

HHÅ's nye studenterpræst:
"Jeg har fået drømmejobbet"



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Studenterlauget
Fuglesangs Allé 4
8210 Århus V
tlf.: 89 48 68 00
fax.: 89 48 68 13
@: commercial@studenterlauget.dk
www.studerterlauget.dk

ansvarshavende redaktør

Camilla Olsen
tlf.: 28 93 99 55
commercial@studenterlauget.dk

spalteredaktør

Henrik Rivera

chefkommaist

Carina Vyrzt Pedersen

redaktionssekretær

Jacob Jensen

journalister i dette nummer

Camilla Olsen
Didrik Fjellstad
Heidi Petersen
John Correy Moris
Jonas Roholt
Mads Ellegaard
Martin Svendsen
Mikkel Aaby
Signe Thomsen
Stine Nørgaard
Tabitha Hjort
Thomas Jensen
Thomas Mikkelsen
Winnie Axelsen

grafisk design

Thomas Thrysoe (ansvarlig)
Kristoffer Schütt
Martin B. Aabo

fotograf

Jeppe Holst
Sigrid Nygaard
Thomas Larsen

annoncer

Studenterlaugets Erhvervsudvalg
Annonceansvarlig
Thomas Mikkelsen
tlf.: 22 77 34 93
tmikkelsen@studenterlauget.dk

tryk

Delta Grafisk, Århus

forsidefoto

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Camilla Olsen, ansvarshavende redaktør

En dag tilbage

Her på bladet har vi til en vis udstrækning tradition for fornyelse. Der kommer løbende nye folk til, men vi har det bedst med ikke at sakse for meget rundt i navnene. Af den grund har vi fem Thomas' er – men selvfølgelig kun én årets Thomas. (Årets Thomas; en selvskreven kategori til en intern commercial awards).

Navnetraditionen er tilsyneladende kommet for at blive, senest i form af vores nye redaktør Camilla – denne gang er det dog ikke en Olsen, men en Jensen i stedet. Uanset navn, byder hele commercial og forhåbentligt også bladets læsere, Camilla rigtigt hjerteligt velkommen.

Udover at byde Camilla velkommen her, vil commercial invitere alle læsere og andre interesserede til at komme til reception fredag d. 14. oktober fra kl. 15.00 i Plug Inn.

Her kan man samtidig sige farvel til mig, da der ikke er plads til to høns ved roret. Jeg har fået mod på journalistikken og er derfor begyndt på Danmarks Journalisthøjskole.

Til alle jeg har mødt i min tid på HHÅ, tak for tre gode år. Til commercial-flokken - hver dag har været som den sidste (Nik & Jay 7. okt. på HHÅ).

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Foreign Students more **positive** about **ASB**

Commerciel's international reporter takes a closer look at the results of ASB's satisfaction survey

By: John Corey Morris

Foto: Thomas Larsen

This past summer, the results from the 2005 Satisfaction Survey were officially released. Interestingly, the results indicated that except for two areas: *Expectations of study program and ASB in general and Loyalty to ASB*, those who chose to participate in the English version of the survey, responded more positively than those who chose to participate in the Danish version. But what are the underlying reasons for such an overwhelming optimistic response? What does this say about a group of students that barely represents ten percent of the entire student body?

Equipped with survey results, notebook, and pen, I set out to gather a deeper understanding of *why* the foreign students were more positive and *why* the Danish students were inclined to respond more critically. What I discover, however, is a bit more than I bargained for.

Money matters

My first victim is Jesper Frost, a Danish student from MMC. As we chat over a cup of Joe, I ask him what *he* thinks about the survey results. "The issue could be money", are the first words out of his mouth. "Could be that they (foreign students) are more inclined to be satisfied because they get a free education whereas the Danes pay high taxes for their education".

Interesting point-of-view to say the least, and just as I'm about

to respond, I realize that he's already changed subjects and is well into a whole-hearted speech about another topic:

"Why don't we have English as ASB's corporate language? If we want to attract foreign students and consider ourselves an international school, then we should communicate in English."

This, according to Jesper, could be one of the reasons why the foreign students are not "loyal" to ASB. He adds that it may prove difficult for a foreign student to integrate at ASB when a large majority of the communication is carried out in a *foreign* language and that without integration; loyalty is hard to come by. Duly noted, on to my next interview, this time I need to find a foreign perspective.

There's no place like home

Canan Koca, a EU Business and Law student from Turkey, begins by focusing on why she thinks the foreign students had lesser expectations towards their study programs and ASB and maintains that, "Back home, (in Turkey) the quality of my bachelor was quite low, so my expectations for ASB were not that high." She admits that many other foreign students who come from parts of the world that are less developed than Denmark probably share the same experience.

When asked whether she thinks that a free education has any impact on the survey results, her rebuttal is quick and to the point. "Yes, we get a free education and the Danish students have to pay

high taxes for their education, but the Danish students get SU and can get the higher-paying jobs. What we get, if we're lucky, is the chance to perform strenuous, low-paying jobs, because we can't speak Danish. I've never heard of a Danish student with a cleaning job". She also goes on to question why ASB considers themselves an international school when a large majority of their discourse is in Danish. Two interviews and I already find it notable that both parties, foreign and Danish, have chosen to mention communication as a topic of discussion. Is this coincidental or a reoccurring theme? There's only one-way to find out – next?

First impressions last a lifetime

Kay, whose actual name is Oludotun Fashakin, is a first semester BscBA student from Nigeria. In this case, how does a new foreign student perceive ASB? Kay begins by making a range of comparisons, such as the standard of education at ASB, the difficulty of the exams, and the academic level, as well as the dedication of the teachers. All of these things significantly better at ASB, according to Kay. He goes on to praise Campusnet as a good tool for planning and claims that the workload is compact and allows students time for social events.

On that note, we end our conversation by talking about the social atmosphere at ASB and Kay is quick to point out that, "Danes are introverted – except when they're drunk". He maintains that

the Danish students are helpful and friendly, but that they are difficult to talk to and that they prefer to stay to themselves and express very little, except when stimulated by alcohol. Once again, I find myself discussing a communication dilemma at ASB – even with a new student.

Critically Candid

Just as I'm about to make my way home, I come across three female students and decide to try my luck one last time. I'm pleased to hear that two of them are Danes, the other is originally from Greenland; why not end the day with a Danish perspective? I ask them why they think the Danish students responded less positively and the immediate response is, "Danes are good at being critical". This assertion is followed by an extensive list of problems that ASB is faced with: Bad lighting in classrooms, bad seating, and bad climate; the notion that Danes are good at being critical is immediately confirmed. After a few moments, however, the conversation takes a more positive turn when someone says, "The library is good".

I then turn their attention towards what Kay had previously mentioned, Danes being introverted. "Could be a language issue", is the immediate response from one of them. "Could be that Danes are insecure when speaking English and that insecurity is conquered with the help of alcohol". Danes, as indicated by these two, are good at speaking English, superficially, but as soon as the

conversation becomes more than just artificial dialogue, the fear of insecurity sweeps in and alcohol is sometimes required to counter the anxiety of speaking another language.

The big picture

Well, it goes without saying that the foreign students almost certainly responded more positively because they were forced to make comparisons with the universities in their homeland and that yes, it is highly probable that ASB, when compared to universities in such places as Turkey, Nigeria and China, does have better, more modern facilities.

However, it is important to note that the Danish students were *not* unsatisfied, but rather that ASB chose to emphasize that the foreigners were merely more satisfied. That is, of course, with the exception of *Study Expectations of study program and ASB in general and Loyalty to ASB*. But on the other hand, it's important to remember that when you have high expectations, you're often more critical when those expectations are not met. So to some degree, ASB shouldn't be surprised that the Danish students were more critical. Regarding loyalty, it's almost conspicuous that Danes would be more loyal to ASB, considering that it is a Danish business school and most of the discourse is in Danish, but that could prove harmful if ASB plans on maintaining its international appeal.



Canan Koca, student from Turkey

Communication as a common denominator

As students at ASB, we come from different countries, we have different backgrounds, we adhere to different cultures, and at the end

of the day, we're just plain different. But after speaking with these students, it's quite clear that both the Danish and the foreign students, although different in almost every aspect, have one

thing in common; *question the way we communicate at ASB*. That's one survey question that I'm sure most students would answer positively.