

Internationalisation and IBS Hanze Alumni

An Exploration of International Business Careers

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1 Internationalisation at International Business School Groningen

1.1 Introduction

IBS was the first international and fully English-taught school at the Hanze University of Applied Sciences. It started in 1990 and in 1994 the first Bachelor students graduated. Now after more than 25 years over 3700 alumni received a degree on both Bachelor and Master level from IBS (Liefers & Sukaitis, 2017).

Meanwhile the educational landscape has changed. In Dutch education it has become much more common to offer international education, and the Netherlands have managed to attract more and more international students. A publication by the Nuffic (Huberts, 2017) shows the numbers for the Netherlands.

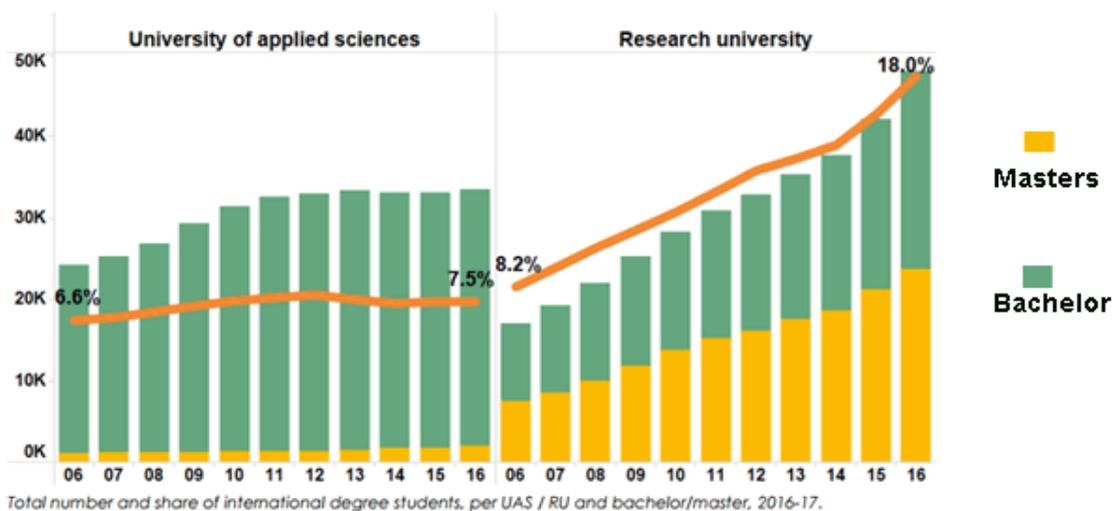


Figure 1: International students in Dutch higher education (source: Huberts, 2017)

Huberts concludes, clearly supported by the figure, Research Universities are internationalising faster than the University of Applied Sciences programs. The largest part of international UAS students chose the field of Economics and Business namely >15.500 (Huberts, 2017), and most of these being IBMS programs. Since more and more schools chose to develop international programs this could well mean competition between the

UAS international programs will increase. To be successful in this competition the assumption arises one should fully understand internationalisation and how it affects education. So in this sense, the purpose of this research is to explore the question: What are the descriptive variables of Internationalisation and when can Internationalisation be called successful?

In this paper the concept of internationalisation is explored from various viewpoints. An educational perspective is taken and career developments and motives from IBS alumni are explored. One of the most cited authors in this field is Jane Knight who defines internationalisation in education as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004). This is a broad definition covering for a lot of variation. Literature shows there is a great difference in what educational institutions mean when talking about internationalisation. It varies from offering some courses in English, or paying attention to international topics in the curriculum, to completely English taught programs by multicultural staff to a multicultural community of students (Wit, 2010). In this paper data and reference points are solely taken from the Hanze International Business School.

2 Internationalisation within education

A straightforward way to measure the success of a program is to look at the number of incoming students and the number of graduating students. The following sentence derives from the internal document "Vision on Internationalisation" by the Hanze International Business School (IBS) and shows this numerical approach.

“With 1500 students in Bachelor and Master programs, Hanze-IBS offers education to students from more than 70 different nationalities with faculty members from 17 nationalities. Hanze-IBS is proud of its current international profile.” (IBS, 2016, p. 3). It seems success is associated with student and staff diversity manifested in the total number of nationalities. But the numbers refer to all students that are subscribed in that particular year. These numbers refer to all incoming IBS Bachelor students, not specifically the non-

Dutch. From a longitudinal perspective the number of graduating students over a longer period of time is more relevant to see the development over time.

Cohort	2009	2010	2011	2012	2013	2014	2015	2016
Number of intakes	409	405	481	443	471	422	413	459
after 1 year	318	314	345	322	321	254	275	
Propaedeutic output after 1 year	110	105	114	98	105	84	104	
Propaedeutic output in %	34,6%	33,4%	33,0%	30%	32,7%	33,1%	37,8%	
Bachelor output after 5 years	209	209	215					
Bachelor output in %	65,7%	66,6%	62,3%					

Table 1: Intake of IBS Bachelor students (source: own)

Table 1 shows rather fluctuating numbers, looking at the intakes. The 8-year average is 437 without any clear explanation known about the variation. 2011 shows a peak for IBS, where the national numbers had a peak in 2012.

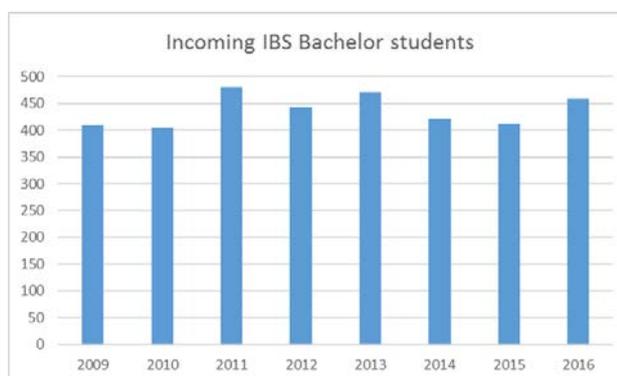


Figure 2: graph from intakes table 1 (source: own)

In Figure 3 the *output* data of an even longer period are displayed.

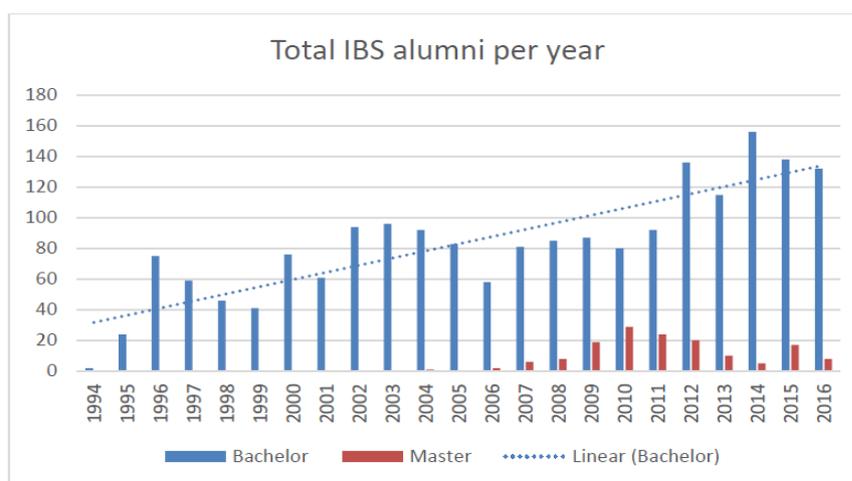


Figure 3: IBS Master and Bachelor graduates per year (source Liefers & Sukaitis, 2017)

The positive trend line in Figure 3 seems to indicate a rather constant growth.

Looking at a shorter period of the last eight years the trend in Figure 2 however is in line with the national more stable trend of Figure 1. Visually combining the national numbers from Figure 1 with Figure 2 is shown in Figure 4. The numbers were first corrected for the means, but the scales differ. The fluctuation at IBS is stronger than the national numbers.

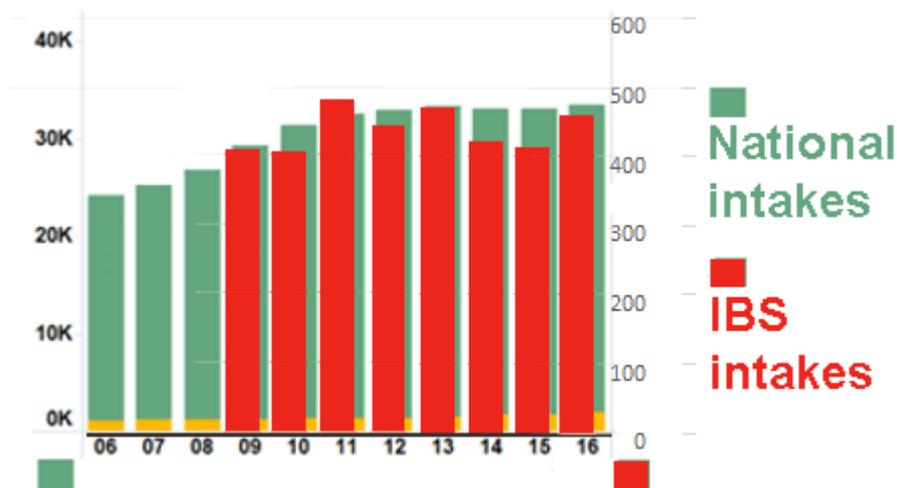


Figure 4: National intakes and IBS intakes compared (source Huberts combined with own)

The correlation coefficient was calculated 0,545 which is a positive, yet not very strong relation. So the IBS intakes can at least partially be explained by national intakes, but also has its own dynamics. Further research is necessary to determine the discrepancy between the national and school specific intakes.

Various organisations (Nuffic, CHE, EAIE, DAAD, SIU) have developed lists with criteria to measure or benchmark internationalisation. The Nuffic has developed an extensive online self-assessment tool called MINT (Mapping Internationalisation) (Nuffic, 2012). A comprehensive study, subsidised by the EU, was the IMPI (“Indicators for Mapping & Profiling Internationalisation”) project (impi toolbox, sd). Inventories and lists from various countries were combined and processed into one major list. The IMPI list

comprises of 25 pages with in total 488 criteria, divided over 22 different categories (Beerkens, 2010).

To obtain a more descriptive and comparative idea of internationalisation, the Hanze University conducted a survey in 2014 on internationalisation among all of its schools. Four criteria were applied:

- “The school has a policy on internationalisation and the preparation of the student for professional life in an international perspective ..
- The vision on internationalisation has been translated into learning outcomes at graduate level ..
- There is an explicit learning track within the curriculum, leading to the learning outcomes at graduate level ..
- The internationalisation policy has been translated into a plan for the professional development of (teaching) staff ..”

(Source: Staff Office Education & Applied Research, 2015).

A questionnaire of in total 18 questions, 11 on internationalisation and 7 on language policy, was used. Among all surveyed schools of the Hanze, IBS appeared to be the most international of all based on this list of criteria (Staff Office Education & Applied Research, 2015). The benchmark instrument used by the Hanze UAS was a first attempt within the institution to measure internationalisation. It is relatively simple in terms of the number of questions and data collected, when compared to other benchmarking instruments on internationalisation. In the light of the increasing attention for the topic of internationalisation the instrument is likely to expand to reach a higher level of detail.

To summarize one can say there are ample methods to describe the internationalisation of an educational program in terms of input and throughput.

The survey used by the Hanze University to benchmark its programs is a start for the description, but many more relevant details should be gathered to get a more complete benchmark. The fluctuation of intakes at IBS does not deviate significantly from the national intakes.

3 Internationalisation in Jobs

It is striking to see the vast majority of measuring criteria on internationalisation such as the IMPI and MINT but also the version as used by the Hanze UAS addresses students, staff and curriculum. Relatively few criteria address the output in terms of what happens finally with alumni. From the IMPI list 10 out of all 488 mention alumni (see Appendix 1). These questions refer mainly to events organised for alumni and if alumni are registered in a database so the emphasis seems to be on keeping track and being in contact.

A way to establish how effective the internationalisation of graduates is and to identify the international scope of graduate careers, is to see if they have actually pursued a career in international business and for example if they live abroad. Another interesting question is to find out if the companies these alumni work for have typical international features such as international subsidiaries or conduct international trade like import and export.

In an internal IBS research the current job situation of its alumni was established (Liefers & Sukaitis, 2017). Two thousand and fifty alumni were traced on LinkedIn from the total population of 3704 alumni. The four most popular job categories were management, marketing, finance and sales (see Appendix 2 for details).

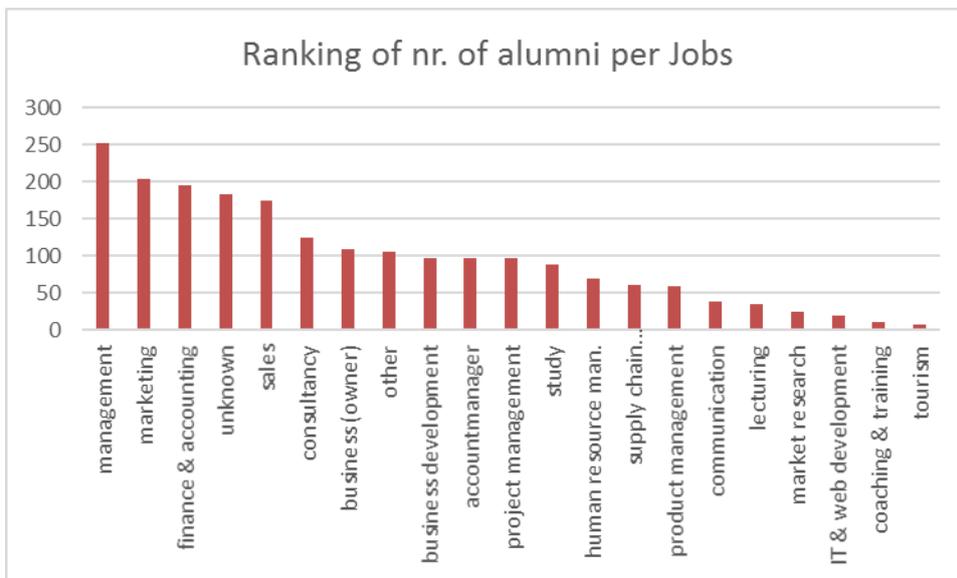


Figure 5: Job positions of IBS alumni (source: Liefers & Sukaitis, 2017)

The companies employing the largest number of alumni are multinational enterprises (MNEs) both in the business-to-business and business-to-consumer sectors. Finance, Consultancy, and large IT providers are also popular destinations IBS alumni. (see appendix 3).

Of the 1148 sampled companies that employ IBS alumni the size was gathered, based on the EU classification of enterprise size. The data can be found in Figure 6.

Company Size	count	%
Large (> 250)	603	52,5
Medium (50-249)	240	21
Small (10-49)	184	16,0
Micro (<10)	121	10,5
	1148	

Figure 6: Enterprise size of IBS alumni employing companies (source: Liefers & Šukaitis, 2017)

These numbers show that the majority of IBS alumni can be found in the medium to larger companies. Most of these larger companies have an international profile. In total 47,5% are employed in SMEs.

The companies were classified, using the SIC Standard Industry Category (siccode, sd). This shows clearly the majority of companies are found in Services (37,3%, followed by Manufacturing (23,3%), Transportation, Communications, Electric, Gas and Sanitary service (13,7%) and Finance, Insurance and Real Estate sector (12,9%). Wholesale trade and retail trade are even less high, agriculture, mining and construction and public administration almost non-existent.

	Standard Industry category (SIC - US)	count	in %
0100-0999	Agriculture, Forestry and Fishing	11	0,9
1000-1499	Mining	1	0,1
1500-1799	Construction	11	0,9
2000-3999	Manufacturing	291	23,3
4000-4999	Transportation, Communications, Electric, Gas and Sanitary service	172	13,7
5000-5199	Wholesale Trade	46	3,7

5200-5999	Retail Trade	73	5,8
6000-6799	Finance, Insurance and Real Estate	161	12,9
7000-8999	Services	466	37,3
9100-9729	Public Administration	19	1,5
9900-9999	Non-classifiable	0	0,0
		1251	100

Figure 7: SIC code of companies employing IBS alumni (source: own)

To summarize the typical IBS job is to be found in the larger companies in the services, manufacturing, transportation and finance sectors. The type of jobs IBS alumni have can be considered the typical functional business domains such as management, finance and accounting, marketing and sales. The career profiles align with the content areas of the school's curriculum. This can be seen as a success of the program.

4 Internationalisation for Alumni

Internationalisation can also be approached from the perspective of the alumni. What are the motives of alumni to pursue an international career, and are these motives then supported by an actual international career? To determine what can be considered an international career four factors were initially considered. First of all, the country of settlement of the alumnus (1) was obtained together with the nationality (2). An alumnus not living in the country of their nationality can be considered to have an international career. A third factor could be to gather data on each company and find out if they operate internationally (3). An alumnus could work and live for a company that trades internationally, so this could be seen as an international career too. This option had to be skipped however due to time constraints. A fourth factor that can be considered is to look at the home base of the employing company (4). The thought behind this is an alumnus can live in their country of nationality but work for an international company which for sure can still be seen as an international career, since also the management culture will be influenced by the international company. For this paper the factors 1,2 and 4 were collected. The motives were researched by a qualitative survey conducted on IBS alumni.

4.1 Method

To begin with the country of settlement was gathered from the LinkedIn dataset (1, see Appendix 4). Additional information on the nationality was gathered from the internal “Osiris” system and combined with the LinkedIn dataset. The nationality and settlement information were anonymised (1 and 2, see Appendix 6). The aim was to find out if there is a relation between the nationality and the location of settlement. The H_0 hypothesis which was to be tested was phrased “the country of settlement is not related to nationality”. Also the country of settlement was combined with the main seat of the company (2 and 4, see Appendix 5).

Furthermore an additional research into the motives on internationalisation was done by emailing alumni 2 questions. The first was: “Which reason describes best **why** internationalisation is relevant to you?” The second was “**How** is internationalisation relevant for you?” In total 487 email addresses could be gathered of which 62 replied (12.7%). 255 email addresses came from the LinkedIn dataset, another 232 came from the Internal Osiris search. Since the Osiris database only contained alumni who graduated since 2014 the younger alumni are slightly overrepresented.



Figure 8: Country of residence of IBS alumni (source: Liefers & Sukaitis, 2017)

4.2 Where do alumni live

All 2050 alumni found on LinkedIn live, work or study in 74 different countries (Liefers & Sukaitis, 2017), (see Appendix 4). The Netherlands is the country where the largest group lives (40,73%) and Germany second (21,32%), meaning the remaining 37,95% is divided over 72 countries.

In order to map the nationality of an alumnus to the current country of residence data on the nationality was gathered from Osiris. Osiris is the system that holds personal information such as name, address, residence as well as grades of all students and replaced the former system of Progress. This meant that not all alumni's nationality could be traced back. From this dataset 258 alumni could be retrieved that match the LinkedIn database (see Appendix 5). After the match the data was anonymized.

These 258 alumni have 17 different nationalities and live in 30 different countries (see Appendix 6). 43% lives in a non-nationality country. 68% of the German and 70% of the Dutch alumni live inside the country of their nationality. Hence 32% and respectively 30% live outside of their home countries.

The H_0 hypothesis was phrased as “country of settlement is not related to nationality”.

A χ^2 was calculated for all nationalities that had sufficient entries (CN, DE, LV, NL, UA). With $\alpha = ,05$; $df=4$; critical value 9,49; χ^2 36,43.

The results of the χ^2 test provide no empirical support for H_0 .

	observed						calculated					
	CN	DE	LV	NL	UA		CN	DE	LV	NL	UA	
own	5	102	0	37	1	145	12	91	2	32	8	
foreign	15	48	3	15	12	93	8	59	1	20	5	
	20	150	3	52	13	238						
	0,08	0,63	0,01	0,22	0,05							
								χ^2				
							4,237	1,233	1,828	0,893	6,046	
H_0	settlement not related to nationality						6,605	1,922	2,85	1,393	9,427	
H_1	settlement related to nationality										$\Sigma \chi^2$	36,43324
							df =	4				
							$\alpha =$	0,05				
							cr.val =	9,49				
							$\Sigma \chi^2 =$	36,4332				

Figure 9: Calculation of Chi2 settlement – nationality (source: own)

The country of settlement of German and Dutch alumni showed some interesting findings. The 48 sampled Germans that live abroad live in 15 different countries, the 15 Dutch do so in 12 countries. For German alumni the Netherlands is more important as country of settlement (9%), than it is for Dutch to live in Germany (4%). For the other nationalities the Netherlands is clearly a nation of settlement, 42 alumni choose it, coming from 11 nationalities.

The combination of the country of residence with the main seat of the company is displayed in Appendix 5. Since the dataset of companies (1253) is smaller than the number of alumni that could be traced through LinkedIn (2050) the number of alumni was corrected to that of the companies. It supports various interesting conclusions. The number of alumni living in Germany (312) is almost equal to the number of companies having their main seat also in Germany (314). The number of alumni living in the Netherlands (522) is higher than the number of companies having their main seat in the Netherlands (405). Maybe the most striking conclusion is a large amount of alumni work for American companies (158) where only 23 actually live there. Also the United Kingdom, France and Switzerland employ more alumni than there are alumni living in these countries. The opposite is true for China and Russia.

4.3 Motives for Internationalisation

When interviewing students, a commonly heard motive for them to start an education at an international program is "they like to meet new people from different cultures", or "they like to travel and expand their horizon". Some already see a bright international career in front of them.

To see if these motives change a survey was sent out to 487 alumni whose email addresses were available in the Osiris system. Two questions were asked: "Which reason describes best **why** internationalisation is relevant to you?" with four answer possibilities and an open question "**How** is internationalisation relevant for you?". The research was executed through Enalyzer, an online survey.

The multiple choice answers were followed by a brief explanation to reduce the possible variation in interpretations.

- A. Career opportunities (more international business means more interesting job opportunities)
- B. Business opportunities (my company or business grows through international expansion)
- C. Personal growth opportunities (by meeting people from other cultures I develop)
- D. Political stability (the more cultures meet and mix, the more they understand each other)

62 respondents answered the first question showing the majority (52%) thinks personal growth of the most important motive and personal career opportunities as the second with 28%. Still 5% choose the more altruistic motive of the societal or political benefits.

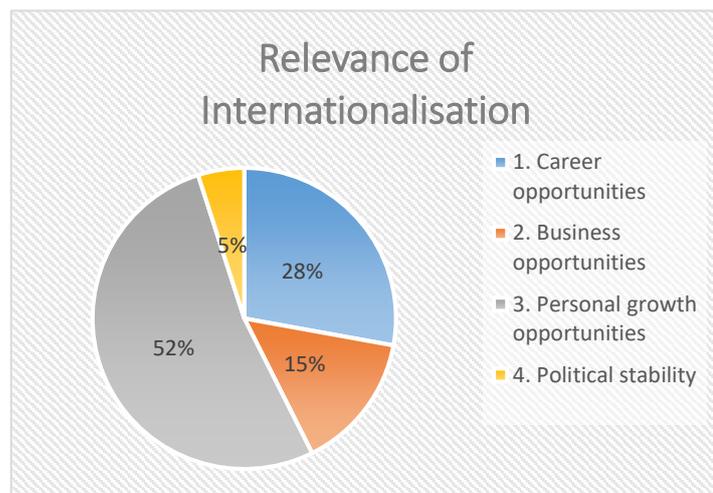


Figure 10: Relevance of Internationalisation (source: own)

The open question was answered by 46 of the 62 respondents. To process the open question all 46 answers were loaded into AtlasTi and manually coded. In preparation of the coding first all the text was put into a word cloud to see which words were used most often. The result is shown in Figure 11.

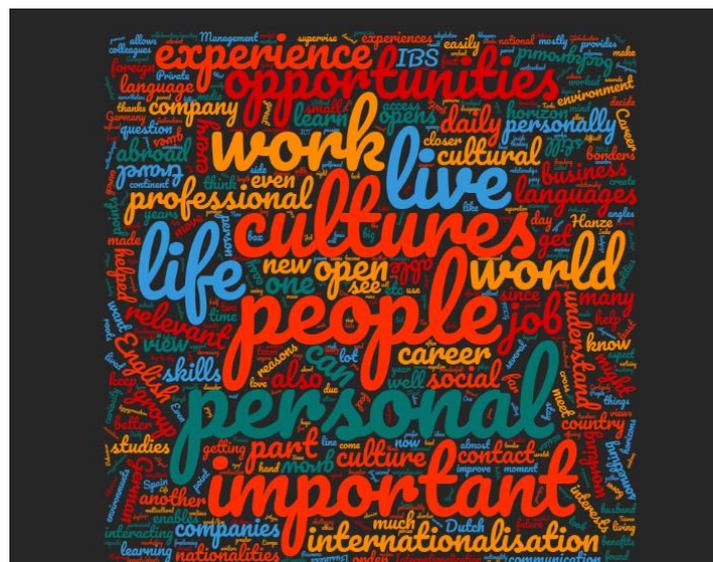


Figure 11: Word cloud on motives for internationalisation (source: own)

Co-occurrence table	Career opportunities	communication	company interest	cosmopolitan	improve humanity	international background	language	love & friendship	meet new people	openness to new experiences	personal development	professional development	travelling	diverging cultural difference	TOTALS
meet new people	0,13	0,21	0,17	0,12	0,19	0,04	0,07	0,15	0	0,25	0,14	0,09	0,27	0,41	2,22
understanding cultural difference	0,14	0,15	0,3	0,04	0,12	0	0,12	0,04	0,41	0,28	0,19	0,18	0,07	0	2,02
company interest	0,15	0,12	0	0,1	0,08	0,05	0,14	0	0,17	0,1	0,13	0,25	0,08	0,3	1,66
openness to new experience	0,17	0,13	0,1	0,05	0,09	0	0,05	0,1	0,25	0	0,22	0,04	0,14	0,28	1,6
personal development	0,21	0,04	0,13	0,16	0,09	0,05	0,14	0,05	0,14	0,22	0	0,16	0	0,19	1,57
Career opportunities	0	0	0,15	0	0,05	0	0,19	0,06	0,13	0,17	0,21	0,14	0,17	0,14	1,4
language	0,19	0,13	0,14	0,2	0,07	0,11	0	0	0,07	0,05	0,14	0,06	0,07	0,12	1,34
travelling	0,17	0,12	0,08	0,08	0,06	0	0,07	0,25	0,27	0,14	0	0	0	0,07	1,3
cosmopolitan	0	0,07	0,1	0	0,08	0,33	0,2	0	0,12	0,05	0,16	0	0,08	0,04	1,22
communication	0	0	0,12	0,07	0,06	0	0,13	0,07	0,21	0,13	0,04	0,1	0,12	0,15	1,2
professional development	0,14	0,1	0,25	0	0,11	0	0,06	0	0,09	0,04	0,16	0	0	0,18	1,13
improve humanity	0,05	0,06	0,08	0,08	0	0	0,07	0,08	0,19	0,09	0,09	0,11	0,06	0,12	1,08
love & friendship	0,06	0,07	0	0	0,08	0	0	0	0,15	0,1	0,05	0	0,25	0,04	0,79
international background	0	0	0,05	0,33	0	0	0,11	0	0,04	0	0,05	0	0	0	0,59

Figure 12: Co-occurrence table on the coded internationalisation motives (source: own)

The co-occurrence table from AtlasTi was exported to Excel and ordered in most occurring codes (in red) and in most frequent co-occurrences with other codes (in green). The results support the findings from Figure 10 that the most relevant motive for an international career – personal growth – comes from meeting new people and understanding their cultural backgrounds. The extent to which this social experience is useful for companies is a very interesting side effect, but does not appear to be a main reason.

4.4 Conclusion on the Internationalisation for Alumni

A rather tentative conclusion is that for the German and Dutch students IBS is a stepping stone to an international career at international companies, yet the majority lives in the country of their nationality. A considerable group lives and works abroad however. For the students of the other nationalities a majority seeks employment in the Netherlands.

Personal growth opportunities are the key factor why people choose an international career. This is supported by the variety of motives mentioned in the open coded answers. Meeting people from different cultures, being open to new experiences and benefitting from this in their professional lives are the most mentioned motives.

For companies that are internationally active this can have an impact on their recruiting strategies. For example, when hiring new employees it can be pointed out, that the company provides such personal growth opportunities due to its international activities.

5 Recommendations

It is recommended IBS investigates its internal and external competitors in a benchmark on internationalisation focussing more on understanding what the success factors are. Mere descriptive analyses provide insufficient support for policy decisions in a world where international competition on incoming international students will increase.

It is recommended IBS uses the knowledge obtained from the research to its acquisition of incoming students and its promotion since this enables to tailor the message to the motives. Furthermore it is recommended to continue tracking the careers of alumni and to relate the outcomes to curricular development.

Also international companies can use the findings of this research when hiring new staff. In the "war on talent" some of the presented insights on graduate motives to work in international business can be easily put to use.

The limitations of this research are in its prime focus mainly on IBS Groningen, generalisations cannot be made without further research.

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6 Appendices

6.1 Appendix 1

Alumni related questions from IMPI list

01-023 Does the unit maintain an international alumni database?

01-080 What proportion of international students is registered in an international alumni database?

01-081 Out of all international students graduating in the unit in a given year, what proportion is registered in an international alumni database?

02-050 In a given year, what proportion of FTEs does the unit employ for international alumni activities?

02-063 Number of posts (full time equivalent=FTE) in the international core business(international strategy and basic questions, scientific cooperation, counselling and tutoring of students, alumni, admission) in relation to the total number of administrative p

03-005 Does the unit have a clearly defined international alumni strategy?

07-011 Out of all international alumni of the unit, what proportion participates in the unit's student recruitment activities in a given year?

08-056 In a given year, has your unit organised international alumni activities?

08-057 Does your unit publish a newsletter for international alumni?

08-059 In a given year, how many meetings / events does your unit organise for international alumni?

6.2 Appendix 2

Job category	count	%
account manager	184	9,0
business (owner)	7	0,3
business development	66	3,2
coaching & training	88	4,3
communication	178	8,7
consultancy	103	5,0
finance & accounting	58	2,8
human resource man.	22	1,1
IT & web development	212	10,3
lecturing	30	1,5
management	269	13,1
market research	34	1,7
marketing	20	1,0
other	71	3,5
product management	205	10,0
project management	126	6,1
sales	45	2,2
study	22	1,1
supply chain management	99	4,8
tourism	109	5,3
unknown	102	5,0
	2050	100,0

6.3 Appendix 3

Company	nr. of alumni employed
Rabobank	15
ABN Amro	14
Philips	10
PriceWaterhouseCoopers	10
Accenture	9
Google	9
Microsoft	7
EY	6
KMPG	6
Akzo Nobel	5
Beiersdorf	4
Booking.com	4
Holland Trading Group	4
Hanze UAS	4
BearingPoint	4
Bosch	4
IBM	4
Adidas group	4
University of Groningen	4
TUI Cruises GmbH	4
ING Commercial Banking	4
Shell	4
KPN	4
Lidl	4
PostNL	4

6.4 Appendix 4

All 2050 alumni on LinkedIn live, work or study in 74 different countries

Country	No.	Country	No.	Country	No.
Afghanistan	1	Hong Kong	4	Portugal	2
Aruba	8	India	4	Qatar	1
Australia	16	Indonesia	9	Romania	1
Belgium	10	Ireland	19	Russia	17
Bolivia	2	Japan	3	Singapore	6
Brazil	4	Kenya	1	Sint Martin	1
Bulgaria	16	Korea	2	South Africa	1
Cameroon	1	Lithuania	1	Spain	39
Canada	11	Luxemburg	9	Sweden	30
Chile	5	Mali	1	Switzerland	31
China	44	Mexico	6	Taiwan	3
Colombia	1	Mozambique	2	Tanzania	2
Cyprus	3	Netherlands	855	Thailand	3
Czech republic	1	Netherlands Antilles	6	Turkey	4
Denmark	18	New Zealand	4	Uganda	2
Ecuador	2	Nigeria	4	Ukraine	17
Ethiopia	2	Norway	11	United Arab Emirates	12
Fiji Islands	1	Not mentioned	68	United Kingdom	77
Finland	9	Pakistan	2	United States	37
France	26	Palestine territory	1	Vietnam	3
Georgia	7	Panama	3	Yemen	1
Germany	512	Peru	1	Zambia	1
Ghana	3	Philippines	2	Zimbabwe	2
Guatemala	2	Poland	5		

6.5 Appendix 5

country seat of company	count company	alumni living in
Netherlands	405	522
Germany	314	312
USA	158	23
United Kingdom	72	47
France	35	16
Switzerland	35	19
Spain	19	24
Australia	14	10
China	13	27
Denmark	12	11
Sweden	12	18
Ukraine	10	10
India	9	2
United Arab Emirates	9	7
Belgium	7	6
Canada	7	7
Italy	7	2
Japan	7	2
Bulgaria	6	10
Norway	6	7
Chile	5	3
Hong Kong	5	2
Russia	5	10

6.6 Appendix 6

Working studying country	Nationality																Grand Total	% non- nat in country	
	BG	CN	DE	FR	KG	KZ	LT	LV	MD	MK	MN	NL	PE	PL	RO	RU			UA
Austria				1								1						2	100%
Bhutan																1		1	100%
Bolivia												1						1	100%
Bulgaria	1																	1	0%
Chile												1						1	100%
China		5																5	0%
Cyprus												1						1	100%
France			2	1												1		5	80%
Germany		1	102					1					2			2	3	110	7%
India																	1	1	100%
Ireland	1		4									1				1		7	100%
Japan		1																1	100%
Kazakhstan						1												1	0%
Korea			1															1	100%
Luxemburg			3					2										5	100%
Mexico								1										1	100%
Netherlands	1	11	14		1		2		1	1	1	37	1	1			8	79	53%
Not mentioned			1	1								1						3	
Portugal			2															2	100%
Spain			1										3					4	100%
Sweden			9															9	100%
Switzerland			1															1	100%
Taiwan												1						1	100%
Thailand			1															1	100%
uganda			1															1	100%
ukraine																1		1	0%
united arab emirates												1						1	100%
United Kingdom			5										2					7	100%
United States		1	1									1						3	100%
Grand Total	3	20	150	1	1	1	2	3	2	1	1	53	1	1	4	1	13	258	
perc in countr of nat	33%	25%	68%	100%	0%	100%	0%	0%	0%	0%	0%	70%	0%	0%	0%	0%	0%		
count out country of nat	2	15	48	0	1	0	2	3	2	1	1	16	1	1	4	1	13	111	43%

Horizontally the nationalities are presented, vertically the countries of residence. In yellow the numbers are shown of alumni that reside in the country of their nationality.

Eigenständigkeitserklärung

Hiermit bestätige ich, dass ich die vorliegende Arbeit selbständig verfasst und keine anderen als die angegebenen Hilfsmittel benutzt habe. Die Stellen der Arbeit, die dem Wortlaut oder dem Sinn nach anderen Werken (dazu zählen auch Internetquellen) entnommen sind, wurden unter Angabe der Quelle kenntlich gemacht. Die Arbeit wurde bisher keiner anderen Prüfungsbehörde vorgelegt und auch nicht veröffentlicht.

Groningen, 23.04.2017