Bulldog.

Ferris State University offers a wide variety of majors and programs that will educate you and make you ready to perform in the industry of your choosing. There are so many opportunities that FSU gives you to help you and your fellow classmates get ready for the real world. Ferris State also offers over 200 student run organizations that will help you network with other classmates and FSU staff that are always there to help you in a time of need.



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Stimulus Six - SW, JB

This advertisement focuses on the ideas of offering the viewer the opportunity to be part of a group and taking the risk to start something new in a structured environment. The dimension combination is low IND, low UAI, and high PDI. The image attached shows a diverse group of individuals who are actively recruiting for their RSOs. This formal setup of chairs, tables, and tents can offer the viewer the idea that the environment is structured and if they would ever attend such an event knowledgeable people would be there to answer their questions. General registered student organizations (RSOs) include a wide variety of interests and hobbies a student could get involved in, this allows the viewer to see the diversity and inclusion aspect of the campus.



Become a Bulldog.

Apply today to be a fellow bulldog at Ferris State University! Ferris State is located in the city of Big Rapids, MI. FSU offers a wide variety of majors and programs that will educate you and give you experience. Ferris State also offers over 200 student run organizations that will help you network with other classmates and FSU staff that are always there to be a useful source of information. Between your advisor and all of the different campus to old, there will never be a moment where you feel alone.

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Stimulus Seven - SW, JB

This collectivist advertisement caters to the student who is looking to be part of something bigger than themselves in a structured environment. The dimension combination includes low IND, high UAI, and low PDI. Greek life is included on this advertisement to bring a sense of belonging to a large community on campus. Also, Greek life is structured in a way to communicate with potential new members the rules and regulations that need to followed while making individuals feel welcome (in most cases - groups that have prioritized the effort to breakdown hazing and other potential reputation issues).

Become a Bulldog.

Apply today to be a fellow bulldog at Ferris State University! Ferris State is located in the city of Big Rapids, MI. FSU offers a wide variety of majors and programs that will educate you and give you experience. Ferris State also offers over 200 student run organizations that will help you network with other classmates and FSU staff that are always there to be a useful source of information. Between your advisor and all of the different campus to old, there will never be a moment where you feel alone.



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Stimulus Eight - SW, JB

The last advertisement has a dimension combination of low IND, low UAI, and low PDI. This polar opposite of stimulus one gives a viewer a look into the fun side of Ferris. This advertisement gives the participant the sense of belonging with the use of the header “Become a Bulldog” and the use of description of networking, joining groups, and finding a wide variety of majors. The image used in this stimulus depicts a group of individuals participating in the Holi festival. This is a great representation of individuals having a great time together away from the classroom. It is inviting, adventurous, and appealing to any viewer who is looking for a good time.

Become a Bulldog.

Apply today to be a fellow bulldog at Ferris State University! Ferris State is located in the city of Big Rapids, MI. FSU offers a wide variety of majors and programs that will educate you and give you experience. Ferris State also offers over 200 student run organizations that will help you network with other classmates and FSU staff that are always there to be a useful source of information. Between your advisor and all of the different campus to old, there will never be a moment where you feel alone.



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Analysis of the Data - SW

The scale for the independent questions was reversed in order to compare each of the variables. The scale was from 1-5, 1 being the highest and 5 being the lowest. To make the comparison easier, the results were simplified by taking the median of each variable (3) and making each answer below the median a 1 and above a 2. This divided the respondents into two categories, high and low.

The averages of each answer to the dependent variable questions was combined for an overall average. The dependent variable questions followed the stimulation material and results are shown below in the charts.

Results - TD, SW

The following report below was ran to cross reference each individual advertisement stimuli created with the amount of people who fit into a specific person category. The mean that is closer to 1 would strongly agree with the advertisement and would be more likely to follow it for more information or even apply. The number 5 would mean they strongly disagree with the advertisement and would not be as likely to click on the link at the bottom for more information . The results did not have a strong bias leaning either direction, but rather a mean that landed in the middle for each advertisement. This resulted from limitations in the survey respondents and it being distributed incorrectly through MTurk to the correct demographic that was targeted. Two of three hypotheses were correct when analyzing the results of the combined averages for the means. Our participants favored advertisement 4 over advertisement 5, but did not favor the advertisements that showcased collectivism over individualism. The average mean from the participants proved the opposite to be true.

Report				
DVavg				
Advertising_Image	PersonCategories	Mean	N	Std. Deviation
PDI+ UAI+ IND+ Ad#1	Person 1 - PDI+ UAI+ IND+	4.3333	7	.00000
	Person 2 - PDI+ UAI- IND+	3.5000	14	.86479
	Person 5 - PDI + UAI - IND-	4.0000	7	.00000
	Total	3.8333	28	.69979
PDI+ UAI- IND+ Ad#2	Person 1 - PDI+ UAI+ IND+	1.0000	7	.00000
	Person 2 - PDI+ UAI- IND+	3.7778	21	.42601
	Person 5 - PDI + UAI - IND-	3.0000	7	.00000
	Total	3.0667	35	1.13989
PDI- UAI+ IND+ Ad#3	Person 2 - PDI+ UAI- IND+	2.1333	35	.78881
	Person 5 - PDI + UAI - IND-	4.1667	14	.17296
	Total	2.7143	49	1.14463
PDI- AUI- IND+ Ad#4	Person 2 - PDI+ UAI- IND+	3.4167	28	.28146

	Person 5 - PDI + UAI - IND-	3.4444	21	.42601
	Total	3.4286	49	.34694
IND- UAI+ PDI+ Ad#5	Person 1 - PDI+ UAI+ IND+	3.8333	14	.51887
	Person 2 - PDI+ UAI- IND+	2.8333	14	.86479
	Person 5 - PDI + UAI - IND-	2.3333	7	.00000
	Total	3.1333	35	.87148
IND- UAI- PDI+ Ad#6	Person 2 - PDI+ UAI- IND+	3.8000	35	.78881
	Person 5 - PDI + UAI - IND-	2.7778	21	.89650
	Total	3.4167	56	.96243
IND- UAI+ PDI- Ad#7	Person 1 - PDI+ UAI+ IND+	2.3333	7	.00000
	Person 2 - PDI+ UAI- IND+	3.3333	21	.27889
	Person 3 - PDI - UAI - IND+	4.0000	7	.00000
	Person 4 - PDI+ UAI + IND-	4.0000	7	.00000
	Person 5 - PDI + UAI - IND-	4.0000	21	.73786
	Total	3.5926	63	.70443

IND- UAI- PDI- Ad#8	Person 1 - PDI+ UAI+ IND+	4.0000	7	.00000
	Person 2 - PDI+ UAI- IND+	2.8667	35	.45876
	Person 5 - PDI + UAI - IND-	3.0000	7	.00000
	Total	3.0476	49	.55277
Total	Person 1 - PDI+ UAI+ IND+	3.2222	42	1.22677
	Person 2 - PDI+ UAI- IND+	3.1609	203	.84454
	Person 3 - PDI - UAI - IND+	4.0000	7	.00000
	Person 4 - PDI+ UAI + IND-	4.0000	7	.00000
	Person 5 - PDI + UAI - IND-	3.4222	105	.80631
	Total	3.2756	364	.88730

The following image proves our hypothesis correct by the mean score between Ad#4 and Ad#5. According to the following T-Test image, Brazilians would prefer the combination of Ad#5 over that of Ad#4. Furthermore, there is a .000 chance this was by error according to the chart.

➔ T-Test

Group Statistics

	IMAGE	N	Mean	Std. Deviation	Std. Error Mean
How likely is it that you would apply for Ferris State University to a friend or colleague?	PDI- AUJ- IND+ Ad#4	49	3.7143	.70711	.10102
	IND- UAJ+ PDI+ Ad#5	42	2.8333	1.36000	.20985

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
How likely is it that you would apply for Ferris State University to a friend or colleague?	Equal variances assumed	25.461	.000	3.956	89	.000	.88095	.22271	.43843	1.32347
	Equal variances not assumed			3.783	59.474	.000	.88095	.23290	.41500	1.34690

Discussion - KN

This study can positively impact the Office of International Education by supplying insights of the Brazilian culture through the use of advertisements. This information can be used to develop a successful campaign to appeal to students between the ages of 16-24 years old to choose to attend Ferris State University. The results will lead us to the most appealing combination of the Geert Hofstede scaled dimensions to be used in the campaign. There were a quite a few limitations to the research. This included the use of SurveyMonkey, MTurk, and the slow response from individuals' contacts in the country. The client did assist with connecting the survey with a number of contacts in Brazil. However, these contacts did not take the survey which lead to a difficulties getting a correct pool of candidates. We also believe there was a potential language barrier. SurveyMonkey and MTurk participants are paid and therefore will may take the survey more seriously if we had more funds to incentivise them and the resources

to distribute the questionnaire. Other limitations included the number of results and the quality they may have been. Furthermore, our interpersonal interview only included one Brazilian student. We could have collected more information first hand to expound upon the project. If the project could be extended timewise, we could use that window to capture a larger sample, closer to the size of 2,000 to be able to run the appropriate tests. With being limited to a smaller number of respondents and with such a short time frame it is possible to have skewed results.

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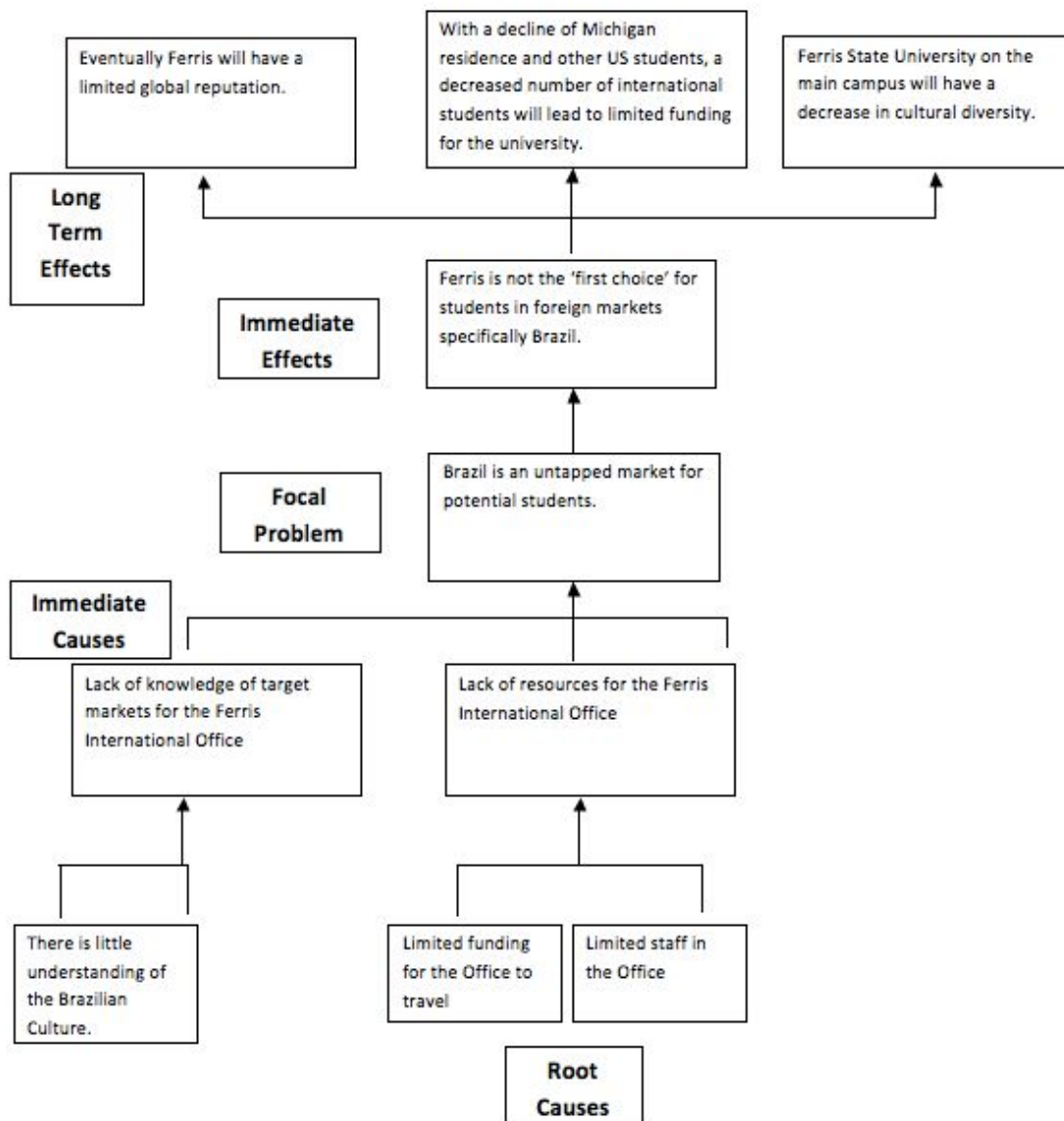
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Appendix A - Problem Tree

This problem tree was procured at the beginning of the project to further understand the problem associated with the Office of International Education and the Brazilian students.



Appendix B - Preliminary Question/survey outline

The following are questions to use to formulate accurate ads in reference to the typology of the four quadrants on the Experiment Summary specifically Uncertainty Avoidance, Individualism, and Power Distance.

--- Numbers on the page filled out does not correspond with full text provided:

How many questions are we going to ask?

Section One: Demographics

1. Age
2. Gender
3. Education completion
4. Marital Status
5. Country of origin
6. City of origin

Section Two: Cultural Dimensions

Subsection 1: Individualism

1. Decision making style
2. Repatronage Intention

Subsection 2: Power Distance

1. Family Communication (Socio-orientation, child's view)
2. Independence (Child from parent)
3. Independence/interdependence

Subsection 3: Uncertainty Avoidance

1. Involvement (event)
2. Relationship Investment
3. Family Communication (Socio-orientation, child's view)
4. Communication Avoidance (parent/child)

5. Racial Importance
6. Nurture (parental)

Section Four: After Ad

1. Situation Involvement

Appendix C - Interpersonal Interview Questions

The following are questions to use to formulate an understanding to the cultural dimensions focused on through a primary research interview specifically questioning aspects of Uncertainty Avoidance, Individualism, and Power Distance.

1. What were the main factors that grasped your attention when deciding to study abroad?
2. What are the elements you look for in a university?
3. What is the experience you are looking to gain from a professor in a teaching environment?
4. To what extent do you feel you have benefitted from travelling abroad to attend a university?
5. What was promised to you upon coming to Ferris State University that could be improved upon?
6. What was promised to you upon coming to Ferris State University that was excelled at?
7. To what extent do you feel as if you achieved your goals coming to Ferris State University?
8. How involved are you on campus?
9. What organization were a part of and to what extent did you feel included?
10. Is it important to you that you respect the decisions made by your group?
11. Do you prefer to be by yourself or part of a group?
12. Do you feel as though your learning experience was focused on the student or the outcome?
13. To what extent do you feel the professor was interested in your learning experience?
14. What situations in a classroom make you uncomfortable?
15. Do you reference a syllabus to answer your own questions before consulting a professor?
16. Do you prefer the expectations of the course and the professor to be clear and concisely laid out before the course starts?

Appendix D - Code Book

Throughout the analysis process the group use a code book to reference information about the questions, variables, and results. This large Microsoft Excel file included the math functions used in the SPSS file, reminders of the dependent variable, and why each question was asked.

Brazil Code Book								
<u>Field Number</u>	<u>Name</u>	<u>Question Number</u>	<u>Label description and meaning of code values</u>	<u>Construct</u>	<u>Scale</u>	<u>Math Function</u>	<u>Reason for asking the question</u>	<u>Relationships among variables</u>
1	Consent	1	Would you like to be a part of this study?	Participation	Yes, let's go! / No I'd Rather Not		To get consent to take the survey	
2	Age	2	What is your age?	Age	Under 18 Years Old, 18-24 Years, 25-34 Years, 35-44 Years, 45-54		To understand if they are within the age of studying abroad	

					Years, 54-55 Years, 65 or Older			
3	Gender	3	What gender do you most identify with?	Gender	Female, Male, Other, Would Rather Not Disclose		To know what gender is most likely taking the survey	
4	Country	4	What country are you from?	Country	Brazil, Other		To see if Brazilians are taking our survey	
5	County_Other	5	Other (please specify)					
6	Education	6	What is the highest degree or level of education you have completed?	Education	Some High School, High School, Some College		To see where at these individuals are in their schooling	

7	Marital_Status	7	What is your marital status?	Marital Status	Single, Married, Separated, Widowed, Divorced		To understand if they've already started a family	
8	Find_Survey	8	How did you find this survey?		Mturk, Recruiter, Peer, Social Media, Other		To see where most of our results came from	
9	Survey_Other	9	Other (please specify)					
10	Study_Abroad	10	Have you ever studied abroad?		Yes / No		To see what interested individuals have in studying abroad	
11	Abroad_Where	11	If you answered yes to the previous question,					

			where did you study abroad?					
12	Abroad_Consider	12	Would you consider studying abroad during your college career?	Interest in studying abroad	Yes / No		To see what interested individuals have in studying abroad	
13	IND1	13	I'd rather depend on myself than others.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions
14	IND2	14	It is important to me that I respect the decisions made by my	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an	Relates to all other individualism questions

			groups				individualist or collectivist	
15	IND3	15	I rely on myself most of the time; I rarely rely on others.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions
16	IND4	16	Family members should stick together, no matter what sacrifices are required.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions
17	IND5	17	I often do "my own thing."	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if	Relates to all other individualism

					Disagree (5)		a Brazilian is more of an individualist or collectivist	questions
18	IND6	18	It is my duty to take care of my family, even when I have to sacrifice what I want.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions
19	IND7	19	My personal identity, independent of others, is very important to me.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions

20	IND8	20	Parents and children must stay together as much as possible.	Individualism	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian is more of an individualist or collectivist	Relates to all other individualism questions
21	PDI1	21	I typically consider my professor to have wisdom.	Power Distance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure and superiority	Relates to all other power distance questions
22	PDI2	22	I usually have a great deal of respect for my professors.	Power Distance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure	Relates to all other power distance questions

							and superiori ty	
23	PDI3	23	I feel my professors and I are essentially equals.	Power Distance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure and superiority	Relates to all other power distance questions
24	PDI4	24	I think there should be expressed rules of conduct in every classroom which all students should follow.	Power Distance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure and superiority	Relates to all other power distance questions
25	PDI5	25	I expect my professors to be recogniz	Power Distance	Strongly Agree (1) - Strongly		To gauge an understanding if	Relates to all other power distance

			ed experts in the field in which they teach.		Disagree (5)		a Brazilian likes more structure and superiority	questions
26	PDI6	26	I am more comfortable when my professor conducts class in a formal manner rather than informally.	Power Distance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure and superiority	Relates to all other power distance questions
27	UAI1	27	It is important to me to plan for the future carefully.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes more structure and superiority	Relates to all other power distance questions

28	UAI2	28	Classroom rules should always be followed.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
29	UAI3	29	A manager must be an expert in the field in which he or she manages .	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
30	UAI4	30	Managers and bosses should be selected on the basis of seniority.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions

31	UAI5	31	Employees should remain with one employer for life.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
32	UAI6	32	I enjoy taking risks	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
33	UAI7	33	Organizational conflict is healthy.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions

34	UAI8	34	I can achieve anything I set out to achieve.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
35	UAI9	35	Change in my life is important to me.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions
36	UAI10	36	It is important to be flexible during negotiations.	Uncertainty Avoidance	Strongly Agree (1) - Strongly Disagree (5)		To gauge an understanding if a Brazilian likes clear instructions	Relates to all other uncertainty avoidance questions

37	Advertising _Image	37						Relates to the questions about advertisement
38	Link	38	How likely would you follow the link?		Not Very Likely (1) - Very Likely (5)		To see if individuals will be interested in Ferris State and recommend to others	Relates to other questions about advertisement
39	Information	39	Based on this ad how likely are you to find out more information about Ferris State University?		Not Very Likely (1) - Very Likely (5)		To see if individuals will be interested in Ferris State and recommend to others	Relates to other questions about advertisement

40	Recommen d	40	How likely is it that you would recomme nd Ferris State Universit y to a friend or colleague ?		Not Very Likely (1) - Very Likely (5)		To see if individua ls will be intereste d in Ferris State and recomm end to others	Relates to other question s about advertis ement
41	IND2_Rea l		It is important to me that I respect the decisions made by my groups	Individ ualism	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		
42	IND4_Rea l		Family members should stick together, no matter what sacrifices are required.	Individ ualism	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		

43	IND6_Rea I		I am more comfortable when my professor conducts class in a formal manner rather than informally.	Individualism	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		
44	IND8_Rea I		Parents and children must stay together as much as possible.	Individualism	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		
45	UAI7_Rea I		Organizational conflict is healthy.	Uncertainty Avoidance	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		
46	UAI8_Rea I		I can achieve anything I set out to achieve.	Uncertainty Avoidance	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		

					(5)			
47	UAI9_Real		Change in my life is important to me.	Uncertainty Avoidance	Very Likely (1) - Not Very Likely (5)	Reverse Code: 1=5, 2=4, 3=3, 4=2, 5=1		
48	IND_AVG		Average of Individualism Questions	Individualism		(IND1 + IND2_Real + IND3 + IND4_Real + IND5 + IND6_Real + IND7 + IND8_Real) / 8		
49	PDI_AVG		Average of Power Distance Questions	Power Distance		(PDI1 + PDI2 + PDI3 + PDI4 + PDI5 + PDI6) / 6		
50	UAI_AVG		Average of Uncertainty Avoidance Questions	Uncertainty Avoidance		(UAI1 + UAI2 + UAI3 + UAI4 + UAI5 + UAI6_Real + UAI7_Real)		

						al + UAI8_Re al + UAI9_Re al + UAI10_R eal) / 10		
51	INDHighL ow		To tell if individual ists are consider ed low or high for the dimensio n	Individ ualism		Range, LOWES T through value: 3.000=1 , Range, HIGHES T through value: 3.0001= 2		
52	PDHighL ow		To tell if individual ists are consider ed low or high for the dimensio n	Power Distan ce		Range, LOWES T through value: 3.000=1 , Range, HIGHES T through value: 3.0001= 2		

53	UAIHighLow		To tell if individualists are considered low or high for the dimension	Uncertainty Avoidance		Range, LOWEST through value: 3.000=1, Range, HIGHEST through value: 3.0001=2		
54	Person Categories		Defining each high and low sequence in determining if a person is categorized as a					
55	Personality Types		To determine what personalities according to the dimensions were part of the study					

60	DV_Avg		Average of Depende nt Variables			$(IND_AVG + PDI_AVG + UAI_AVG) / 3$		Relates to all average s combine d, for a depend ent variable average
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