THE WORLDMINDED CONSUMER: A DANISH

PERSPECTIVE

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Introduction

With ever-increasing flows of products, people and ideas across national borders, interest has arisen in examining attitudes towards foreign and imported products and brands and consumers' reactions to 'country of origin' labels. In general, emphasis has been placed on negative aspects such as hostility towards foreign products, beliefs that they are of inferior quality and harm the local economy, and the role of patriotism, conservatism and animosity in influencing such attitudes (Klein et al. 1998, Shimp and Sharma 1987). As consumers travel more and experience firsthand attitudes, interests and life styles in other countries, or become exposed to them indirectly through global media, awareness of other cultures and consumption styles is growing. Such trends suggest that consumers may become more cosmopolitan or worldminded in their orientation.

The concept of worldmindedness or cosmopolitanism emerged in the sociological literature in the 1950s, primarily to study patterns of social influence. The two terms were often used interchangeably and referred to a person's multinational rather than nationalistic attitude toward political, economical and environmental issues. The cosmopolite or worldminded person was considered to be one who maintained a broad network of links and personal contacts outside the immediate community, while a localite was one whose universe and interests centered on the local community (Merton 1957, Sampson and Smith 1957). A key feature of this concept of cosmopolitanism/worldmindedness is its juxtaposition to localism or a local orientation. In other words, a cosmopolite or worldminded person is viewed as one who through his/her exposure to other worlds and ideas, has a broad and somewhat eclectic range of interests and is devoid of nationalistic bias or prejudice. Primary emphasis is typically placed on cultural and intellectual interests, rather than economic or political interests.

More recently, the concept has been used to reflect a broader perspective, including knowledge and awareness of events and happenings in other parts of the world, as well as ability to adapt to behaviour in other cultures. Hannerz (1990, 1996) for example, distinguishes between the world traveller and the world citizen. The former includes the international businessman who travels extensively to different countries throughout the world and is aware of differences in behaviour patterns, cultural values and institutional systems, but never stays long enough to absorb these and adapt to them. The world citizen, on the other hand, is one who feels comfortable in multiple cultures, and who has the ability to move freely across cultural boundaries.

In marketing several studies have drawn on the sociological and organizational literature, borrowing cosmopolitan or worldmindedness scales that were originally developed to investigate organizational member ties (Gouldner 1957, Rawwas, Rajendran and Wührer 1996, Sampson and Smith 1957, Yoon, Cannon and Yaprak 1998). These scales heavily rely on questions concerning immigration, race, nationalism and the abolishment of national governments in favour of a world government, and thus they are one-dimensional and one-

sided, focusing on ethnocentric attitudes only. A recent study of expatriates in Singapore focused on examining their adjustment to the Singaporean culture. The authors equated this process with "becoming cosmopolitan" (Thompson and Tambyah 1999). However, little attention has been given to explicating the concepts of cosmopolitan or worldmindedness, and to understanding their salience in different cultural contexts.

As a result of the literature review, it can be stated that most previous studies have followed a *pseudo-etic* approach, taking scales developed in a single country, predominantly in the US, and translating these for use in other countries. This approach assumes that the explication of the construct, the operational definition developed in one country is equally applicable and salient elsewhere. This ignores the use of other related terms in other countries, and languages, as well as differences that may exist in attitudes and behaviour associated with these terms.

The purpose of the present study is to adopt an emic approach to studying the concept of "worldmindedness" in different countries and cultural contexts (van de Vijver and Leung 1997). The study explores associations with terms such as worldmindedness, world citizen, and cosmopolitanism and their equivalent in different languages and cultural contexts. A key objective is to "decentre" the operational definition of "worldmindedness," and to identify facets of the construct and associated terms, behaviour and images specific to each context. Findings in each cultural context are then compared to identify common elements. In the next stage of the project, decentred measures combining common etic and emic elements will be developed in each cultural context.

RESEARCH APPROACH

An initial phase of qualitative research exploring the concept of worldmindedness was carried out at urban sites in Austria, Denmark and the US. Thirty-three interviews of approximately one hour were conducted with respondents using a combination of projective techniques such as collages and doodling with an in-depth interview. All interviews were audio-taped and later transcribed. The collages and doodlings were intended to sensitise the subject to the topic, and to probe perceptions of a world-minded person or cosmopolite. Next, respondents were asked to think of someone who they considered to be a world-minded person and to describe that person in terms of their educational background, exposure to and travel in other countries and cultures, their interests, activities, reading and media habits, personal communication networks, etc. Each respondent then rated the selected person on a scale of 0-100 % in terms of their worldmindedness, and described an incident illustrating their worldmindedness. As the Danish respondents were selected on the basis of whether they were likely to consider themselves to be worldminded, the interview centred mostly on their own experience rather than the projected experience of another person.

The data were then analysed by site using a phenomenological or content analytic approach to identify elements common across respondents, as well as those specific to individual respondents or related to demographic characteristics, such as age and education. A qualitative content analysis entails the identification of key themes. A phenomenological analysis, on the other hand, aims to determine what an experience means to a person (in this case "being worldminded") and to obtain a comprehensible description of it. From the individual descriptions, general or universal meanings are derived to develop an understanding of the fundamental nature or the essence of the experience (Creswell 1998, Moustakas 1994). The use of various modes of data collection and analysis add validity to the findings, as similarity of findings across the various approaches (e.g. same pattern or same difference) provides strong evidence that one has found something of substance. Observed discrepancies, on the other hands, point towards noteworthy sources of cultural preconceptions. The present papers focuses on the results of the Danish data analysis only.

Worldmindedness from a Danish perspective

The respondents

A total of 10 people were interviewed: four men and three women between the age of 25 and 35, one man in his forties, and two women between the age of 40-50. Most considered themselves to be quite worldminded/cosmopolitan (70-80%), while one woman, who offered a quite unique description of a worldminded person (see the section on The worldminded person with a vision), only classified herself as being less than 50% worldminded. She however is a well-travelled person and has been living abroad for a number of years. We interviewed one woman in her mid-thirties who could not say anything about the concepts of worldmindedness, the global citizen, or the cosmopolite. The interview was subsequently on herself and her point of view regarding the question of interest. This interview basically confirmed the other respondents' description of a worldminded person, but in the opposite direction.

Even though most of the respondents considered themselves as being quite worldminded, they experienced the interview as very difficult. Each respondent said that they never had thought through these issues before and never tried to define these terms. Therefore their opinion about certain issues did not necessarily stay the same the more they started to get into the interview and into thinking about the topic. Thus, words like the global citizen or the cosmopolite are likely to be just buzzwords a lot of people use but never really think about.

The role of travelling

Even though on second thoughts a number of the respondents said that travelling is not a necessity to become or be a worldminded person (you just have to be interested, curious, read about other cultures and countries, act based on the awareness of global interconnectedness, etc.), everyone chose to described a person who was travelling a lot, either for business or for pleasure.

Some respondents felt that worldmindedness is simply *a state of mind* and that not everyone has the opportunity to travel, even if they wanted to. Maybe their family situation does not allow for it, there are children to consider, a husband who has a good job and cannot leave the country. Maybe the person did not have the opportunity for higher education and therefore is constrained for example in terms of language abilities or money. However, there were people among the respondents that came from a poor, working class background and still managed to go travelling after they left home and considered themselves being quite worldminded. If it *is* about a state of mind, then it seems that those with this state of mind will seek the opportunity to go and experience for themselves, no matter what the circumstances of their upbringing was. It is also doubtful that education opportunities are denied to people here in Denmark if they really wanted to get an education.

The other reason why we doubt the respondents' claim that travelling does not matter is the fact that they themselves could only think about worldminded persons that do *not* travel. Shortly after asking whether travelling is or is not important to become worldminded and stating that it is not, the respondents returned to talking about the role and importance of travelling again.

The most convincing argument brought forward by a respondent, who stated that travelling might not be important, was an example about elderly people who cannot travel any longer and instead let the world come to them by inviting people from abroad. Thus, they were experiencing foreign countries and cultures vicariously through the tales of people who have been there or are natives from other countries. Generally, it was felt that the input from the outside was necessary and that this could not be achieved via reading books and newspapers and watching television. Feeling, smelling, seeing, experiencing it with your own body was perceived as being necessary to get the real image of a place. By just watching television or reading, a person is supposed to created a false image or one different from what the foreign places are actually like.

They generally tend to be individual travellers, planning and arranging their own trips. For some trips they might prefer to go on their own to experience a new place or they might take one or more friends along. They would not choose a pre-packaged tour, unless it is a specialized event, e.g., going diving.

They generally do not take charter flights - but they might. If so, than it is an informed decision, e.g., they are too exhausted due to being involved in too many things and they just need to do it the easy way. They may book a 1-week trip to Mallorca if they just want to relax for a few days and want to benefit from the cheap fares. Once arrived at the hotel, however, they would do their own thing and not join the group (i.e., explore the island on their own). If they make use of such an offer, they know why they are doing it and it is more an exception than a rule.

Often they squeeze in a few days of vacation when on a business trip. When travelling they do not tend to lie on the beach and to frequent the bars, instead they would seek out the surroundings, enjoy nature or visits sights and museums.

They do not go back to the same place every year. They want to experience new countries and new places. The countries that they visit depend on their interest, maybe the kind of area they travel to when on business or where they happen to have friends. The expressed view was that it is difficult and even nonsense to try to see the whole world (see section on travellers), therefore the worldminded person might just choose to go to see places in either Africa or Asia or South America. The places they choose to go to are likely to be more "exotic" than just going to their neighbouring countries.

They might return to a few of these places to go a bit deeper, to learn more about the place and the people who live there, to develop friendships. This might not necessarily have to do with "meeting the locals" but with having gotten to know some people via work and wanting to strengthen/deepen those relationships.

Often worldminded people also travel to a place where they know people. Firstly to visit them and secondly to experience the country in a different way, not just being a tourist.

Difference between a traveller and a worldminded person

A number of respondents started out to describe the worldminded person to be a traveller, e.g. buying a world ticket and then going around the world. Later in the interview they began to revise this view by stating that these people are likely not to be worldminded at all. They just travel for selfish reasons, to do something for themselves, to "have done it", to go to the places you have to go to, etc. Being a traveller does not necessarily mean that you know anything about other cultures and people. You travel in a group of like-minded people and just go to see the sights. A description that was used by a few of the respondents was that travellers just **arrive** and spend a ridiculous amount of their time travelling. Arriving does not mean, "being" there, they don't get to know the people of the country they travel in, they do not find out how the system (political, administrative, etc.) works, they don't get into the other culture. After they travel, they just return home and live their normal life again. Nothing may change for them. Travelling is just a break from the normal routine of perhaps a boring life, something to do for a while, but something that does not necessarily affect you. Though most respondents agreed that it probably does not leave people completely uninfluenced. It may be a first step in becoming worldminded

just being exposed to and seeing different ways of dealing with life. Some travellers may actually return to places and start to take a more active role, perhaps by working in a relieve organization, joining Doctors without Frontiers, etc. All agreed that living abroad for a longer period of time has a much greater effect (unless you create your own national colony abroad, which can be the case if you go abroad due to a work assignment for a limited period of time). If you are living abroad, you can not longer remain the "happy traveller". You experience the frustration of dealing with a system that is new to you, with the frustration of not being able to understand for instance the language. It is much more difficult than just travelling, or moreover it is difficult in other ways because you have to adopt and adjust to your new surroundings. This is something the traveller does not have to do.

The impact this has on people can be twofold. On the one hand one realizes that things can be done in a different way and that this might even be better than what one is used to from one's own country. One also realizes that the basics of life, i.e., how to make a living, having a family, love, hate, death, basic human feelings are more or less the same all over the world. They are just achieved or expressed in a culturally specific way. This might not necessarily be better or worse; it is just different. Seeing this has the effect of increasing tolerance. On the other hand however, it is quite common that people become more "nationalistic" or nationality conscious when living abroad following the saying: The grass is always greener on the other side. This may not necessarily be bad but there is the danger that one starts stereotyping. Instead of developing an understanding of the other, one becomes narrow minded, reducing the observed differences to simple statements. It was believed that education would prevent people from falling into this trap.

In sum, being a traveller may or may not have an effect on you and it only adds to worldmindedness if it actually has an impact, i.e. if it motivates a person enough to change his or her behaviour and to be more globally committed. Because of this, some respondents felt that it was necessary to actually have lived abroad for a longer period of time to develop a worldminded outlook on life.

Upbringing and educational background

According to the respondents, it could be anything. There might be people one would expect to be worldminded based on their upbringing, i.e., coming from a middle to upper class home, having educated parents, having lived abroad for some time as a child. But some people who were described by the respondents came from a working class background and they were the first person in the family who received a university education. Some of the respondents, who classified themselves being about 70-80% worldminded, also came from a family background where parents did not take their children abroad, in fact did not travel much at all. The family was rather poor and working class. The respondents first experienced foreign countries and began to travel after they left home and started at the university.

This observation also relates to the issue we raised earlier. If worldmindedness is a state of mind and some people are just too disadvantaged and do not get the chance to travel why did the respondents find the motivation to do so? They did not get any financial support from their parents because they could not have afforded it, but somehow the respondents managed to get a higher education and to see the world. Thus, social class does not seem to be the prime influencing factor. Some mentioned the kind of attitude and values that are instilled by parents: maybe it was not possible for them (the parents) to attend a university and to get a better job, but they provided a climate of support for their children to get a better education if that was what they wanted to. This, however, may not have been a conscious act on the side of the parents (you can't raise a person to be worldminded, can you?). Another point of view was that some people just become stronger if they went through a bad stretch of life and based on that they have learned to fight and want to create a better life for themselves and maybe for other people as well.

Thus, a person's background does not seem to be a good predictor of whether somebody will become worldminded or not. It may have a facilitating effect if parents expose their children early on to different cultures and countries, but the opposite might also be true. People who were not given that opportunity as a child may be even more motivated to experience other parts of the globe when they are old enough to do so.

The role of life stage

Life stages also play a crucial role on the degree of worldmindedness in the eyes of the respondents. Generally it was felt that younger people are more worldminded that older ones, but not because they grew up at a different time. The worldminded young people of today will successively become less worldminded or worldminded in a different way, once they get older, settle down and start a family. If people start having children, buying an apartment or a house, etc. they necessarily become more embedded within the local community. They start being more interested in what is going on in the immediate environment because it might affect their children. They have less time to travel and thus get exposed less frequently to the various cultures. A number of respondents felt that exposure was crucial to keep up a certain level of worldmindedness.

Others felt that worldminded people are generally very active people and are very interested in what is going on around them. Thus, if they have arrived at this stage in their life where they have children, then yes, they might be engaged more actively in the local community, but as mentioned above they would do so no matter where they are, abroad or in their home country. They would still read informative newspapers, watch CNN and BBC and take their children along to other countries, have lots of foreign visitors since their circle of friends still is made up of a mix of old time local and international friends. Maybe what characterizes worldminded people at this stage is their state of mind, their global commitment that might now become more visible in actions than in travelling. Their actions might be related to buying ecological sensible products, to pay less attention to

symbols of prestige (being less materialistic), to donate money to humanitarian organizations nationally and internationally, to create a better world for the community they live in, etc. The kind of jobs they chose to take up may still keep them involved in global issues and connected to an international community.

People who marry at a young age and have children early where regarded as less likely to be worldminded. A likely reason for that might be that they then have foregone the opportunity to travel and to experience the world before other commitments demand a lot of their time.

The role of education

Education was perceived by most as an important pre-requisite. It makes people more open-minded, gets them to start thinking about other contexts, makes them aware of the interrelationships that exist for instance in terms of economics, trade, environmental issues, ecosystems, and political issues.

The pursuit of higher education brings people to the cities (the places where the universities are). There they are exposed to a variety of people from various ethical backgrounds. At the universities they are likely to interact with people from other countries. It increases exposure.

Education gives access to jobs that present the opportunity to work internationally and to travel. Academics are also very likely to work internationally simply because they are often very specialized and the kind of people they work with are spread around the globe.

Sometimes it may however also be sufficient to just have an interest, a hobby that motivates a person to seek out people around the globe that share the same interests. This could be soccer, for instance if this motivates a person sufficiently to travel with his/her team to international championships or to go to see matches of favored foreign teams (e.g., Italian soccer teams). This too leads to the necessary exposure to people from different cultures and countries.

Education makes it more likely for a person to get the kind of job s/he wants (this does not have to be a university degree and can also be a solid professional education of any other type). A job that is experienced as more satisfactory allows for further (self-) development. If one just has a dull job where one only hopes to get away from very quickly after 7 or 8 hours of work, one is not likely to be a very active and interested person, ready to tackle the world's issues.

Some people may however just be autodidactic, i.e., they are simply interested, read a lot, are very active, talk to people, and educate themselves through experience. Another view is that education is just a facilitator; since it may allow people to get their message through, but this may also be achieved by life experience (compare profiles).

Another view that is (also) very closely related to the picture that this person had about a worldminded person is that education is a necessity. The basic idea of being worldminded

is that you have to offer something to others. This means you have to have developed a certain skill or knowledge and that is best achieved via education.

The role of location (rural/urban)

The respondents had different opinions about it, but most said that an urban setting is more likely to expose people to various cultures and therefore increase awareness and possibly interest in different cultures, and ultimately people's level of worldmindedness. If the respondents thought that the locality did not matter that much, then they were likely to think about where a person was coming from. It might as well be that a person was born and raised in a rural area - but later on they still developed a worldminded attitude, e.g., by moving to the cities. On the other hand, there are also plenty of people who have always lived in the city that "could care less/give a damn" and are not worldminded at all.

The role of the Internet

Most regarded the Internet as a facilitator, making it so much easier to be worldminded, more choices, less dependence on others. But -- there also have been worldminded people before the Internet.

The Internet may make people more aware of global issues and give people the feeling that they actually are part of a global community. This, however, is only a first step, but not sufficient yet to make a person worldminded. It does not increase their commitment to act globally, which means to scarify personal privileges and to share resources. A lot of the messages on the Internet are of a commercial nature, oriented towards materialism, consumerism, and spending money.

Another precaution put forward was that the Internet is a very biased medium - biased towards the Western point of view and the more well off, educated group of people. Not everyone has the resources to be connected to the Internet, in fact most people on the globe do not have access. It is a very Western invention, a phenomenon of the richer countries and even within these richer countries, the less well off are less likely to have access to the Internet. This may change in the future and the use of the Internet may spread more widely.

Another cautioning comment was that the Internet is a very simple communication medium. It is mostly text-based and there are only a few (moving) images and sounds. Thus, it is less powerful than television - though this might also change in the future.

The role of information

Before they travel they read a lot, talk to friends who might have been there, get books from the library, research, study… They try to learn about the country (political system, history), the culture, the people. Some may even be motivated to learn the local language before they go.

The level of depth a worldminded person was expected to go into was related to the kind of image that was portrayed. In some depictions the amount of prior research was very high, in others quite low as it was believed that the person was more likely to learn about the foreign country by experiencing it her/himself, by seeing it and talking to the people. Thus, the spectrum of expected preparation could be as little as just reading a bit to learning the language before going on a trip.

In terms of media use, the respondents view was unanimous: Worldminded people read respectable newspapers like Information, Politikken, The Guardian; no tabloids like Extrabladet, the Sun, no gossip, no sports news. They watch CNN or BBC World. They are informed about local Danish news but not so much down to the community level, more in terms of what is going on nationally.

Leisure time pursuits

They may watch a film or video now and then to relax (everyone needs that once in a while), but they would not follow a series. Overall they do not watch a lot of television. They rather prefer to meet friends or family, engage in some recreational sports, read books, magazines like "Nature" or articles on issues that are of particular interest to them.

They are more likely to engage in "cultured" activities like going to the theatre, the museum or a concert. They would know about the good/interesting cafés and restaurants in town, either in their own country or abroad.

They enjoy debating and discussing issues they are interested in with their friends. They may be politically active, but not necessarily so. They may be involved in local political activities, but if so, then it is an informed choice, e.g., if they find the time in addition to all their other activities. Often they experience a time conflict because the day has only 24 hours and if they want to stay up to date with all that is going on around the world and the kind of things that they are interested in, then it becomes very difficult to be active on all fronts (but there might be such perfect people who can manage it all….).

It might also be a matter of *life stage*. If they have children, then it might become more important to also engage in school meetings/politics, etc.; also local issues might become more important because it concerns the family life. But for worldminded people it would not matter where they are. They would not only get involved in the local community of their home country, but also when staying abroad for a longer period of time.

The kind of local activities they are likely to get involved in are related to the closer environment they live in, their direct neighbours, the house community, especially if they live in a house where they own a share. As in cities there are a lot of people from all walks of life leaving in a small geographical area, there will be lots of people the worldminded person has shared interests with. That is the reason why they probably do not find it very interesting to get involved in other local activities. They prefer to visit friends or to have friends over to visit them.

Friends and reference groups

They are likely to have friends from a variety of ethical backgrounds, friends spread around the globe whom they visit occasionally during one of their trips or who visit them. They also have friends from earlier days like childhood and university years and those are important to them as well.

Their friends are likely to be similar to them in terms of outlook on life, level of worldmindedness, and education. They are likely to seek out other intellectuals (if they themselves are intellectually oriented) or people they just find interesting - but these people are still likely to be educated. Hanging out with people that are too similar however might be too boring and therefore their group of friends can be quite mixed, i.e., not only consisting of people that are interested in the same kind of music, sport, hobby, having the same job, and so forth.

Another assumption was that a worldminded person would probably find it easier to talk to and associate with people that have had similar experiences, e.g., in terms of travelling and having been to other places. As one respondent said: They might find it easier to talk to like-minded people in London, Paris or New York than with their next door neighbour in Copenhagen.

The role of life stage

Life stages also play a crucial role on the degree of worldmindedness in the eyes of the respondents. Generally it was felt that younger people are more worldminded that older ones, but not because they grew up at a different time. The worldminded young people of today will successively become less worldminded or worldminded in a different way, once they get older, settle down and start a family. If people start having children, buying an apartment or a house, etc. they necessarily become more embedded within the local community. They start being more interested in what is going on in the immediate environment because it might affect their children. They have less time to travel and thus get exposed less frequently to the various cultures. A number of respondents felt that exposure was crucial to keep up a certain level of worldmindedness.

Others felt that worldminded people are generally very active people and are very interested in what is going on around them. Thus, if they have arrived at this stage in their life where they have children, then yes, they might be engaged more actively in the local community, but as mentioned above they would do so no matter where they are, abroad or in their home country. They would still read informative newspapers, watch CNN and BBC and take their children along to other countries, have lots of foreign visitors since their circle of friends still is made up of a mix of old time local and international friends. Maybe what characterizes worldminded people at this stage is their state of mind, their global commitment that might now become more visible in actions than in travelling. Their actions might be related to buying ecological sensible products, to pay less attention to symbols of prestige (being less materialistic), to donate money to humanitarian

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PROFILING THE WORLDMINDED PERSON

As can already be seen from the above, the worldminded person is generally depicted as a very positive character. This was often contrasted to the cosmopolitan person or the global citizen, whereby the two later terms were mostly regarded as synonyms, or it was stated the global citizen is just anybody (we all are global citizens). Therefore in the following the term global citizen is not further discussed and only the two characters, the worldminded person and the cosmopolite are described. The cosmopolite is not perceived as a negative character either, but s/he is seen less positively in direct comparison to the worldminded person.

Table 1: Being Worldminded or Cosmopolitan: A generalized Danish view

The worldminded person	The cosmopolite
Speaks various languages	Possibly
Easily communicates with other people, is not scared to talk to people s/he does not know	Ditto
Feels comfortable travelling	Ditto
Wants to understand other cultures	Does not want to get too deep into another culture
Travels, but not necessarily	Definitely travels
Well-read, knowledgeable, reads informative newspapers, watches CNN, BBC, uses the internet	Ditto
Caring, globally committed, sense of responsibility towards global issues, offering your skills and knowledge to further the greater good	Selfish, career oriented
Travels to experience the world, is curious, adventurous, feels a need to travel, to learn something about self, maybe to escape personal problems, commitments and responsibility, soul searching, inner-	his/her motivation to travel is likely related to advancing a career, to further business relation, very directed in pursuit of certain goals and interests, but the cosmopolite also travels for the purpose

directed; in sum h/she travels based on quite egoistic motives	of self-fulfilment, because s/he is curious and feels a need
Educated, intellectual	Educated, might be an autodidact
Interested, curious, open-minded	Ditto
Possibly has a good job and works internationally	Has a good and well-paid job, thinks and acts globally in a strategic manner
Has been there	Has done it
Is likely to change habits	Does not change habits to further the global good
Politically interested, likes to debate, discuss, tries to develop a deeper understanding, possibly gets involved	Possibly politically interested but more in relation to its effect on business
Has friends all over the world, who come to visit or are visited	Ditto
Humanitarian oriented, idealistic, less selfish (ideally), conscious about the world around him/her, interested in people but not to seek personal benefit	More materialistic, pragmatic, utilitarian,
→ This stands in contrast to the above-mentioned motives for travelling, but the relationship may just be an ambiguous one. The worldminded person could avoid close commitments on the personal level but at the same time commit him/herself to other issues.	

The above table is based on the generalised views one can infer from the interviews. However, this view is not complete and leaves out other notions of being worldminded or a cosmopolitan. Below the 'outliers' or 'negative cases' are discussed. It might be that these are perspectives of only single individuals.. But in order to establish whether this is in fact the case or whether these other perspectives are just additional dimensions of the same phenomenon, further research needs to be conducted.[1]

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ADDITIONAL PERSPECTIVES

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The cosmopolite as change agent

This type of cosmopolite is a quite happy, stable and outgoing person who is very curious to explore the world and to meet people; who is very idealistic and who will never have a stable job and is not keen on positions and prestige. H/she travels for his own sake and

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[1] Currently, two Danish students are writing their master thesis on the topic and have conducted

pleasure but this might have a positive side effect. As this person is quite active and interested in people and life in other cultures and countries, s/he might come home and notice that certain things that were never questioned before because "this is the way we have always done it" could actually be improved. Thus, this type of cosmopolite might actually become an active change agent for the community. Because s/he is not so deeply connected to community life, s/he can be more daring and radical to actually achieve a change. In addition, this person is also not so easily upset and deals in a very relaxed fashion with people; these are qualities than one necessarily learns when travelling a lot and being exposed to a variety of different ways of life. In contrast, the worldminded person is more inner-directed, spends a lot of time studying and researching other cultures and then goes out to confirm or test out whether the theories s/he has developed about the various places hold up in reality. When travelling, the worldminded person is more an observer, a witness. When coming back home (and s/he wants to come back to the comfort of home), the worldminded person describes what s/he has experienced but does not have a larger effect on the community. Travelling serves the purpose of self-exploration and appeals to the intellect of that person. S/he is much less socially active and less out-going than the cosmopolite.

In this description one can still find some similarities with the description most other respondents have offered. The worldminded person is more the intellectual kind who wants to get deeper into other cultures and is inner-directed. The cosmopolite in contrast is very outer-directed. Both are curious, open-minded, interested in travelling. The difference to the more generally expressed view is related to the effect the worldminded person and the cosmopolite have on their social and perhaps their natural environment.

The worldminded person as a person with a vision

Yet another image was that the worldminded person is someone who has an impact on larger groups of people, maybe not half of the world's population but a sizable group. These kinds of people have a vision. They are leader types, charismatic, self-confident and have the ability to get their message through. They can be politicians, or artists, maybe scientists.

Scientists may be the least worldminded of the three as they are less out-spoken and work together with only a small target group (other scientists). The impact their research has may however benefit a large group of people, but the person who has achieved major breakthroughs, for instance in combating cancer, Malaria or Aids, maybe less well know and famous. The prime motivation of scientists is not to impact the whole world but just to do something useful.

(Some) politicians and artists in contrast act based on a vision they have, are well-known and often famous people that we will read about later on in the history books. The politicians the respondents was referring to where people like the President of the United States (not national Danish politicians because their impact is too small), peacekeepers in

Northern Ireland, on the Balkan, possibly NATO people. She also mentioned Mother Teresa.

Artists were perceived to have an impact because they take a lot of ideas from a variety of places, not just from a single mind, and make something even bigger out of it. They incorporate various ideas into their work and the result is a complex product that has an effect on lots of people.

Based on this backdrop it can be better understood why this person did not perceive education to be a very important part of worldmindedness. Education might be helpful to this kind of people to get their message through, but life experiences might fulfill the same purpose – which is to accomplish their mission.

The view of this respondent thus is quite different from the views expressed by others. But it possibly shows yet another facet of what worldmindedness might mean. Again, there are some similarities in comparison with what other respondents said. The worldminded person of this genre is also very knowledgeable, well read, interested, intellectual, has friends all over the globe, travels a lot, may use the internet but more for pragmatic reasons, e.g. for communicating with others, does not watch much television and if so then s/he watches quality programs and the news (CNN, BBC), reads information oriented newspapers, engages in cultural activities, is less involved in the local community mostly due to time constraints, likes to meet and to talk to people, is likely to speak several languages, etc. etc.

SUMMARY

Thus, who is a worldminded person then?

It is a knowledgeable person, a person that is easy to talk to, quite social, speaks more than one language, is likely to wear more expensive but casual clothes and his or her body language is likely to be more international (for instance, one expressed view was that Danish women become more feminine when travelling/living abroad due to observing and being around women from other cultures who act differently). One respondent summarized her description of the worldminded person as follows: "… a bohemian, nomadic, travelling international." This view does not fit all of the depicted images but it captures quite well the more generalized view derived from the interviews.

And who is a non-worldminded person?

Just to pinpoint some of the characteristics of the worldminded/cosmopolitan person, below the negative descriptions of the "opposite cases" are summarized:

Non-worldminded people live in a rural area (but could also live in a city), are less educated, come from a working class background, don't read newspapers or only tabloids like Extrabladet or the Sun; their main concern is sports and gossip. They would watch

television programs like the Wheel of Fortune and follow soap operas. They are in need for prestige objects because they have to position themselves in the local community, thus they are more materialistic. They stayed in Denmark for most of their lives, if they travel then only to neighbouring countries on a charter flight. They are scared of immigrants (and therefore are against them), are nationalistic and racists; they experience influences from the outside as dangerous because they are afraid of the unknown. Thus, they are also afraid of internationalisation and globalisation. They are biased towards Western culture. They are likely to conduct their lives in the same manner as their parents did, they would not try out new things. They vote for right wing parties and belief in stereotypical stories that are told. They are likely to have a factory job that is highly unsatisfactory and intellectually not challenging. They could be connected to other people on a global scale, but then these would be people who are like-minded, equally nationalistic and racist, and their encounters with them would not broaden their minds but only confirm already existing biases and stereotypes (e.g., Neo-Nazis around the world).

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