ORGANISATIONAL STRUCTURES FOR A FUNCTIONAL CAMPUS COMMUNITY

MARKETA HEJLOVA

A thesis submitted to the University of Huddersfield
in partial fulfilment of the requirements for
the degree of Master of Science by Research

The University of Huddersfield

September 2012

Acknowledgement

I would like to express appreciation to Professor David Taylor, Dean of International Development, for the opportunity to gain knowledge and valuable experience while carrying out this research, for his suggested direction for the dissertation and for his support during the year. Also thanks to my Second Supervisors Dr John Anchor from the Business School and Matt Mills from the Students' Union. This was my first real experience of organising higher education campus communities and I am grateful that I was able to contribute to the future University strategy.

I also extend thanks to Alan Tobi, International E-Marketing and Publications Officer, who has supported all the social events that were part of the study and who actively contributes to creating a campus community.

I am also thankful to Liam Walton, Becki Scott and Matt Short from the Huddersfield Students' Union who offered me a vacancy that provided me with many new experiences, background for my dissertation and support for the research.

In closing, I am deeply indebted to Duncan Mann, Membership Services Director at University of Manchester Students' Union, Kathryn Firth, Campus Coordinator in the International Office of Leeds Metropolitan University, and Fadi Dakkak, International Officer of the Students Union in Sheffield for their valuable insights and friendly open attitude to sharing their experiences of academic community building during interviews.

Huddersfield, UK   Markéta Hejlová

September 2012

Abstract

This thesis investigates and proposes a new organisational structure for making a step change improvement in the university's campus community. The study is relevant to all students and to staff, but it is particularly concerned with international students and their social experience whilst on campus in the UK.

The University of Huddersfield data was collected from three years of the International Student Barometer and Student Barometer, where we clearly identified that there was an issue to address. I also used interviews with staff of other universities in Manchester, Leeds and Sheffield to gather comparative data used and my own personal experiences of organising and taking part in many campus events whilst working as an Event Coordinator and in the Students' Union at the University of Huddersfield.

Universities tend to be very thoughtful about the academic experience on campus, but often the social experience gets overlooked. This is a pity, as a strong campus community and a good social experience can contribute so much to supporting the academic experience. My findings show that poor cooperation and communication in the University is currently the biggest problem and is caused by the geographical and structural separation of departments, their students and activities, resulting in a dysfunctional social management structure and not cohesive campus community. The university actively supports individuals and small groups quite well, but in some ways this bottom-up approach is an obstacle to creating a strong, inclusive and more cohesive campus community. In my conclusions I point the way towards many changes in communications, structure, planning of social programmes and cooperation at the University that could improve and build a much stronger campus community from the top-down. More importantly, in order that responsibility for the campus social experience is shared by all, and so that we have a single cohesive programme, the formation of a new Active Campus Team is recommended. This team would be responsible for all social events and projects organised on the campus, whilst supporting many active sub-groups, and this would bring staff and students together into a single cohesive, functioning campus community.

Key Words

Campus community, events, social life, transforming the community

List of abbreviations

ISB   *International Student Barometer*

SB   *Student Barometer*

SU   *Students Union*

UK   *United Kingdom*

Contents

List of Figures

List of Pictures

List of Tables

1 Introduction

Boyer (1987, cited by McDonald 2002) who dedicated his life to the environment of higher education believed that "all parts of campus life must relate to one and another and contribute to a sense of wholeness" (Boyer, 1987). In the book *Campus Life: In Search of Community* Boyer highlights the lack of community in higher education. He understood the university as an educational establishment where diversity is supported, a place where traditions are celebrated and individuals are encouraged and had clearly thought deeply about the campus community.

Many researchers have developed theories of "community"; a place where everyone is welcome and people enjoy their lives together. The University of Huddersfield does a lot for its students and has prepared a full programme of social activities; however students are not one community as Boyer and other researchers define. The campus is divided into international and home students, business, music and logistics students etc. students, as well as academic and support staff. Social activities are not always supported by all departments, but only by those groups that are active in the main organisation team. It is difficult for students to find the right venue on the campus - find information about social activities, join societies and find friends. We know from the Student Barometer that students evaluate Huddersfield very highly, but also that our scores around social experience are our lowest in the comparison to competitor universities. The main focus of this research was therefore to determine:

> *What are we not doing or doing differently to other universities? Why don't we have an active on-campus student community? And, more importantly, how can we create a well-organised and structured campus community so that all students will have a better social experience during their studies at the University of Huddersfield?*

It is interesting that when we received the results of the Student Barometer, and particularly the poor scores on social experience, it was not clear at all who the responsible person to address this was. This led me to believe that the inherent problem was one of organisational structure, no clear responsibility and a lack of management the social experience. With these questions and this thought in mind

the main goals of this research were to try to foster an active social life for students on campus by preparing a trial programme of events and to look at ways of organising and publicising events on campus. During the research I planned to experiment with different types of events, seeing which were most successful, what the obstacles to success were and to find out the best way to assign responsibility and to promote them. I also wanted to investigate social programmes at local competitor universities in order to see why they are more successful and how they manage and organise their social programmes, as well as identifying who is responsible. At the conclusion I expect to have a clear plan for a full social programme and a definition of a suitable management and promotional structure for a well functioning campus community in Huddersfield.

In order to answer these research questions and to meet the goals I had to identify the current level of social satisfaction of students and the main issues to address. The research took one academic year to find out what the University does right and what needs to be changed in order to prepare a structured social programme which will move the community forward and transform the campus environment. The aim of the study is to investigate and discuss a possible plan for next year which will offer changes not just in social experience planning but in the basic organisational systems that are used in Huddersfield – the way of thinking, meeting, working, cooperation, communication and planning. As McDonald (2002) said the community cannot work and will never be built up with fear and without the human identity and integrity that are strong attractors of a community. Therefore the change has to come from the core.

First we need to understand what is meant when we say "community", which is described in part 2.1 of this thesis and continued into the theories of community transformation and organisation. The following sections are about leadership, strategy and events as they are an indispensable part of the transforming the social life on a University campus. The methodology section explains how the research was carried out and all the results are summarized and discussed in Section 4. The final chapter, the conclusion, shows the way forward, discusses the potential limitations and brings the study to an end

2 Literature Review

2.1 Community

A community is about the experience of belonging. It means that wherever I am I know that I am among friends; I am part of something and a member of a group. The opposite of this is to be alone, isolated which is a trend in the world nowadays as it is not always easy to be related to some group, to belong somewhere. This isolation occurs because the western habit is to separate people into individual pieces. "One aspect of our fragmentation is the gap between sectors of our cities and neighbourhoods; businesses, schools, social services organisations, churches, and government that operate usually in their own worlds." Each piece works hard to make its own communities and to create a positive future and the pieces are really close but they try to not touch each other. The culture today is more about the individual and independent work. The result of this is loneliness and isolation and numbers of people around the world who are displaced and unable to come back to their home country (Block, 2008).

The community makes a promise that everybody can come and join the group. It will provide for its members not just the feeling of membership and comfort but also it will lead to the willingness, to bounty and hospitality which will support the strengthening of each group (McDonald, 2002).

As Block points out (2008) the main question here is how to transform this independence into interdependence. The challenge here is to have the power to create a well-structured community, to determine the needs of individuals and connect them together. The naive thought is that if a few individuals initiate something then others will follow them and a positive future for the group will appear. But a good community is based on geography, history, leadership, a well-prepared programme, economic advantage and other factors. Different people influence those factors and they have to work together to reach their common aim which is to create a healthy community where every stranger can join and know that his or her comfort and success is dependent on the success of others in the community.

He explains that the power of the transformation of the community is in the small steps which we almost cannot see but we can experience the collective difference. The power is increased by each meeting we attend, by every relationship by every step when the people of the group are together and when they understand the strategy and mission of the community.

For each community the structure is important. The structure implies that we build, create, and form an organisation, not only for the structure itself but also for its current and future purpose. A well-structured community is not just a place where people come and meet each other but it is also a place where people come and expect to be offered something – conferences, meetings, events and all those actions can have social, cultural, educational or occupational meaning. The structure of communities is also connected to the style of its leaders. The leader creates a community based on habits, stories and experiences that she or he can draw on from the past. The leader of the group has to use personal leadership skills, continually improve them and use them in right way. It will then ensure a good structure and an ongoing functioning of the community (Block, 2008).

2.1.1 Transforming the community

Block (2008) continues with his theory of transformation and begins with meetings. When the meeting is organized there are a few important questions to deal with: "Who do we want at the meeting?", "What is the new conversation that we want to occur?"; we choose a topic of the meeting and the people that are going to attend and then the result is maybe a small but important move forward. But too answer those questions we need to know what we want to achieve from the meeting. It is always better to have people with ideas who are willing to talk. It is also more useful if we have smaller groups where everybody contributes rather than a large group with only a few productive conversations.

The methodology of transformation is supported by many disciplines such as psychology or sociology, but in this work we are going to focus on the insights of people who provide the core and impetus for the changes in the society and who provide the basics for the building of strong societies (Block, 2008)

2.1.1.1 John McKnight

One of the leaders who understood the community was John McKnight. According to his theory we can live more satisfied lives by creating functioning communities and fortunately a democracy gives us a freedom so we can choose what and where we want to be in the community. Everybody is welcome to join the community because there is no citizen in the society; there are only friends we have not met yet. Strong communities are vital and particularly productive when they are supported by three main elements: gifts, associational life and power (Block & McKnight, 2010).

2.1.1.1.1   Gifts

Block and McKnight (2010) say the first drivers are our gifts; our gifts and the gifts of our friends. The group is created and supported by the talents and sources that members can offer. Those gifts are boundless and each citizen can create and enhance his or her life with their friends and neighbours and the gifts that each citizen can give and take from people around him or her. John´s focus on gifts led to Asset-Based Community Development – if you want to make a strong community start to look for gifts, talents and resources and pull all such movements together.

They believe strong communities and societies are created and led by people with talents and skills. Those communities will be active and can be supported by other people that are able to add other benefits to the group. Each small or large sub-community on the campus needs be led by strong, organised individuals. Groups without people with those gifts will quickly lose the main purpose of the community and will not able to develop.

2.1.1.1.2   Associational life

The second point for Block and McKnight (2010) is presence of association, which means that citizens come together and make their gifts more useful. The organized group is a complex system led by well-resourced professionals who concentrate on cases, services and clients. The organisation here is termed "associational life"; a place where people come together and carry out some work which supports them, their neighbours and the organisation itself.

Everybody in the community can probably offer something, has something unique but it will be appreciated only if the person is able to offer it to the others and if the person is willing to do something for the others. Universities have many different groups with many members but only a few of those communities are really well organised with coherent future plans. It can be improved only if every member of each society is committed doing the best for the group.

2.1.1.1.3   The power

The last insight for Block and McKnight (2010) is when people solve their problems by themselves. This is when they do not want to wait anymore for the leaders to do something for the society; perhaps when the situation is too bad. In this situation citizens find out that they can change their life even without their leaders, it is the time when they discover their own power to do something.

Sometimes leaders lose their reason and cease to be good leaders or do not have time for leadership and the community begins to drift. If a strong society with good future plans has been created on the campus, but plans were not realised, then members need to find a way to find a way forward and to turn the plans into reality. Indeed, they usually need to find new group leader (Block & McKnight, 2010).

2.1.1.2 Werner Erhard

Erhard states: "At all times and under all circumstance, we have the power to transform the quality of our lives" (Erhard, 1983).

Werner Erhard is a teacher at universities, including Harvard University of Erasmus Academie. In the world he is famous mainly because of his transformational models and their applications for individuals and communities. His work brought new ideas into many different fields from education, sociology, psychology, philosophy and business to third world development (Friends of Werner Erhard, 2011).

2.1.1.2.1   The nature of language

Erhard (1983) believes that the power for the transformation of the community is firstly in language and its nature, studying how to communicate with and lead the conversation. If we want to change the culture we need to discuss the change or maybe to start a conversation which we have never had before. This conversation will bring forward questions that we have never considered before and answering them will help to start our new future.

He argues many things at any university could work better if people would just talk more openly and regularly about problems and solutions. Communication is the most important tool when we are trying to transform any community or simply when we want to lead any group of people. No organisation can work without talking. There has to be regular meetings where everybody will have the chance to speak and discuss all issues with others.

2.1.1.2.2   The context

According to his work the context is the main and the most powerful instrument for changes. Nothing that we do in our lives will alter until we ask a question. Then we will choose an answer and ask another question. The context can be thought of as a mental model. The model gives us choices for different routes through our life and for selection of the relationships. A shift will happen only when we start to listen, ask the question, accept the response and create the future from the context of the past.

At the campus there are many plans for what to do, how to make students' life better and how to provide more academic and social experiences to students. Those plans are only rarely realised because no one knows how to change the university environment and how to give everyone what he or she wants. This is because everybody who is involved in creating a new future for the university thinks of totally new approaches. It is important to think also about the past, find good things there, and talk about the past models that did not work well. We can find many ideas from the past and ask many useful questions about our less successful decisions. When those questions will are answered, there will be a new plan for the future of the campus (Erhard, 1983).

2.1.1.2.3   Possibility

The third of Erhard's (1983) insights of transformation is the power of the possibility; the possibility to change, to choose. With the word possibility he means our possible goals, purpose, and destiny. Everything that we do does have an effect; maybe not now but in our future. Each time when we change something we have to want it to occur in the world. The possibility is to bring us to act.

When leaders of societies at the university decide about the future they have many options. It is important to consider all of them, choose the right one and do everything that it is necessary to do. The change will not come about alone, so we have to start to act and execute each plan. We might not see results immediately but the change will show up if we do not give up too soon (Erhard, 1983).

2.1.1.3 Robert Putnam

Robert Putnam (2007) is a social scientist who caught the interests of thousands of people, including American presidents Bush and Clinton, by his theory of social capital. He is still working on at least three major books and leading research and social changes at Harvard and Manchester University.

According to Putnam's 2007 book called *Bowling Alone,* the base for the community is in its social capital. During his research in Italy he was trying to find out the reasons why some towns were more democratic, had a better economy and had better health; and why some towns were generally more successful than others. From his findings there were differences among the towns in their social capital – networks of friendships, neighbourhoods and trust. Put simply, the functioning, successful community needs to have quality relationships.

He unearthed that, in a short time, immigration and social differences bring about a reduction of social capital. "Diversity does *not* produce 'bad race relations' or ethnically-defined group hostility, rather, inhabitants of diverse communities tend to withdraw from collective life, to distrust their neighbours, regardless of the colour of their skin, to withdraw even from close friends, to expect the worst from their community and its leaders, to volunteer less, give less to charity and work on community projects less often, to register to vote less, to agitate for social reform *more*, but have less faith that they can actually make a difference, and to huddle unhappily in front of the television. Note that this pattern encompasses attitudes and behaviour, bridging and bonding social capital public and private connections. Diversity, at least in the short run, seems to bring out the turtle in all of us"(Putnam, 2007).

To conclude his work there are a few issues that need to be discussed further. First of all it is very important for individuals to take part in organized groups for their well-being. The extra work that makes our lives better always happens when we act in successful teams. Secondly, long-term informal education with associations develops social networks and democracy. It makes us more tolerant and we become more

open-minded. And the last point is that the bigger group gets the more benefits it provides compared to individuals working alone (Putnam, 2007).

This can apply to any environment including a university. A University is a large community with strong personalities, but the skills of each member are useful only if they are used together with the skills of other members. Team work will be always stronger than the performance of individuals. The university needs to find the right people for the right positions and those individuals have to work together and they need to be properly supported and developed (author, 2012).

2.1.1.4 Peter Koestenbaum

Peter Koestenbaum (2000), a professor of philosophy and psychiatry, brings his philosophy about global leadership to diverse businesses: management, strategic thinking, and marketing, but mainly to leadership itself. His *Leadership Diamond* focuses on paradox, freedom and accountability and through those issues he explains the importance of understanding systems and strategy.

2.1.1.4.1   *Paradox*

Koestenbaum (2001) ´s insight explains the anxiety of people and their worries when making difficult decisions and changes. Painful choices are not weaknesses but they can make us ask right questions. Therefore it is important to know how to form and re-phrase the question that will bring about the proper choice. University groups sometimes need to make painful decisions or even bad decisions in order to find the right way. The biggest changes that bring about real progress for the community are always difficult and it needs a lot of power and the willingness of each member to see them through.

2.1.1.4.2   *Freedom and accountability*

For each person it is important to have a free opportunity to create her or his own experiences, to build their own life and to accept their responsibility for it. From this insight we can see the idea of leadership as a task to confront the freedom of people. To choose freedom actually means to choose to be accountable. Our free choice creates this responsibility and our willingness to take responsibility for our lives. We have to confront with our freedom to make the right decisions and accept all acts connected with the building of the strong and health community (Koestenbaum, 2001).

When leaders of campus communities formulate plans they need to provide as many opportunities as possible for every member to participate. They cannot include everybody in everything for obvious reasons. But, if managed and led correctly, everybody will understand the reasons and the choices. Individuals will freely choose the appropriate role for them and the leader will coordinate through the resources

offered. This conceptual change will not be too difficult because individuals have a choice but they will still feel independent (Koestenbaum, 2001).

2.1.1.5 Large Group Methodology

Block (2008) talks about his experiences in the last 25 years when small groups of people sophistically worked on creating of larger groups, from 50 to 5000 people. They helped the people to have visions, build strong strategy and create directions for their communities. This concentration of people is known by different names but mostly is known as a Large Group Methodology. In this sphere are names as Barbara Bunker, Fred and Marilyn Emory or Harrison Owen but in my work I would like to highlighted five other researchers because their inputs seems to be more applicable to the higher education.

2.1.1.5.1   Marvin Weisbord & Sandra Janoff

2.1.1.5.1.1 Marvin Weisbord

Marvin Weisbord is a co-director of a non-profit organisation called *Future Search Network* which he founded together with Sandra Janoff for consultants and leaders in voluntary social change. The organisation has its members on all continents and helps people to improve their lives in art, businesses, communities, education, healthcare and social services etc. The organisation has already trained more than 3000 individuals who are interested in managing large diverse groups. They mostly assist people that want to make a change in various types of communities or companies (Jossey-Bass, 2012).

Marvin is a member of the European Institute for Transnational Studies and the World Academy of Productivity Science. He also worked with Peter Block in a consulting firm and training company. He carried out projects with clients like the Atomic Energy of Canada, Avery International, Bethlehem Steel, Johnson & Johnson, General Electric and the PQ Corporation and his projects were mostly concentrated on improving organisational performance and employee satisfaction. He ran many projects concerned with restructuring organisations, offices and sometimes even whole cooperation (Jossey-Bass, 2012).

2.1.1.5.1.2 Six Box Model

For many years Marvin Weisbord was working on research with cognitive maps of organisations. From this experiment he created the *Six Box Model* (Picture 1) which is a framework to assess the functionality of organizations. The model contains 6 components. The first one is purpose; what "business" are we in and the second one, called structure, is based on how we divide and assign the work. The next one take cares of the relationships among people and how we solve conflicts and the fourth is named rewards; is there an incentive for doing all that needs doing? The fifth one is about leadership because it is important to have somebody who takes care of and balances all the boxes and the last one concentrates on coordinating technologies. All of these boxes give us a starting point for changes in the strategy of any organisation, but the boxes need to be in balance (Reflect & Learn, 2012).

Figure 1: Six Box Model

I. PURPOSES
What "business" are we in?

3. RELATIONSHIPS
How do we manage conflict (coordinate) among people? With our technologies?

2. STRUCTURE
How do we divide up the work?

5. LEADERSHIP
Is someone keeping the boxes in balance?

6. HELPFUL MECHANISMS
Have we adequate coordinating technologies?

4. REWARDS
Is there an incentive for doing all that needs doing?

OUTSIDE ENVIRONMENT
"Everything else"
What constraints and demands does it impose?

Source: **Weisbord M. R., ´Organizational Diagnosis: Six Places to Look for Trouble with or without a Theory´,** *Group & Organization Studies* **[online]. Available at: <http://www.marvinweisbord.com/index.php/six-box-model/> [Accessed on 30th March 2012].**

When we apply this model to the university environment we can see that the business we are in is higher education and that we have different perspectives and many diverse groups that have particular job descriptions and responsibilities. The International Office for example takes care of international students, create a prospectus to attract new students, collate information from existing students, make welcome programme for new international students etc.; The Business School take care of the academic side of student life, give them opportunities to get new

experiences from projects, conferences and so on. The Student's Union contributes mostly to the social life of students, gives them advice in different spheres of their personal life and academic life, and prepares social events and many more. Each department has many tasks and lots of small groups where their members have responsibilities. The reason for all their work is to make students life better, give them good memories, help them to find new friends, educate them and prepare them for a working life. Each department, group and person has the different tools that they need to achieve their aims, but there are always some problems when people work together and so it is essential that there is somebody who will coordinate the process, solve all possible conflicts and keep all the boxes of this model in balance (author, 2012).

2.1.1.5.1.3 Sandra Janoff

Sandra Janoff has many experiences from planning, creating and designing whole-system innovations in public and the private field. She and her partner Marvin Weisbord designed the non-profit organisation *Future Search Network* which focuses on future and value-based strategies for communities. She worked with Santa Cruz County where they brought together the community around the issue of housing. Sandra also cooperated with other scientist and consultants on communities with social and health issues, as well on creating a community for the children of Southern Sudan (The University of Vermont, 2012).

2.1.1.5.1.4 Future Search Network

Future Search is a methodology that helps people to transform their capability into action very quickly. The meetings bring people from different worlds to the one conversation – resources, expertise, authority and need. Those people meet for 16 hours and they talk about the past, the present and the planned future. Through the conversation they discover their common ground and then they concentrate on concrete action. The design of this meeting comes from theories and principles that have been tested over 50 year across the whole word in all sectors (Future Search Network, 2003).

The organisation indicates that higher education is one of the most difficult sectors to create change because of the strong campus cultures that tend to be based on long traditions. Administrators of institutions are asked by staff, students, faculty, public, the host community, unions and legislatures to respond to many issues. To all this we can add the fact that the university is constantly changing environment, influenced by transforming sources and priorities, curriculum needs and other conditions that expect immediate response.

Future Search is an innovative process that brings together people on issues of importance to them, and no matter how these people are different in terms of role, opinion, status, gender, culture or ethnic background, it provides the opportunity to talk about the challenge together. Without this meeting people would maybe never have talked together on the same issue and some people would never get the opportunity to talk about that specific issue (Future Search Network, 2003).

Future Search Network (2003) used this framework in more than 60 institutions of different sizes and interests and produced dramatic results. The *Future Search Conference* creates a template which very often creates powerful conversations among all those different people. The model is based on the fact that the more diverse the group the bigger success the gathering will be. In reality it means that participants can be sitting amongst junior and senior staff, student, administrator, local employer and a leader of society.

The theory of this group was created for higher education institutions to help with institutional planning and visioning processes, building stronger relationships among campus societies and communities, planning "world-class" academic programmes, improving services for campus communities, improving the retention of students and planning for future administrative and technology systems. The University of Connecticut used a *Future Search Conference* and it produced seven organizing principles for future planning: creating a campus community, eliminating administrative barriers, supporting diversity, improving technology, promoting excellence, integrating in and out-of-classroom student learning and enhancing "town-grown" relationships.

2.1.1.5.2 Emily Axelrod & Dick Axelrod

2.1.1.5.2.1 Emily Axelrod, MSV, MAT

Emily Axelrod is a co-founder of the *Axelrod Group* together with her husband Dick. For more than thirty years she has carried out redesigning, strategic planning, visioning and development of teams to build better, more agile and sustainable businesses. She worked on changes with clients such as Barrington 220 School District, British Airways, First Union Bank, HSB, Benedictine University, the University of Chicago and many more. Some of books she co-authored are *You Don´t Have to Do It Alone* or *The Change Handbook* (The Axelrod Group, 2011).

Emily believes in stretching an organisation and the creativity and knowledge of each member. She considers communication, relationships and engagement among the key factors in the transformation of any community.

2.1.1.5.2.2 Richard H. Axelrod, MBA

Dick Axelrod set up the *Axelrod group* together with his wife as a consulting company for restructuring organisations. In the past he was an organisational development manager for General Foods. He got great experience from employment in that company because it was one of the first American companies that used self-directed work teams. He now has more than thirty five years of teaching and consulting experience and among his customers are companies such as Coca-Cola, Harley Davidson or the UK National Health Service. He wrote, for example, *Terms of Engagement: New Ways of Leading and Changing Organizations* and co-authored *You Don´t Have to Do It Alone.* Both of those books were prize-winning and the second one was named as "The best of the current crop of books on this subject." by New York Times (The Axelrod Group, 2011).

2.1.1.5.2.3 Conference Model

Block (2008) confirms what Emily and Dick conclude; that a very important element for each community is the way that its members meet. If they can change the way of communicating then they can change the way of living together.

They know that the best meetings are structured meetings. The *Conference Model* (Picture 2) is creating team-based organisations and takes employees from all levels to new heights. The basis of this model is putting all stakeholders from each department and level together with their customers, suppliers and everybody who might be influenced by any change in the community.

Figure 2: Conference Model

Source: **The Axelrod Group, 2011.**

The Axelrod Group (2011) explains each step of the model as follows. The *Visioning/Customer Conference* helps to understand the history of organisation, the current situation and the type of organisation that should be created in the future.

The *Customer/Supplier Conference* should develop external and internal customer and supplier relationships, should find the way to work together and then find out what is necessary in this field for the future.

The purpose of the *Technical Conference* is to evolve the process of doing business and to determine problems that might appear and how they can be currently controlled by the organisation.

The last conversation before *Implementation* is the *Design Conference* and its aim is to design the society structure that meets the vision for the future from the perspective of external and internal suppliers or customers; and minimises the possibility of any unanticipated issues. All the previous conferences, and information we got from them, are key criteria for the new design of the organisation.

Once the design is created and accepted, the community can continue with meetings for its *Implementation* and add details to particular areas. Participants meet and work together, define the structure and teams, and consider new plans for its implementation (The Axelrod Group, 2011).

This model can also be applied to any environment. For the university campus it would mean that we invite to those conferences teachers, students, administration staff, and Student's Union staff, past students and future students, sponsors, councillors and anyone who is influenced by the university or has influence at the campus community. The result of the model could be new creative teams that would know what the current situation is, what are they supposed to do and they would communicate with other teams during the whole process so they would be able to reach their common aims (author, 2012).

2.1.1.5.3   Kathie Dannemiller

2.1.1.5.3.1 Kathleen (Kathie) Douglas Dannemiller

Kathie Dannemiller brought to the topic of community development another methodology. She was a consultant and a teacher of organisational changes for more than 30 years. Kathie co-founded the world-known consulting company Dannemiller Tyson Associates. All the progressive changes she invented were used in local communities, business, government, non-profit organisations and changed the lives of thousands people across the world (Dannemiller Tyson Associates, 2012).

Kathie worked together with researcher Ronald Lippitt on a new approach to working with large complex organizations, which we now know as a *Whole Scale Change*. This way of developing organisations has been used by many companies and consultants across the world.

2.1.1.5.3.2 Whole Scale Change

Dannemiller (2012) presents *Whole Scale Change* as a plan of small and large interaction in companies that are not able to move forward and are stagnating. The process works with whole organisation to create and sustain a shift and the question for each meeting of the organisation is "What will be done differently tomorrow after today's meeting?"

The core values and beliefs of this theory are:

- *Creating empowerment and participation* – Every person in the group should be engaged in the process and familiar with the proposed changes, the purpose of the development and the future plans.

- *Creating community* – Each member should come together with others and have a conversation. They can then create and believe in something bigger than themselves.

- *Using reality as a key driver* – The content of meetings should meet the needs of the participants in real work rather than in simulations.

- *Building and maintaining the common database* – Everybody from the organisation needs to have access to all information and strategic issues so that each department can arrive at the right decision. By sharing information the group will achieve a much more complete perspective.

- *Creating a shared preferred future* – "People will only support what they have been part of creating."

- Creating change in real time – All changes, plans and innovations should be executed now in the current situation, culture and work.

- Practicing action research – The organisation can find the right way of change only by re-engineering the processes that do not work for them well.

- Transferring learning – This theory should be changed by each particular organisation according to their needs so they will not feel dependant on anybody and the transformation will suit them (Dannemiller Tyson Associates, 2012).

Whole Scale Change (2012) acts on beliefs and values and the theories are easy to implement in each environment, culture, business, private or public sector. Consultants usually use simple illustrative formula:

$$D \times V \times F > R$$

The alteration can be extensive only when the organisation works with a large mass of members. The group needs to uncover and combine their *Dissatisfaction* (*D*). Then the community needs to answer the question what they really want to be and work in their *Vision of future* (*V*). The last element for the change is the *First step* (*F*), required to make the change real. People have to start to do things differently according to the new strategy and if any element on the left side is missing then it will be zero and the effort is not able to overcome the *Resistance* (*R*). Then the organisation will resist and not move forward.

2.1.1.5.4 Juanita Brown & David Isaacs

2.1.1.5.4.1 Juanita Brown

Juanita Brown is a founder of *Whole Systems Associates* that work on forums of constructive dialogue on critical organisation issues. She is co-founder of the *World Café* which is approach to large group conversations. She originated this project together with her partner David Isaacs and it has been used extensively in U.S., Canada, Europe, Africa, Latin America and Pacific Rim. The approach is suited to different kinds of communities; corporate, government, health services or education and helps to solve conflicts in a large group of people (EnlightenNext, 2010).

Juanita got her experience from working for the MIT Sloan School´s Organizational Learning Centre where she started her research in the field of concrete dialogues.

2.1.1.5.4.2 David Isaacs

David Isaacs is a President of Clearing Communications, a company which focuses on organizational and communications strategy and work in the U.S. and abroad as well. Together with Juanita Brown he is co-originator of the *World Café* community. David worked with clients as Chevron, Cargill, Scandinavian Airlines Systems or Lego in Denmark. He participated in innovating of learning programmes at the University of Texas Business School, Californian Institute of Integral Studies and the Kaos Pilots University (The World Café, n.d.).

2.1.1.5.4.3 The World Café

The World Café method is the easiest way to lead dialogue amongst a large group of people who want to talk about real issues that are related to the community (EnlightenNext, 2010).

The theory can be modified to meet the needs of each group and the specifics of context, numbers, purpose, location and design or question of choice are always unique to each event. But there are 5 basic elements that each group has to follow when they want to lead a meeting according to the theory of World Café (2012):

- Setting – It is necessary to create a special, nice and comfortable place with round tables and coloured pens for a productive conversation;

- Welcome and Introduction – The host has prepared a warm welcome with a few introductory words on the whole process and provides all the necessary basic information in a way that is easy to understand for everyone;

- Small Group Rounds – The process starts with short round conversations for small groups seated around each table. After the short dialogue each member moves to a different table;

- Questions – There is always a specially designed question for each round with a different context and purpose;

- Harvest – After the small group conversations individuals share the result of dialogues with the rest of large group. For this sharing it is good to use visual explanations, for example graphic records on boards (The World Café, 2012).

In this way the World Café facilitates the productive and collaborative thinking of a large number of people in any community. It allows new ideas, insights and questions to be put forward, developed and summarised.

2.1.1.5.5 Key Insights of Large Group Methodologies

Block (2008) supports and summarizes each of the methods described in the sections above. Every theory has its own idea how the organisation should meet, create the future and change in a suitable way. Every scientist forms an approach to a meeting and a way of thinking in a group. When we put together their particular insights with elements of others we can see a real common structure for transforming community.

- Accountability and Commitment – People will be open to every solution or new plan when they have participated in creating it. The community needs to make sure that large numbers of people from different positions and levels attend the meeting and they have the opportunity to ask their question and create their future.

- Learning from one another – The voices of all people have to be heard but not all at one time. It is better to create small groups with different people so they can have an interactive conversation on specific topics and then they will share the results with others to bring the whole system into the correct alignment.

- Bias toward the future – There is no time for negotiating about the past because usually the organisation will never agree about it. The meeting should always start with the question "What do we want to create together?"

- How we engage matters – All of those scientists from this group agreed that there is a big impact of the way that community brings people together (Block, 2008).

2.1.1.6 Combining of insights

To conclude this section of insights, every single element can be used in any environment and combined with another key element from some another researcher. The result will be a way of transforming a community which will be influenced by different insights and in this way any small or large community can find the suitable way of changing and achieving its aims. (Block, 2008)

2.1.2 Shifting the context for the community

Block (2008) debates the context that rebuilds any group. It is possibilities, generosity and gifts rather than fear's problems and conflicts. Communities are human systems built on relationships that develop during conversations. A conversation on the past limits an organisation but a conversation focused on the future works to restore the community.

He indicates that it is this new context that makes the big difference and moves the group forward towards the better future. Shifts that reconstruct the organisations are:

- Members of the community believe in the groups possibilities rather than problems;

- The group grows from gifts and the accountability of its citizens rather than from isolation;

- The organisation has the strategy, plans, leaders, structure, capacity and beliefs in a constructive future that will put the bad times of the society well and truly behind it (Block, 2008).

2.1.2.1 Strategy

Block (2008) states a few principles that are important, not just for leadership of community, but mainly for the transformation.

The first of them is the essential work of the citizens. When citizens care about each other they become accountable for each other. The point is to bring all citizens together, including the leaders, so that they can live their experiences.

The second aspect is the associational life which usually connects citizens. The business, healthcare or education system in the community is important but do not bring people closer to each other in their personal life. It is the social programme and the way that citizens choose to build their connections that does that.

The effort that citizens put into creating a better future is another basis of the strategy. A fundamental shift cannot be made by an institution or only by leaders. The members of the community have to show their interest and want to change the quality of the community life. The money, sponsorship, plans, social programme are parts of the path to the better future but the general change will be completed only with the effort of citizens.

The fourth principle of the structure for transformation according to Block (2008) is the way that small groups of the big community gather. The power of each citizen is reduced in a large group, which is why the membership in a smaller well-organised group is important. Everyone can find their own place in there and their uniqueness will be more valued. If the small groups work well, then the large community above will work well too.

The last but not least principle is the shift in the conversation. If we want to change the community we need to change the topic of our dialogue. It is the shift in topics from fears, problem and weakness to possibility, challenge and reconstruction. This will create a strong social capital for the shift.

The aim of these principles is to transform the communities that will operate out of the new context. The collectiveness that appears in those communities is in the individuals' minds and also in the common worldview and the linguistic transformation

requires changes in communication. It brings forward conversations that we have never had before, it allows citizens to participate and it creates an experience of belonging (Block, 2008).

2.1.2.2 Getting our story

Block (2008) continues with the next form of the transformation which is the personal context. The power of the community context will be appreciated if we clear up the nature of the community, if we know and clearly articulate who we are and what we want from the community. This step is important in places where the community stagnates.

He explains that talking about stories is a driver in our lives and in that of the society. Those stories from the past can give us ideas, lead us, instruct us and demonstrate the differences that we already made. The stories tell us who we are and from where we are going, although importantly, without giving us limitations. Werner Erhard (1983) was really concentrated on this topic. We should talk and think of stories that move us forward but we have to avoid those stories that stop us from embracing all our possibilities; that limit us.

The stories that inspire us are those good ones that allow us to construct new future stories (Block, 2008). The good ones are those stories that demonstrate the power of individuals, the teaching stories or the creative stories. But some personal versions of the past are those ones that give us limits. They are there as a conclusion of an unfortunate event or action that happened to us. Other limiting stories are those talking about the future as a modified past. Stories that are repeated again and again are unproductive stories too. That is why we need to remember the past in a more forgiving way.

2.1.2.3 Creating new story

If the context of the existing community is fear and weakness this can create a stuck community (Block, 2008). This context believes that the transformation will be made by new laws and stronger leadership. A stuck community defines the media as a creator of a new story rather that the result of the conversation, communication and action that members of community hold.

Block (2008) suggests giving names to current stories which will help us to create a new one. It is really important to understand that there is an inspiration in every story whether they are public or the ones we talk to each other about every day.

One of the symptoms of the stuck community is making decisions to avoid all the elements of which it might be afraid. This is a way that shows us only violence, poverty and suffering; the religious or ethnic problems, the illnesses, poor education and hopelessness. If news is full of bad information about the war or tells us who was murdered this is marketing fear and its purpose is to earn money from the emotions of people. People are looking for the reason why it happened; they want to blame someone and they think it will not repeat again if they will find the reason for the suffering. The purpose of marketing fear is usually to make a safer society. People think that it is useful for the society, but it is actually irrational thinking and they are missing the complexity of human issues. The stuck community that receives complex bad news and makes poor decisions is dependent on the fears of the society. The community itself is the only problem to be solved (Block, 2008). This can be seen as well at the University when we hear about academic problems, when we talk about financial problems and about lack of social life. The decisions are then made only to fix those problems but not to move the community forward and create our new story (author, 2012).

2.1.3 Leadership

Adair (2010) recognises the role of leader as not easy position and adds that in industrial times it was not so complicated but in times of digital technology, which should make everything easier, then leadership is actually more difficult. Stashevsky and Burke (2006) supports him by talking about leadership as the topic which has been discussed for thousands of years by lots of scientists, psychologists, lecturers, researchers and leaders themselves too, then agree that affective leaders are connected with successful plans, good results of their teams and satisfaction with their surroundings. Bad leadership is recognised by low performances, people leaving the community and dissatisfaction.

Regarding Burke and Stashevsky (2006), there are two terms that are very often confused; leadership and management. The purpose of management is to create future, draw plans, prepare changes, design the structure of the society and analyse results. The aim of the leadership is to deal with all the necessary changes in the best way. Robbins defines leadership as "the ability to influence a group toward the achievement of its goals" (Robbins, 2005). However Stashevsky and Burke (2006) outline only a few companies that have good leadership. A lot of money is spent on education and training of good leaders but there is still a lack of them, which is surprising as organisations that have good leaders are usually more profitable. One of the reasons for this lack of effective leaders is the modern competitiveness that requires more skills at all levels. The business is more complex and leaders need to have a larger scale of skills to cope with changes today. The reason may also be globalization including more travelling and dealing with culture differences. Carmeli and Tishler (2006) described the managerial skills for successful leadership which can be seen in Table 1 below. Those skills are relevant to all businesses and industries of different types. The skills can be applied in all fields and transformed according the needs of the community.

Table 1 Managerial skills of successful leaders

Skill	Definition	Source
Cleverness (intelligence)	Ability to understand and learn quickly and easily	*Cambridge International Dictionary of English*
Conceptual skills	A general analytical ability enabling one to analyze events, perceive trends, anticipate changes and recognize opportunities and threats	Yukl, 2002
Creativity	"The production of novel and useful ideas by an individual or small group of individuals working together."	Amabile (1988, p. 126)
Diplomacy and tact	Exhibiting consideration and sensitivity in dealing with others and avoiding giving offence	www.cogsci.princeton.edu/ cgi-bin/webwn
Fluency in speaking	Effective verbal communication with firm's constituencies	
Knowledge about group tasks	Creating collaborative behaviors within a team to produce good communication, coordination, balance of member contributions, mutual support, effort, and cohesion among team members	Hoegl and Gemuenden (2001)
Organizing skills (administrative ability)	A combination of technical, cognitive and interpersonal skills which enable the ability to coordinate and organize the elements within a system	Yukl (2002)
Persuasiveness	"The power to induce the taking of a course of action or the embracing of a point of view by means of argument or entreaty"; "the strength of his argument settled the matter"	www.cogsci.princeton.edu/ cgi-bin/webwn
Social skills	Knowing how to interact wisely with others	Riggio (1986)

Source: Carmeli & Tishler, 2006, pp.19

The study of Carmeli and Tishler (2006) that was concerned with the relative importance of managerial skills shows that highly qualified leadership with all the above mentioned skills results in an impressive organisational performance. Their study suggests developing strategic leadership and managerial skills. The data for their research was collected from 93 different firms and also shows that human resource skills have a larger effect than intellectual skills. They found that

persuasiveness is the most critical skill. This study was done to show the importance of leadership and each organisation should concentrate on the development of the managerial skills of their leaders to ensure a good future of all communities.

Adair (2010) points out the importance of leaders in times of organisation change. During times of change, which can actually happen every day he argues that the direction is specified by three factors: purpose, values and vision. The purpose answers the question "Why we are doing this?" it gives general task to the organisation. The purpose can be mixed with the aim but aim is actually part of purpose. You can break down the purpose into the aims but individuals or groups should not have too many aims. Each group is limited by time and resources so once the team identify the purpose then they should choose their aims carefully. The aims can also be broken down and then we will have objectives and goals which are more concrete. To summarize, objective is tangible, concrete and limited in time; aim is less defined but still not abstract; and purpose is usually defined in general abstract terms. In Picture 3 below can be seen a short test which Adair (2010) created as to help to find out the real purpose of its community.

Picture 1 Purpose of your organisation

EXERCISE

Take a few minutes to think about the purpose of your organization, which may or may not be explicitly stated. In either case, write down how *you* understand that purpose. Then take 10–15 minutes to write down your answers to the following questions:

Thinking about your day at work yesterday:

- In what ways did your decisions and actions align with the purpose?
- What stopped you serving this purpose?
- How can you remove these blocks?
- How can you help your team members to reconnect with their sense of purpose?
- What will you do today that is mainstream in respect of the purpose of your organization?

Source: **Adair, 2010, pp. 48**

The values are the principles or moral values of individuals or groups. The values lead organisation in morally defensible directions. They tell us what is right and important, so values are absolutely abstract and if anybody is morally blind then that person should stay far away from the role of leader.

The last factor is vision and it is a general term. The definition of Irish poet Jonathan Swift is "the vision is the art of seeing things invisible". It is the imagination of the future of the community; it is the ability to see what has not yet happened without any experience and helps us to think more creatively. Where the organisation has a common vision the leaders do not need to drive people in the right direction; members will be led by their common vision (Adair, 2010).

During changes effective leaders should regularly re-check their purpose, values and vision. Adair (2010) ´s Checklist (Picture 4) can help them.

Picture 2 Checklist: Giving Direction

CHECKLIST: GIVING DIRECTION

	Yes	No
1. Are you clear about the purpose of your organization, what it is meant to do and be?		
2. Do all members of your organization understand *why* what they are doing is worthwhile?		
3. Would you say that everyone has a *common* purpose, whatever their roles or responsibilities?		
4. Can you identify and write down the three key values or moral principles that guide your organization?		
5. Do you think that any changes are needed in these values? (If you answer yes, write down the new set of values.)		
6. Have you developed a widely shared vision of what sort of organization you are building for the future?		
7. If so, could you produce for your colleagues a kind of sketch map in words of what it would look like?		

Source: Adair, 2010, pp. 51

Leadership model according the Boyer (1990, cited by McDonald 2002) ´s principles

The University of Oregon has started to create a leadership body for the organisation of Student Affairs. The University has approximately 12,500 new students every year – 10% of ethnic minorities and 12% of international students. Among the key Student Affairs were Housing and Dining Services, Student Health Services, Sports, Memorial

Union, Student Media, Diversity Development, Greek Life, Women´s Development, Psychological Services, Services for Disable Students, Student Conduct, Educational Opportunities Programme and other Student Organisation. The challenge for them was to create more complete leadership that would lead to a connected, confident, proactive and productive organisation (McDonald, 2002).

The University decided to use the principles of Ernest Boyer who wrote *Campus Life: In Search of Community* (1990, cited McDonald 2002). The University invited almost 400 employees to the meeting where they designed new leadership structures. The framework of Boyer helped them to go through all six stages. First of all they needed to find their mission. Secondly, discussion moved to principles of community. The next step was to think of the vision; what the campus would look like after accepting the principles. They had to concentrate on their common future and visioning prepared the next step for the group as it was creating beliefs – values and assumptions. The last part of the conversation was deciding between two simple words - *the* and *our*. Importantly the group decided to use "our university" and this was the most important thing to disseminate across the University. McDonald (2002) comments that all progress was made during meetings that were compulsory and it relied on cooperation of different departments and productive conversations among them.

The Division of Student Affairs (1997) states the University slowly realized all steps and at each stage they had to think who should be in that position and with whom the person needs to be connected. The teams that were created were from staff, students, from first year students to those that had just graduated. The leadership model produced new useful programmes and activities at the campus such as:

- Student orientation programme;

- First year experience programme;

- Outdoor experience programme;

- Engagement of academic and student support units;

- Development of definitions of "a well-oriented student" and "a university that orients students well";

- Integration of local business and services.

They confess that the University was struggling in few areas but the most important for them was that it was voluntary. They gave a space to everybody to take part in the leadership without any forcing. Given the space and opportunity people stepped forward to lead (Division of Student Affairs, 1997).

The process of creation of leadership at the each institution is different and every university must tread its own path (McDonald, 2002). Boyer (1990, cited McDonald 2002) ´s principles of leadership model leading to the voluntary cooperation of different people that have to address the basic elements of leadership: mission, vision and values. And then volunteers translate the decisions and changes into the reality. That requires a team approach. For example, there is one leading Administrative team and members of the team are informed about the activities of other teams, they prepare ongoing training for new members of leadership, administer the budget for programmes and evaluate the community generally. The other teams plan events and programmes that would make student experience at the campus better.

2.2 Events

Mehndiratta (2008) states that project management are the discipline of planning, managing and organising collective resources to change an idea into a real successful outcome. He adds that the primary challenge of project management is to achieve the goals and objectives determined at the beginning. The second challenge is to optimize all resources and inputs necessary for the project.

Goldblatt (2008) develops the discipline further with five critical stages of each event to ensure effectiveness. The particular steps of the process, shown in Figure 3, are: research, design, planning, coordination and evaluation.

Figure 3 Event Process
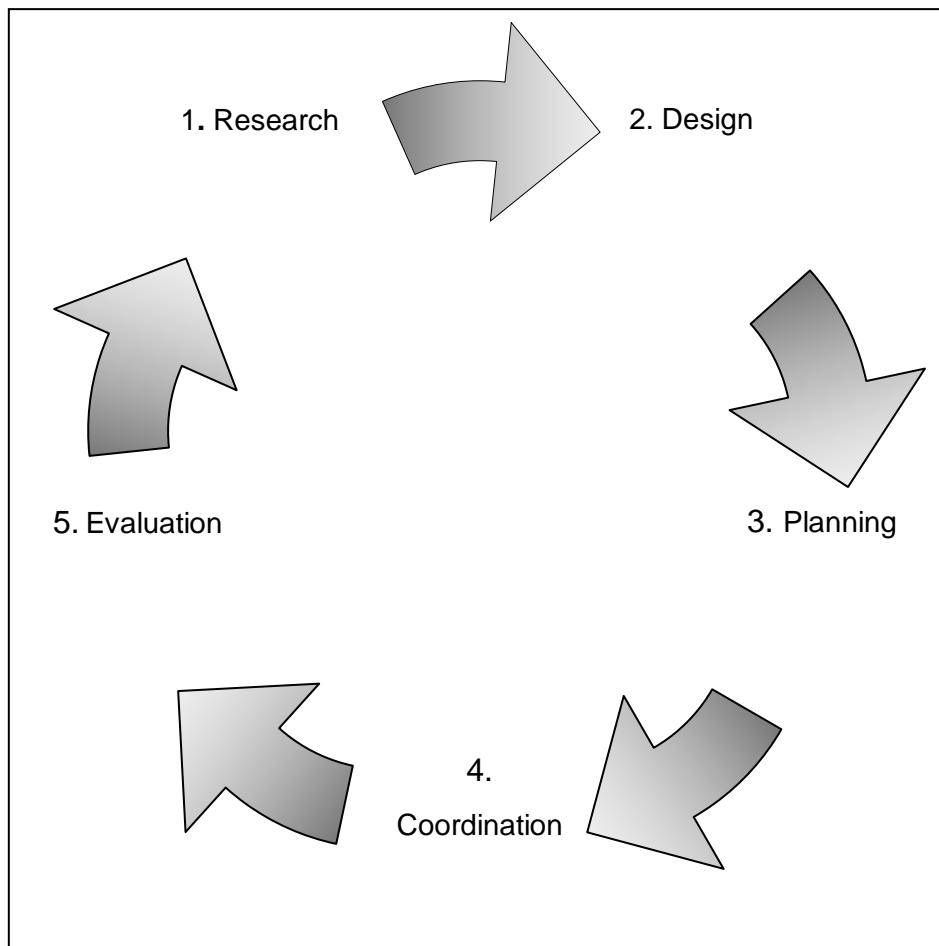
Source: **Goldblatt (2008)**

2.2.1 Pre-event Research

Goldblatt (2008) observes that proper event research decreases risk. The better research you do, the better event you are able to organize and the better the chance that the event achieves all the objectives. After many years professional event managers have found out that the research is the most important part of the preparation of any event. It is important to know what the possible attendees expect from the project and the managers can avoid to the low attendance by careful and elaborate survey. Many project leaders agree that research reduces the time and costs needed for an event. There are 3 main types of pre-event research: quantitative, qualitative and combined research. All three of Goldblatt (2008) ´s forms are briefly described below.

Quantitative survey (1) is used to collect demographic information such as age, gender, education or income. It is an easy and inexpensive type of research and the results are not difficult to analyze. For this survey researcher can use written questionnaires, personal interviews and phone interviews. A very important part of this survey is to enclose a sentence about the possibility of getting the results if the participant answers and encloses any contact information. A simple example of the quantitative pre-event survey model can be seen in appendix 7.1.

Qualitative pre-event research (2) tells organizers what is underneath the numbers of the quantitative survey. There are 3 different ways to form this survey. The first one (a) is a *focus group.* A group of 8 – 12 people with a similar background and experience have a discussion, usually 90 minutes long, with the project leaders asking specific questions that will provide the desired outcomes. The second way (b) is the *participant style* of research which actually places the organisers among the possible participants. The third type (c) of quantitative research is the *case study.* In this way, researchers choose similar events from the past and evaluate them. They study the event from different perspectives in depth, concentrating on the successful and unsuccessful factors. This qualitative research is generally more expensive and time-consuming than the quantitative research, but many project leaders require both of them together when they plan their events.

As mentioned above, coordinators mostly use *combined pre-event research* (3), a combination of quantitative and qualitative surveys. The leaders get a high number of respondents in quantitative research with low costs and then find out the hidden meaning of all the information by qualitative surveys. All questions in the study have to be understandable and according to requested goals. The figure 4 helps to select the right type of survey, but the type of event, objectives, available time and funding are the important factors in selecting the best way of the pre-event research (Goldblatt, 2008).

Figure 4 Selecting the Appropriate Pre-Event Research Method

Goal	Method
Collect gender, age, and income data	Written survey
Collect attitudes and opinions	Focus group
Examine culture of community	Participant/observer
Identify comparable characteristics	Case study
Collect demographic and psychographic data	Combined methods

Source: **Goldblatt, 2008**

Goldblatt (2008) indicates that results need to be discussed with the stakeholders and among the organisers. The researchers should use 5 steps when presenting the records to others: (1) determine the audience and customer behaviour; (2) describe the purpose of a pre-event survey and its importance; (3) explain the way of collecting the results and any limitations; (4) highlight the key points; (5) and give appropriate time for any possible questions. The results have to support the purpose of the planned event and support all the objectives and goals that organisers have. Thorough research and good results help to avoid a poor event.

2.2.2 SWOT analysis

A SWOT analysis should be applied at the beginning of the planning of each event. The SWOT analysis is a tool to evaluate all Strengths, Weaknesses, Opportunities and Threats of any business. The analysis derives information from the past and can help to avoid any possible problems and exploit any possible advantages. Every member of the company or community should be involved in the analysis in order to make it complete (USDA, 2008).

Strengths come out primarily from the insights of the management group (USDA, 2008). Goldblatt (2008) determines experiences or knowledge that anyone has as an advantage. In the case of events, the main strengths usually are: strong funding, good potential for sponsors, well-trained staff, many volunteers, good media relations and an excellent site/venue.

Weaknesses are also internal and they are usually the lack of experience and qualified employees; the opposite of the strengths (USDA, 2008). For Goldblatt

(2008) typical weaknesses of events are weak funding, no potential for sponsors, poorly trained staff, few or no volunteers, poor media relations and a poor location. But if the organisation knows about those weaknesses they can concentrate on them from the beginning and try to transform them into strengths.

USDA (2008) defines opportunities as the external factors that may come into play during the planning or during the event. They are a benefit to the organisation without putting in any additional effort. One of those opportunities might be, for example, to organise the event on the date of any anniversary so additional publicity, funding and other important resources may appear. Among the typical opportunities belong: civic anniversaries, chamber of commerce promotion or celebrity appearances, alignment with environmental causes, tie-ins with media, winning elections or developing more loyal employees.

Threats come from external factors and we usually cannot take control over them (USDA, 2008), for example regulations and limits. Many of these threats will negatively affect the new activity, but leaders should remember that those limits are the same for all organisations in that field are a threat for the others too. Goldblatt (2008) classifies bad weather, political infighting, violence from terrorism, alcoholic consumption, and site in bad neighbourhood or celebrity cancelling as common threats. We cannot really change these factors but we can be prepared for them and have an alternative plan.

2.2.3 Brainstorming

After the well organised pre-event research it is the time for creativity. The best project designers very often go to cinema, play games, go to the library and attend many other events in order to develop their creativity. But in many organisation that are led by volunteers lots of ideas are just swept off the table before there is time to fully develop the ideas, just because someone say "this will never work". This is unfortunate and leaders should support every member of the event team and help them to evolve their ideas and creativity. The process of creating an event should start with one big meeting of all members and it is useful to also invite people from different departments such as art, dance, sport, music, literature, or other fields according to our plans. Everybody should get a short time to summarise her or his idea and answer questions: why, who, where, what and how. As the leader of the meeting moves quickly from one to another idea, everybody has a chance to talk and also support other ideas. All opinions should be written down on the flip chart, then in the second round of asking everybody who had the idea will say if she or he still supports the idea and why. This will moderate few opinions and terminate another circle of valuable ideas and in this way we are able to make logical decisions. The example of mind mapping can be seen in figure 5 bellow (Goldblatt, 2008).

Figure 5 Event Leadership Needs Assessment

Source: **Goldblatt, 2008**

Goldblatt (2008) highlights that special events require people with the ability to move from one viewpoint to another one, to think spontaneously, and those people should

regularly develop their creativity by visiting galleries each month, attending live performances, read a lot of literature and visit meetings for any possible event plans. Usually the successful events are created by groups of people, which is the best way. The people close to and supporting the leader/creator should be: decorator, caterer, marketer, graphic artist, musical contractor, writer and entertainment manager. Of course the team can differ according to various events, or one person can take on the function of two positions together, but the main task of the creator is to find right people into the team.

Once the brainstorming is finished the idea needs to match all of the criteria and goals. The event leader has to check the feasibility in three basic areas: the human, financial and political dimensions. The importance of these dimensions may vary for each project (Goldblatt, 2008).

2.2.4 Time management and evaluation

Once you know when the event is to be held you can start to plan the particular activities and all the necessary preparations**.** The tempo of the process will be chosen according to the schedule and every activity should be mapped out. It is good to have space and time in the plan for any delays as very often the time for the organisation of any project seems to be very short. According to the available time the creator should choose the best way and best possible goals that the team can achieve during that period (Goldblatt, 2008).

After the event the last, but very important, part of event management is an evaluation. The most common way to evaluate an event is the written survey, which is usually conducted immediately after the event. The evaluation should identify the level of satisfaction of the customers, participants, spectators and also members of organisation team. The right feedback should show any problems that occurred and it will help to improve the event management team. From each project everybody should gain new experiences (Goldblatt, 2008).

2.2.5 Promotion

Goldblatt (2008) warns that the best-quality and organised event without good strategic promotion will not be successful. Even the best-known largest event in the world needs strategic promotion. There are 5 steps which may help to identify the necessary event promotion:

- Identify all the event elements that requires to be promoted from the beginning to the end of the project;

- Develop strategies for allocation of the promotional resources;

- Identify the budget and the partners who will share costs;

- Identify the target group that will support the project;

- Measure and analyze the promotion and make improvements.

The promotional plan requires experience of similar events from the past or help from people that have specific expertise in the field. The promotion should use different types of media, for example print and electronic media, transport media, advertising specialities (calendars, coffee mugs etc.) or outdoor media for the advertising. The leader often also uses photos, conferences, speeches, folders and brochures to inform the client base. Good promotion should also not miss out on traditional street promotion with leaflets and sending invitations by post (Goldblatt, 2008).

2.3 University environment

McDonald (2002) indicates that it is a real challenge to build a strong community at any university because of the nature of the institute, the diversity of the student body, the pressures of research, teaching and student development. There are also limited resources and the environment is really changing quickly and often, with new students, new staff, new technology, and new requirements. The vision of creating a thriving campus community involves matching the student services and programme together with the academic mission which might be almost impossible for most large universities. There are two principles that help to build this vision. First of all the institute should be an educational place where students, members, staff and communities share a common academic purpose and work together to achieve their goals. Secondly, the university is the community where the well-being of each member is core to the success of the community and where the community is led by the involvement of all its members.

Five basic strategic keys that help to create the community are:

- All matters related to the diversity of education should be coordinated;

- Offer different cultures and international approaches to all students;

- Promote a community where everybody is welcome and valued;

- Develop the character of the group, respect others and have a sense of social responsibility;

- Help to expand the future community and offer good service opportunities (McDonald, 2002).

Moore and Carter (1995) support those keys and point out that community building is based on the willingness of the staff to assess, evaluate and review the steps that have been made to achieve their common goals. By accepting the students' feedback and suggestions the university takes the first step to building new community environments and continues in this change. Other activities that might be included in the community building can be educationally oriented subject discipline-

based system at the residential halls, providing all the information about the rights and responsibilities, policies and rules and community standards. Also sponsoring and supporting student social activities, drawing students into the process of community building and planning whilst educating students about diversity and how to deal with differences.

Measuring the quality of experience is an important part of reviewing and evaluating programmes and services (McDonald, 2002). The feedback demonstrates students' satisfaction and needs with all the offered activities. The assessments should answer how effective the programmes and services are, find out which factors are important and which are negligible in community building, evaluating the effort taken to build the community and mapping them to the success of all the small subgroups at the campus and adapting the communication plan. Another part of the assessment can be what we have learned at university, not just from our academic experience but also from our social experience. This feedback from students will show whether the mission and goals of the university are effectively communicated. The feedback should be periodic, and because of the speed of the change at the university, the community building is a never-ending process.

3 Methodology

Before I describe the methodology I would like to briefly remind the reader why this research was carried out and what the main purpose of it is, so that it will be clear why particular methods were used. The motivation for this research came out of our efforts to create a better social experience for the students of the University of Huddersfield. The University has many international students that do not want to spend all their time studying but want to enjoy their time at the University as part of a campus community and the staff would like to offer them richer social experiences. The aim of the study is to find out what works well at the University of Huddersfield, what does not work so well and what needs to be improved.

This section explains how the study was conducted, which methods were used for the data collection and how the data were analysed. It is divided into three main parts: participants, instruments and data analysis. Because the various data was collected by different methods another diversification was necessary but each method is well-explained and connected with particular types of data.

3.1 Choice of methods

Each survey needs to identify clear structure and questions from different sources. A systematic research strategy should inform the readers about the methods of concept analysis that were used for better understanding to the study. The methods need to be measured that there is compatibility between the research aims and the methods. (Rose & Baldwin, 2009)

3.1.1 Qualitative and quantitative research

There are two main methods to collect and evaluate research data. The first one is a quantitative analysis based on counting specific units of analysis. This method is useful to collect huge amounts of data and then to create general tables and graphs which can show the progression of the examined phenomena. This type of analysis was used in this study to evaluate the satisfaction of students at the University of Huddersfield through the Student Barometer. It was a suitable way to collect data because of large amount of students took part in the survey over a period of three

years and the results were repeatable. The raw data was taken from the i-Graduate survey and I was able to analyse and identify how our results, and therefore our students' dissatisfaction with their social experience, differed to other competitor universities.

The second option is qualitative analysis, usually focused on identifying and analysing frequently occurring or examined phenomena. These phenomena are often seen as patterns of behaviour that are of interest to us. These patterns can explain the specific samples and reasons for their occurrence. This type of analysis was also used in this study because of the need to analyse, compare and explain student behaviour, in response to their surroundings, at different universities.

To understand how both techniques were used and why, the next sections will explain who the participants of the study are and what data was collected from them. It is important to notice the different types of data that was collected from various participants and therefore the different options available. The results from each part of research were summarised together to show the connection between the satisfaction of students at different universities and the structure and management of the social life there and to point the way towards a better campus community in Huddersfield.

3.2 Participants

The general aim of this study is to improve the campus community and to make better student experience at the University; particularly for our international students. Therefore the participants that gave information for this survey are divided into two groups.

The first group are students studying at the University of Huddersfield. At the University there are around 25,000 students from which about 4,000 are international. International students come from more than 100 countries and they come from a different culture, have different expectations and needs support at different levels. International students come here to study, to improve their language skills and to gain life experiences from their stay in the UK. The University offers them as much as possible so that Huddersfield will feel like home throughout the time of their studies and at the end they will successfully reach their goal and graduate.

The University of Huddersfield has taken part in the last 6 waves of the International Student Barometer, so we have some very good quantitative data regarding the social experience for international students at the University. This was really the stimulus for this work, with students demonstrating generally low scores for social activities, making friends and experiencing their host culture, so we do not need to survey them again or form any new focus groups. Over 1000 students have taken part in each survey, answering almost 100 questions and also providing free-text comments. Information about the current social activities, cooperation and organisation at the University of Huddersfield was also collected during the whole year of research by the author; Marketa Hejlova. The notes come from experience in organising events personally, taking part in the process of event management, working in the Students' Union and cooperation with students, the SU and the University.

The second focus group for this study are competitor universities – their staff, societies, communities, students, equipment, accommodation etc. For each university it is possible to find basic information in their prospectus and on their website but information about the organisation, communication, plans and real action

of each university is available only from staffs who take part in the campus community, who communicate with students and who are really interested in improving students 'lives.

Kathryn Firth was talking about the Metropolitan University of Leeds. She works in the International Office at the Headingley Campus as a Campus Coordinator. Every day she talks with international students, she is the main person in the planning of their social life at the University and she still tries to improve campus life and the general welcome for the international students.

The information about the University of Manchester was provided Duncan Mann who is Membership Services Director at University of Manchester Students' Union. He has firsthand experience of the societies and events organised at the University and of the space and facilities that the SU and the University can offer. He also has experience from his time at other UK universities such as Cambridge University, The University of Arts London or York.

Information about the University of Sheffield was provided by Fadi Dakkak, International Officer of the Students' Union in Sheffield. Fadi finished his studies and became an Officer after experiences in organising a few social events as a student. His role is to create special projects for students and to find people and resources to manage all of the university plans. He is focal point for the University, the SU and students.

3.3 *Instruments*

There are two main types of survey; an interview and a questionnaire. Both of them were used in this research because of the two different focus groups. To get information about the satisfaction of students and their experience at the University of Huddersfield the results of online questionnaire were used. Interviews helped to gain information about the other three universities, their events, organisation, communication, the support for students etc. Both types of work are explained bellow.

3.3.1 Questionnaire

deVaus says: "Questionnaire is a technique of data collection in which each person is asked to respond to the same set of questions in a predetermined order" (deVaus, 1996). Salkind (2003) indicates a questionnaire as the most often used survey because of its advantages: it saves time because the researcher does not have to intervene personally; it is an easy way to get needed data via e-mail or a webpage from a large number of people and over a large geographical area; and participants are more willing to complete them because of guaranteed anonymity.

He also determines five basic points that makes a good questionnaire. (1) The questionnaire has to be designed with reasonable questions. It cannot be too long and no inappropriate or too personal questions are allowed. The survey does not have any hidden purpose; everything has to be clear. (2) The questions should be directly connected with the topic of the survey. The questionnaire collects data and not related information. (3) The researcher has to bear in mind the possible knowledge of respondents. There is no benefit to asking respondents questions that they probably do not or cannot answer. (4) The questionnaire should be interesting, so respondents will be willing to complete it and they will return it to the researcher later. (5) The questionnaire should be used for primary data collection. If there is any other way that can offer better data for the survey then the other way should be used; not the questionnaire.

Salkind (2003) suggests making questions easy and clear to understand and without any mistakes. A question should be always one question and not two connected

together. And any question cannot be ethically unacceptable. The questionnaire has to be well-planned and with a clear purpose. Every researcher should use a covering letter because it helps the respondent to understand the survey and its aim. The covering letter has to be written in an official way, dated, guaranteeing anonymity, including a clear expression of thanks and is signed.

Saunders, Lewis and Thornhill (2000) divide questionnaires into three types: online questionnaires, postal questionnaires and delivery and collection questionnaire. All those types are referred to as self-administrative. The choice of questionnaire is influenced by certain characteristics of the respondents, the importance of the focus group, the importance of the disturbing the respondent, the size of the survey, the types of questions and the number of questions.

For my survey the results of the International Student Barometer and Student Barometer was used as it gives me the most appropriate information about students and their satisfaction with their university experience..

3.3.1.1 International student barometer (ISB) and Student Barometer (SB)

This is designed and administered by the i-graduate Research Centre and it "tracks decision-making, expectations, perceptions and intentions of international (and home) students from application to graduation" (International Graduate Insight Group Limited, 2007-2010). The survey is completed by over one million students at hundreds of the world´s universities. This research helps many universities to make informed decisions and improve the student experience.

The ISB is basically an online questionnaire which is customised and adapted for each participating university. The survey reflects the academic experience (teaching and learning, library, IT), and the social experience (accommodation, SU, friends, food, student services) as well as the infrastructure of the university. The i-Graduate Research Centre analyses all the results and sends them back to universities. The results provide information about the satisfaction of international and as well home students in all aspects of the student experience. The university can find out what matters most for students and the institution is then able to decide which areas needs to develop the most and where to invest money effectively.

In the results there is the possible to see how good a particular university is in comparison to other included universities. It provides competitive advantage to the university and the results are often used for attracting new students. For most universities the financial side of internationalisation is really important as international students invest billions of pounds into their studies and they need to know what the experience is like before they apply to study at a particular university (International Graduate Insight Group Limited, 2007-2010).

The University of Huddersfield participates in the International Student Barometer and is using the data to shape the campus experience for all of its students.

3.3.2 Interview

Information about the social life and satisfaction of students at universities in Leeds, Manchester and Sheffield were collected by interviews with people that lead student groups or take a part in the organisation of social events and societies. I used that information to compare the students' life and attitude at those universities with the activities and attitudes of students of the University of Huddersfield. The activities of the University of Huddersfield were summarised in my notes that were made throughout the duration of the research.

Kahn and Cannell agreed that "an interview is a purposeful discussion between two or more people" (Kahn & Cannell, 1957). Saunders, Lewis and Thornhill (2000) say that an interview should always be connected with the research strategy and support the research objectives. An interview helps to collect valid, relevant and reliable data. There are different types of interviews and each of them is related to particular research aims.

According to Saunders, Lewis and Thornhill (2000) there are three types of typologies of interviews:

- *Structured interviews* use a predetermined set of questions that the researcher reads and then records responses on the standardised schedule. The researcher uses the same questions for each interview and does not change the schedule at all.

- *Semi-structured interviews* are not standardised types, but the researcher has a list of topics and questions that are covered during the conversation with the respondent, but each interview may be different. The researcher changes the conversation and questions according to the responses but still the context is in relation to the research topic.

- *Unstructured interviews* are totally informal. This type is used when the researcher wants to explore a general area in depth. There is no set of questions but the conversation is directed freely with a clear view of the topic.

The conversation is usually about events and behaviour related to the topic area (Saunders, Lewis and Thornhill, 2000).

The Taxonomy of Healey and Rawlinson (1994) has 2 types of interviews. The first of them is a *standardised interview* which is actually the structured one according to the description above. The second one is the *non-standardised type* into which we can combine semi-structured and unstructured interviews.

We can also divide interviews according to the form of interaction (Saunders, Lewis and Thornhill, 2000). In this case we have *one to one interviews* and *one to many interviews.* Forms of qualitative interviews are summarised in Figure 6 below.

Figure 6 Forms of Qualitative interview
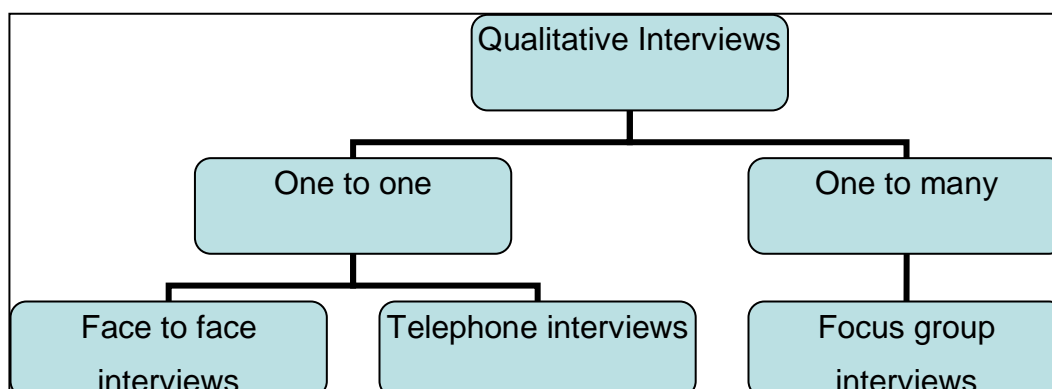
Source: **Saunders, Lewis & Thornhill (2000)**

Each type of interview discussed above has different function in the purpose of research. Structured and standardised interviews are used when the researcher needs to collect data which will be used in a quantitative analysis. But semi-structured, in-depth or non-standardise interviews researchers tend to use for a qualitative survey. These types can be used to find out what is happening, to seek new insights and to understand the relationships between variables (Saunders, Lewis, Thornhill, 2000).

The research has two groups of participants (section 3.1) but for each group I used a different type of survey. For the first group that contains employees of universities and Student's Unions I used interviews. I have chosen a semi-structured type of

interview because for the purpose of this research, it gave an idea about other universities and their students, information about relationships and what is happening at the campus and what is the specified method of each university in creating a campus community. I had prepared a few structured questions that needed to be answered but respondents always expanded on particular question that were more relevant to their university. It provided me with the necessary information and in-depth data. Another reason for this type of interview is that each university is different, has different plans, events, students and works is a different environment. This open interview style also gave me the opportunity to seek deeper explanations of each answer. From those interviews I got mainly qualitative information discussed later in my results. To gain quantitative and general information about each university I have used their web page, prospectus and promotional material.

3.3.3 Interview Construction

The interview is driven by the topic of the study which in this case is the campus community. The question that led all other questions and that actually started the conversation was "What do you do differently at your university and how is it evaluated by your students?" which is very close to the research question

> *How to create a well-organised and structured campus community so that all students will have a better social experience from their studies at the University of Huddersfield?*

All other questions prepared before the interview or created during the interview were always connected. Not all the questions that were prepared could be answered during the interview as each university is different and each person represented its university working at a different position in a different department.

The interview was divided into 6 parts: an introduction to the research, an introduction to the university, international students, student's satisfaction, Students' Union then the social programme and its organisation.

- *Introduction to the research* is actually introduction of the researcher and an explanation of the study. It is important to explain to them why I am undertaking the research, why I ask these questions, what exactly the topic is, what I would like to gain from the interview and at the end from the whole study. The introduction that I used can be seen in appendix 7.2.

- *Introduction to the university* is the first set of questions about the size of university, number of students, home and international, sports opportunities, societies, food etc. Most of those questions can be answered from brochures and websites but I asked those questions to get an idea about the university and its environment so I could better understand the particular community during the conversation.

- The next set of questions were concentrated on the international students, their Welcome Week, language barrier, accommodation and mainly the support that the university offers to new international students in all fields.

- A very important part of the interview was talking about the satisfaction of students. Unfortunately I did not get results of ISB from other universities, but I got information about the strength and weaknesses of the university according to students. Then we could discuss how the university achieved the satisfaction of students and what they do to improve further.

- The Students' Union usually has a big impact at the social life of students. Therefore I asked how the SU works, how the SU communicate with the university and with students, what is their organisation, which societies do they have, what events do they organise and what do they do for international students. This part gave me information that I can compare with the University of Huddersfield and find out what changes the university should make in cooperation with the SU.

- The last but very important part of the conversation is about events, the planned programme, welcome week, trips; about the social life at the university and the organisation itself. From this I got some good ideas that should help to improve the social life in Huddersfield, new ideas for the societies and new events at the University.

Those topics and questions have been drawn up according the aims of the study. The introduction to the university gave me the information about the type of the university and students there so I could compare it with the University of Huddersfield. Those questions helped me to identify how similar universities are and in which ways they differ. To find out how best to connect the departments, students and all campus activities at the university to improve the communication and promotion the questions about the role of the Students' Union and the whole organisation of events were created. The most useful topics are around the different aims and plans of each university. These questions were added to inform a future social programme for our university and to highlight the most successful ones. All the questions have been designed to meet the goals of the research and to result in an improved and well-structured social plan.

The sheet of prepared questions can be seen in appendix 7.3 but not all the questions were always discussed and some new questions were added during each interview. I had the list of questions to help me to lead the conversation in the right direction and to not forget anything important.

3.4 Data Analysis

This section explains how the data was analysed so the work generated suitable valuable results for wider publication.

3.4.1 ISB/SB

The results of ISB and SB that I got were already analysed and I could use information from the graphs. I concentrated on all the answers that were more than 5% from the UK norm, everything that is less than 5% from the UK norm is not significant. So I took all the significant positives and negatives from the answers, then I concentrated on everything that is connected to social life, the SU, International Office or social facilities.

3.4.2 Interviews

My notes are organised in a special folder and were analysed in a similar way as the interviews in Leeds, Manchester and Sheffield because they are similarly qualitative data.

Dey (1993), Miles and Huberman (1994) introduce the process of analysing qualitative data and describe it as very difficult because there is no standardised approach. There are many techniques which can be used, such as categorising, coding and transcripts. I have chosen to categorise my data and transcribe them after.

Dey (1993), Miles and Huberman (1994) agree that all the data collected can be divided into meaningful and related parts that we call *categories*. This will help the researcher to comprehend and manage the data, merge related data, identify key themes, develop discussion, explore the data and verify conclusions.

The process starts with categorisation. All the categories will be connected to the purpose of the research and to its aims and objectives. The well structured categorised framework can then start with the second step called unitising data which is reducing and rearranging data into a more manageable form. The next step is generating categories, recognising relationships and developing categories. After this the results are ready to be presented and discussed in order to reach the conclusion

(Dey, 1993; Miles & Huberman, 1994). All qualitative data was categorised and are transcribed in results. The process of categorising the data managed and reduced it so I could transcribe only the most appropriate information.

3.5 Ethical issues

As Brace (2004) states each survey depends on the respondents but recently there has been a decline in cooperation among researchers and respondents. The willingness to answer questions for unknown research is really low and among the main reasons is trust. Even before the respondent has a chance to find out something about the research he or she avoids it because there are too many market surveys and many people trying to sell products in this way. Another reason, according to Brace, is that people do not recognise market survey for a sales reasons and research for academic purpose. Another very common reason is that people simply do not have time. He argues there are so many surveys to complete, and some of them are really long, so people just do not want to waste their time because they are already bored with it.

Brace (2008) suggests making each piece of research clear and interesting from the beginning. He also highlights the introduction of the questionnaire or interview as a very important element because it includes an explanation of the study. This introduction helps to respondents make a decision if they are able to cooperate.

Each researcher should be very careful with sensitive questions, for example sexual activity, religious, physical or mental health, criminal activity and racial origin. Also researchers should be aware of data protection law which is different in each country. In the UK the relevant law is the Data Protection Act 1998 (Brace, 2008).

My study does not include any sensitive questions and does not involve any breaking of law. However, the introduction was very important as people who talked with me about their university knew the purpose of the interview and that I would not use any information in an inappropriate way. I have also asked them if I can use their names and all the information given in this dissertation for academic purposes. The questionnaire which is carried out by the i-graduate Research Centre has a few sensitive questions but all of them are carefully worded with the opportunity to leave

them blank. The results that I got do not contain any personal or sensitive information. The results of ISB and SB and information from the interviews are stored in my personal PC which is protected by the password and no third part has any access.

3.6 Strength and weaknesses of the study

Among the weaknesses of this study I would say would be the fact that I did not get results of the ISB and SB from the Leeds, Manchester or Sheffield so I could not compare them with the University of Huddersfield, but I can compare across the UK in general.

All of the information from the interviews depends on only one person from each University. It would be useful to talk with more people from different Universities, including students.

The real strength is that the research was done in cooperation with the SU, the International Office and students. I had an opportunity to be a part of the organising team in the SU and in the International office too. I also worked with project management students. Those experiences gave me a great overview about the University, its structure and operating systems. The research has been done by largely action research and there should be further research on this topic which will expand and continue this work and make a real change.

4 Results

In this section I present information and analysed data that I gained from interviews in Leeds, Manchester and Sheffield. I provide some history on the city and the University, for context, as well as details of the way that it operates and what we could learn from it. The final part of this section is about the University of Huddersfield. Because the research is concentrated on this University there are more facts from different sources. I used the results of the ISB, the SB and my own notes created during the whole year of the research while I worked on many projects and events with international students and in the SU as a part of their marketing team.

4.1 Manchester

Manchester is a great dynamic city with many cultural attractions to supplement every lifestyle situated in the North West of the UK. It is one of the largest cities in the UK and had an important position during the industrial revolution. New architecture and technology meet with old and historic buildings. As this city is very big it offers something for all tastes – bars, cafes, restaurants, clubs, theatres, museums, galleries and many shopping centres. Manchester gets its biggest pull from a Manchester United FC which is the largest football club in the Britain and famous across the world. The city is well-served for travel networks and has its own airport. There are two different universities; Manchester Metropolitan University and the University of Manchester that are actually located on the same road, but I have chosen the University of Manchester as a part of my study.

4.1.1 The University of Manchester

The very beginning of University education in Manchester can be dated in 1824 when UMIST (University of Manchester Institute of Science and Technology) was founded but the foundation of the university was in 2004 as a result of merger of UMIST and the Victoria University of Manchester which was formed in 1851. The complex city campus is on Oxford road in the centre of the town with very good transportation links. There are more than, 600 academic and research staff and 37,000 students from around 150 countries of the world. This progressive and world class institution provides a modern learning environment with facilities for life sciences, physics, mathematics, chemistry, nursing, environmental studies and many more. The library, with over 4 million books and printed items, is considered as one of the biggest single site university libraries in the UK and the University is internationally famous thanks to the quality and volume of the research in different fields).

4.1.1.1 Facts

The vision of the University is to become one of the top 10 universities in the world by 2015. They want to continue to develop high standard research that is supported by grants from the UK government. The annual income of the University is £805 million.

Many investments are underway in new learning programmes, rebuilding projects and modernizing.

4.1.1.2 Accommodation

The University offers student accommodation in more than 9200 rooms for all international students for the duration of their studies and for all new first-year undergraduate students in three main areas of Manchester: City at the heart of the academic campus, Victoria Park situated ten minutes away from the campus and Fallowfield which is located about a mile from the academic area.

4.1.1.3 Courses and services

In 72 areas of study there are more than 320 different courses in many academic fields. The University offers financial support, healthcare, childcare services, help for disability, religion, discrimination or personal safety. Plenty of computers, books, documents and electronic data are available in the big library and as well in smaller specialist libraries. The Study Abroad programme is supported and they have about 120 Erasmus partners in Europe and about 60 partner universities worldwide.

4.1.1.4 Societies and clubs

The Athletic Union contains 46 different sports clubs and the facilities for each sport in two swimming pools, two large sports centres on campus and outside sports grounds. The Students' Union organises and funds about 200 of students clubs and societies. The SU very often offers life music with big names. Of course it is a place with cafes, bars and shops which is led by students and takes care of the students' life. Out of the total number of students, 9500 students are international, and the special society, totally separated from the SU, is the International Society. The society has around 240,000 graduates in total from more than 200 countries. The community offers all the help to new students mainly on the academic and living site. They provide the welcome programmes and free airport collection; offer pre-seasonal language courses and create the social network for people of all nations.

4.1.2 Interview with Duncan Mann

The interview with Duncan Mann took place inside of the SU which was undergoing reconstruction. It was quite difficult to orient myself there because the SU is on the main busy road and the building whilst undergoing reconstruction did not look too representative for the SU of so big a university. Duncan works in the SU, so most of the information was about the SU and the University in general. I have categorised my notes into 5 parts, where the first one are the general facts about the University described above.

4.1.2.1 Satisfaction of students

According to Duncan´s opinion most of the students are not very happy at the University. He said that according the last Student Barometer they were among the worst evaluated institutions regarding the satisfaction of students with their social life. The reason for this Duncan sees in too many students. He said that it is difficult to organise so big a group and give them a complete student's life with all the support necessary. Because of this the University tries to decrease the amount of students. It is not possible to communicate with so many, prepare events and a programme that would suit everyone and they could not possibly inform all of them. Students form themselves from the web and by word in smaller communities, but it does not work well.

4.1.2.2 The SU

The Students Union is really huge. There are 8 meeting rooms for student societies to use, a cafe, bar and 4 gig venues where the biggest one can accommodate 2,500 people. They provide media such as radio, newspaper and a TV station. All the sports belong under the Athletic Union and they have their own organisation and all the international students belong to the International Society which is separated from the SU. The Student's Union do not prepare anything special for the international students, and their programme is usually composed of gigs, parties and concerts. They offer the "safety bus" to help students with the travelling to student's residences during the night. The SU offers part-time jobs for students, which provides them with good experience, and it is led by 8 student officers.

4.1.2.3 International students

As I mentioned, all the students from abroad are members of the International Society that has its own structure. Many smaller societies fall under this big one. They organise their own programme and do not cooperate with the University or the SU much. Still the university does organise the airport collection and Orientation Week only for international students before the Welcome Week. The orientation week is more about the academic side of the University and about living in the UK. Students have to be more independent and make their social networks inside of the International Society.

4.1.2.4 Social programme

Duncan mentioned mainly parties, the welcome programme and many live concerts that are part of the social programme. The biggest one is the Student Festival which is organised twice a year and it is mainly full of music, fun and food. As the University is so big there are no other special events to prepare for students, except parties and live music because the smaller societies do their own smaller programmes. Unfortunately other people that do not belong to the society do not know about it, so Duncan could not tell me more about the social life.

4.1.2.5 Summary

Duncan tried to be very helpful and explained me many things about the whole campus and the university, but could not give me any important new ideas about the improvements for the University of Huddersfield. The main conclusion from this visit was that too big a community is really difficult to manage and to keep all the members happy. In smaller groups we have a better chance to change anything that is necessary. I asked Duncan how often do the SU talk with the societies and the university and he said 2 messages a week. The meetings together would be probably more useful than emails and could help to create a better environment for students. From the University of Huddersfield perspective we do have a smaller student community, and all self-contained on the main Queensgate campus, so we should be able to make some progress.

4.2 Leeds

Leeds is a student city located in West Yorkshire and it is the largest financial district outside of London. The transport out of the town and as well inside is easy and quick thanks to large rail, road and air networks (The Complete University Guide, 2012). Leeds is one of the fastest growing cities in the UK. It used to be market town, then it was very famous as an industrial town, thanks to the huge amounts of coal mined locally and Leeds became a very important city during the Industrial Revolution. The beginning of the 20th century was the birth of the University and Leeds has become a university town. Leeds offers plenty of modern shopping centres but still keeps the renovated arcades around the city. There are a lot of restaurants, bars and cafes and a vibrant night scene with the most popular clubs in the UK. As a historic city there are museums, art galleries and theatre, so in Leeds there is something for everyone (Visit Leeds, 2010).

4.2.1 Leeds Metropolitan University

Leeds Metropolitan University has been providing education for more than 180 years and today is one of the most popular and largest universities in the UK. There is over 26,000 students and 3,000 staff. The University has two campuses (The complete University Guide, 2012). The historic campus called Headingley is set in parkland of 100 acres located 3 miles north of the city centre. It is the centre of sport activities which has been a key component of the education remit from the beginning of the University. There is an information centre, Sports Hall, the SU, International Office, classrooms, canteens; it is close to students' residence and there are many places to study or just relax, meet friends and have fun. The second campus is situated in the very heart of the city, which gives hundreds of opportunities to work for the businesses and organisation that are located around the University. The City Campus is officially one of the best tall buildings in Leeds and offers impressive teaching spaces and facilities for conferences.

4.2.1.1 Facts

The vision of the University is "to be acknowledged for our commitment to student success, our innovation and enterprise, our global reach and strong local impact. "

Therefore their values that lead all the activities of the institution are: inspiring, creative, enterprising, purposeful, professional and respectful. At the University there are 29,000 students in total from which 3000 are international from 116 different countries around the globe. 9000 are studying part-time courses, 3,000 of them are studying abroad as part of an exchange programme and 3,100 are studying postgraduate courses.

Leeds belongs among the biggest financial and professional centres of the UK with more than 30 national and international banks. The University turns over £171 million per annum and the impact on the economy is worth of £350 million per annum. The staff worked with over 2,900 profit and non profit organisations in 2010/2011. Almost 400 students are doing research and so the university earned over £15 million in research and enterprise in 2009/2010. The University helps their students to develop their career and their service helped establish 41 new businesses in the past three years (Leeds Metropolitan University, 2012).

4.2.1.2 Accommodation and courses

The accommodation for students is provided in three student residences – Carnegie Village located on Headingley Campus, Kirkstall Brewery situated close to Headingley and Opal Court 1 & 2 – with more than 4,500 bedrooms available to suit all tastes and budgets (Leeds Metropolitan University, n.d).

There are 17 different schools based on the Headingley Campus, City Campus and Carnegie Pavilion offering around 122 courses with many types of modules. Among the courses belong standard part-time and full-time undergraduate, post-graduate and research courses, including distance and work-based learning. For each course there are modern special facilities such as music studios, health laboratories, media centres, dance studios, mock law courts and everything what students need to get the right knowledge and experience for their future career (Leeds Metropolitan University, n.d.).

4.2.1.3 The Students´ Union

The Students Union in Leeds is run by 6 student executive officers that are elected each year by students. The full time officers are assisted by a staff team which is headed up by the Chief Executive. The main building of the SU is located on the City Campus and two other buildings are on Headingley Campus and Kirkstall Brewery. There are many societies and joining them is a great way to meet people. The SU runs plenty of volunteering projects in different fields. Leeds Metropolitan Students Union is very famous for its music venue which is in the heart of the city. There have had performances by legendary musicians such as Nirvana, Bob Marley and Elbow.

In total 43 sports clubs are under the Athletic Union. The other societies are grouped under general interest, political and campaigning, active, course-based and faith and culture groups and there is always the possibility for students to set up a new society. The media output of the SU contains Met News Online, Met Air, Met TV, PR and Publicity. The SU takes a big interest in volunteering and their main project is called CALM (Community action at Leeds Met) that is connected with young people, children, older people, the environment and has over 300 students involved. Any student can always start anew project, set up a new club or become a member of Met Media team (Leeds Metropolitan University, 2012).

4.2.2 Interview with Kathryn Firth

The interview with the event coordinator took place in the Headingley Campus at the Metropolitan University of Leeds. We were talking for about 30 minutes and all my notes are again divided into 5 parts. First part is the introduction to University which is described above and next 4 sections are bellow

4.2.2.1 Satisfaction of students

At the Metropolitan University of Leeds students most appreciate the social programme. The most important point in the whole programme is every day communication with mainly international students on Facebook and their programme called "*buddy mentors*" where home students are involved too (explained in 4.2.2.3). The social programme features many trips, parties, tickets for rugby matches for free or volunteering for the rugby club. Volunteering is very popular at the University - in local communities, Jubilee parties etc. or abroad in sports venues, poor villages or with other schools. Students receive help with accommodation, languages and finance even before they arrive and so all the students make a connection with the University before they start to study there. Kathryn was not aware of any weak side of the University experience. She said that there are issues that are developing now such are language courses and that only one problem for her as International officer is to better integrate UK students with international ones.

4.2.2.2 The SU

As Kathryn said the SU has a building on both campuses and there are over 100 different societies and clubs from politics to sport, art to dance, music and volunteering. The Students' Union organises mainly parties for students but does not do anything special for international students. The International Office and the SU work together on Welcome Week and all the inside activities for international students that are organised by students or Kathryn take place in the SU. She said that there is good cooperation between the international students and the SU but that they do not work together too often.

4.2.2.3 International students

As I mentioned, Kathryn works mainly with international students and prepares a full programme for them. She communicates with them every day and tries to make them feel at home. Therefore there is a project called "*buddy mentors*". Buddy mentors are current international or UK students who take care of groups of new students. They go to pick them up from the airport in Manchester or Leeds and take them to their new accommodation for free. During the first week the University provides induction, including lessons about the UK. The students receive information on things such as the UK banking system, working in the UK, living in the UK, health care and everything else what they might need to know for their stay while studying at the University in Leeds. The induction also has a lecture called "Funny way of English culture" where the international students find out all the different and sometimes strange types of English behaviour. This is the good way for the University to make first contact with them and how new international students starts to find out about the social programme put in place for them. During the first week new students are taken in groups with their mentors for the city walk and learn something about the history of the town and whole of the United Kingdom. Part of the welcome week is also different types of parties. One of them is a non-drinking party mainly because of Muslim students and Kathryn and her team prepare some games that should help them to make new friends. Other parties are prepared by the mentors and the students themselves. So during the Welcome Week new international students do not only meet international students but they meet UK students too. The UK students join all the welcome programme and parties with them. Every week there is an International Night in the SU, which is actually a party for international students, but all students are welcome.

For those students that need help with English language the University has summer courses of English in July. The institution also tries to improve the students' knowledge of other languages and that is why they have just started a few courses in Spanish, German, French or Italian. In future they plan to have many more languages at all levels; for beginners, intermediate and professionals too.

Before all the new students arrive they receive as much information as possible about accommodation. The University helps them to find their new home, so when they arrive they do not have any living problems.

The most successful way of communicating with students is Facebook through the pages of the social programme, student bodies or the international office. They also use twitter and emails, but Facebook is the most used medium.

4.2.2.4 Social programme

All the news about the social programme is online, in the SU or in the International Office. The University organises Bonfire night when students go for walks, have fireworks displays and prepare cakes. From the sport activities, rugby is the one that connects them best, mainly through reduced-price or free tickets and volunteering. Plenty of parties are organised in the SU bar and sometimes they have a special programme, for example dance with a band for 30 minutes or there is a live band or some special food is prepared. Every month there is a trip. A special activity is "*Cooking with Nicola*" which is TV show with international students. There is always a student from a different country who demonstrates the cuisine of their home. The biggest part of the social programme is the Introduction week when the University has the first and biggest chance to get in touch with new students.

4.2.2.5 Summary

The Metropolitan University of Leeds seemed to me to be very friendly, modern and still developing. Both campuses have everything that students need there and Headingley is very nice place to relax too. Information points like the Help Zone are very useful and everybody can find them easily. Kathryn was very open when talking about her job and about the University and she is still sure that the social programme can be more improved. As she said the problem is just finance and time. The Facebook page could be better if she had enough time to work on it. Perhaps the most inspirational conversations were about the introduction week, buddy mentors, language courses and cooking with Nicola. Those projects are the main issues that affect the satisfaction of students, as well as good everyday

communication that keeps the relationship alive and ensures that students and staff are well-informed.

4.3 Sheffield

Sheffield is one of the greenest towns in the UK on the border of Peak District National Park. The City is only 2 hours from London and very close to Manchester and Leeds. Even though Sheffield belongs among the largest cities of the Britain the centre is actually small and most things are within walking distance. Students do not create any special community but they belong to the town community. Because of its size it is a very safe, friendly and inexpensive town. Sheffield offers all types of activities as any other big city; galleries, sports centres, museums, cinema, theatre, clubs, shop, bars and the travel network is very developed inside of the town and outside too.

4.3.1 The University of Sheffield

The history of the University goes back to 1828 when Sheffield School of Medicine was founded. The University started then in 1905 and the pride of the University is that it was awarded UK University of the Year in 2011 in the Times Higher Education Awards. The high level of teaching, concentrating on the local community and high level of research helps to create that world famous reputation that this institution has (The Complete University Guide, 2012).

4.3.1.1 Facts

There are nearly 25,000 students, from which approximately 6,000 are international students from 128 countries, and 5,000 professional staff. The University has partnerships with many international and home companies and works with numerous charities. The Strategic aim of the University is to achieve international excellence and their new motto is "discover and understand", they want to give students higher ambitions and support them in their studies and research as much as possible, and they would also like to these more cooperation of the university and its student with the town and the region. Other points are to work more with global companies and engage more students and staff in research, to protect their financial and academic future and to progress the national and the international research agenda. All of these issues form part of the Strategic Plan 2011 – 2015 (The University of Sheffield, 2012).

4.3.1.2 Accommodation and courses

The University offers accommodation for all students in three areas: The Endcliffe Village, The Ranmoor Village and the City and Central Campus. The first two places are about 20 minutes walking distance from the campus and most of the new students live in Endcliffe Village. All three places offer different types of studios, flats, houses or just rooms, so everybody can chose according to their needs and budget. There are about 61 subjects to study with plenty of courses and modules provided. The courses do not take place only inside of the University but staff gives students many opportunities to get research experience and to be a part of something special (The University of Sheffield, n.d.).

4.3.1.3 The SU

The Students Union works on the same base as any other SU in UK; it is led by students for students. There are study places, a cinema, night clubs, shops and support services and it is the location for over 250 clubs and societies. They organise volunteering with schools and charities and all the help is offered in the Advice Centre. In 2008 it was voted the Students Union of the Year (NUS Awards) (The University of Sheffield, n.d.).

4.3.2 Interview with Fadi Dakkak

The interview with Fadi Dakkak took place in the Students Union cafe. Fadi is the International Students Officer and prepares the social programme for students, organises any help and support for international students and his aim for the upcoming year is to engage home students better in the events and get the UK students in touch with the international ones. He is as well the interface among the SU, International Office and the University itself. He said that they all keep updating, working together and helping each other as it is necessary to create the best environment for all students.

4.3.2.1 Satisfaction of Students

Fadi does not have any information about the Student Barometer, but according to the evaluation of the SU, all the students that are engaged in any activity they are happy about it. Most students come to the University because of the reputation and the well developed social life. Another advantage of the university is that it is friendly and it provides the students with much needed space to relax. The city centre is quite small, so everything is close and students are not stressed. As a challenge he sees the growth of internationalization. His work this year will be to get all departments of the University to work on it and the result should be that home students will be more connected to and better integrated with the international ones.

4.3.2.2 The SU

The Students' Union cooperates with the University and they help each other, which results in good support for students and staff too. All the societies are under the SU and they get full support from the committees. They have regular meetings and the leaders of societies get to know how to apply for any budget. Societies are active in the organisation of different types of events. Fadi said that if they do any project and want to get society involved then he just calls them about the new idea and asks what they think of it. If they are interested in it, they will come along and if not then they at least know about it and might come to watch.

4.3.2.3 International Students

There are a few special programmes that are prepared for international students. The first of them is the International Student Orientation programme that is organised by "*bodies*". Bodies are current students that are trained by the SU and take care of new students, mainly during the week before the welcome week. There are around 300 bodies at the University and they prepare, together with the SU, many different types of activities to show new students the University, town and the life there and are similar to what Leeds Metropolitan University provides. Specialist help to international students is offered by the language centre. Anyone who has a problem can come to have pre-seasonal course of English or during the year to have a few lessons to solve the underlying problem. This year the SU is working on a new Language programme which should be connected to the language society. Everybody who would like to learn any language will fill out a form and say which language they are interested in. As well there will be a space to write which language that person can teach, so students will teach other students their mother tongue. This is still in a progress but Fadi said that it should be based on a notice board where all the languages will be offered and there will be contacts for students that can teach it. So students should organise it and the SU and the University will provide a space for lectures.

4.3.2.4 Social Programme

So the first big project of the year is Orientation Week for international students; home students are involved too as they are bodies. Another big event is Welcome Week for all students which welcome all new and current students to the University. It is made up of parties, live music and other common activities.

Most notorious is the World Festival which is organised by the international societies and it is actually a kind of Food festival. Some groups prepare not only food but also decoration and dress up in traditional clothes. Each table has its own prices that cannot be more than £2. Because all societies have a budget from the SU they have to count everything and in this way and they learn how to manage money. At the end of the evening there is a prize giving to the best table and an after-party.

Another celebration of global campus is World Week which starts with a parade of students through the city. It is a very special week where all students are involved and it is not just part of the University programme but is also a project for the city. In the World Week programme there is Battle of Bands, quiz nights, club night for international teams and at the end an international language festival which covers over 100 languages that are presented by various presenters in classrooms, and anyone can come and get little information about particular language.

And the last big event is the International Cultural Evening which is a kind of show when anyone can perform any talent that they have. This event is attended by about 2000 students and many of them are home ones. Some pictures from this evening can be seen in Appendix 7.4.

4.3.2.5 Summary

Many changes and new projects are prepared for the coming year and their common goal is to connect home and international students and to give them all a special experience from their University life. Among the most important factors are regular updating everybody at the campus, good communications and cooperation of students, the SU and the University. Most events are organised by societies with help of the SU and that is the best way forward as it make it easier for anyone who wants to take part. As Fadi said, one simple change is to not use the word "international" so all people will take part.

4.4 Huddersfield

Huddersfield is a town in West Yorkshire that built on its tradition, cultural festivals and impressive architecture. In the past it was a textile centre and had a good reputation during the Industrial Revolution. The centre is quite small but it offers pubs, restaurants, bars, clubs, hotels, sports centres, cinemas and everyone can find their way around easily. The town could be described as a student's town because the University has over 25,000 students in a town of only 300,000 people (Kirklees Council, n.d.).

4.4.1 University of Huddersfield

The University of Huddersfield is a member of Yorkshire Universities and offers high standards of education with great facilities on three campuses – Huddersfield, Oldham and Barnsley. The University turnover is a £130 million and it is very important for the local economy (The complete University Guide, 2012).

4.4.1.1 Facts

Twenty-five thousands student come from more than 130 countries and almost 94% of graduates find a job within 6 months. The average of the salaries that they have after studies in Huddersfield was £22,400 in 2010 and it grows every year. The University puts a lot of money into facilities and that is why there is an excellent library, a new and well equipped business school and fascinating opportunities in the Music Department. Also in future the University is planning to make a big investment in a Learning and Leisure Centre that will provide, for example, a new Students Union Centre and high standard sports and fitness facilities (The University of Huddersfield, 2012).

4.4.1.2 Accommodation and courses

The University provides accommodation in three main student halls: Snow Island, Storthes Hall Park and Ashenhurst Houses, all of which are privately owned. Each room offers high-standard living and every student can choose the right place according their budget and needs. Mostly first year students live in student

residences and then move into the private accommodation (The University of Huddersfield, 2012).

There are over 400 different modules in seven academic schools: Applied Sciences; Art, Design and Architecture; Computing and Engineering; Education and Professional Development; Business; Human and Health Sciences; and Music, Humanities and Media (The University of Huddersfield, n.d.).

4.4.1.3 The SU

The Students Union located on the campus of the University of Huddersfield is here to provide advice to students around their education and welfare rights. In the Students Union there is an advice centre where students can come and ask about anything they need. Students might have problems with lectures, accommodation, financial or family difficulties and all of those topics can be solved in the Advice Centre. It also offers a small shop where people can find basic food, drinks, Students Union clothes or stationary. There is a bar where students can not only spend some evenings but they get food there during the day and in the evening the bar is often used for concerts or comedy nights. On the second floor we find Café which is a good place to meet teachers, friends or even to study. The place called IZone, also on the second floor, is there to help students to participate in any club or society or to organise an event. The Students Union offers more than 70 societies such is Squash, Afro-Caribbean, HUSSI Snow Sports, Friends of Palestine or Mixed Martial Arts. The union takes part in many events, starting with Fresher's events and followed by regular music and comedy nights and many other fun activities like fashion shows or coach trips (Huddersfield Students´ Union, 2011).

The organisation is headed by 5 full time Executive Officers who have been elected by students. The staff of the union is supported by another 70 part-time or full-time people, most of whom are students. Their mission is to make student life better by working to 5 main principles: democratic and accountable student leadership, to operate ethically and sustainable, accessibility for all members, partnership with the University and other organisations, improvements and innovation of all activities of Students Union. The main point for my research is the partnership with the

University. The Students Union wants to develop closer working relationship with particular University departments and this partnership can lead to changes for better student life (Huddersfield Students´ Union, 2011).

4.4.2 Current Situation

4.4.2.1 Satisfaction of students

Students from many different countries are attracted by the academic reputation, large scale of more than 400 undergraduate and postgraduate degrees, innovative research opportunities and famous international background of the University. (University of Huddersfield prospectus, 2011) In the most recent research the University of Huddersfield became 2nd recommended in the UK and 8th in the World according the international students evaluation. Home students would recommend it as the 13th best university in the UK as the graph bellow shows (ISB/SB, 2011/2012).

Figure 7 Overall of ISB/SB, Entry Wave 2011/2012
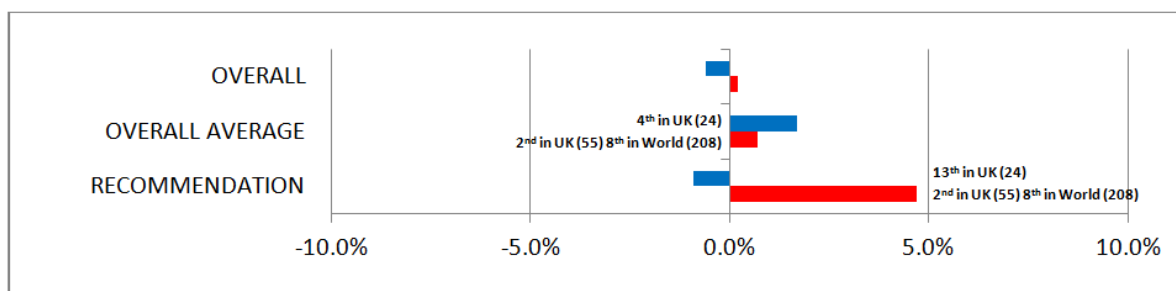
Source: **International Students Barometer/Student Barometer, 2011/2012**

Other waves showed that international students are very satisfied with work experience, careers advice on their course, employability and performance and feedback. Living costs are acceptable as well as level of catering, making host friends, welcome and help from accommodation office. Most of them would recommend the University. The students did however consistently evaluate sports facilities and the social life on campus lower than many other institutions in almost all waves of the survey.

4.4.2.2 International students

In many areas the University was scored in the top three in the UK, for example in work placements and careers advice. It also scores well as a cost-effective place to live with good induction and welcome programmes.

Where it scores less well is in many social aspects, for example sports facilities, social activities, SU societies and in making friends from other cultures.

During the academic year 2011/2012 we started to work with international students and gave them the opportunity to socialise with other students from their own country and to demonstrate their culture on campus. Some of those students were already part of student societies but many new societies were also created, triggered by the cultural campus events that we put on. Students discovered the power of the campus community and next year even more support and encouragement will be given to them.

4.4.2.3 Social life

In February 2011 the International Office, Students' Union and Chinese Society worked together on a celebration for Chinese New Year. It had great success; hundreds of students came to see lion dancing, fireworks, a Chinese cultural exhibition and they could celebrate the Year of the Rabbit with traditional dinner and talent show in the evening. The University has over 400 Chinese students and they worked together with other international students to prepare this large-scale unforgettable event (The University of Huddersfield, n.d.).

Because of the big success of the celebration in 2011 the International Office decided to support the Chinese society again in a larger celebration of the Spring Festival in 2012. The event was organised by Event Management Chinese students, the Chinese Society and the new Vietnamese Society. It was the first event where Vietnamese and Chinese students put together their ideas and organised the Spring Festival. During the festival people could see typical products of China, and Vietnam and Chinese food, Chinese calligraphy, traditional dress or everybody could try

bamboo pole dancing. At the end of the event there was a traditional lion dance and a firework display. The day of Spring Festival 2012 was finished by Chinese Talent Show in Huddersfield Town Hall. Those performers came from all over the north of England to support this successful event. This event was a great success, but very expensive for the University and mainly Chinese students enjoyed it; not other nationalities which is a problem to solve (author, 2012).

In 2011 the International office decided to organise an International week. Part of it was the International Sports Day, International Food Festival, International Debate and a trip to Whitby. The first two events were organised by students as a part of their Marketing subject and had very good success. 15 different teams created by over 20 different countries participated in different sport tournaments. In total almost 200 hundred students played including the staff and hundreds of people came to watch. The International Food Festival was attended by maybe 1000 people and they could taste cuisine from 13 different countries. And for the trip we had 2 full buses of students, some of them with families and staff. It was a very successful week and ended with prize giving. Thanks to its success the International office supported a Sports Tournaments and Cultural Day in 2012 that were part of All-inpics, the event themed around the Olympic Games in London (author, 2012).

The Sports Tournaments took included two days of football, basketball, squash, volleyball, badminton, handball and table tennis. Many students participated and many others came to support friends. But the organisation was very difficult. All the week was cooperation with the SU and it simply did not work well. As the result promised t-shirts for attendees came late, some referees came late or send someone different and the final prize giving for the sports and cultural day was attended by a very small number of people. On the other hand the Cultural Day was very good and over one thousand people attended. It was a kind of food festival accompanied by different performances such as Lithuanian singer with guitar, Czech dancing lessons, Swedish bottle game, Indian saxophonist and dancer and Bulgarian videos of top interesting facts. During the festival there were short video presentations on the screen and about 15 different countries that prepared full tables of different food. This very successful event also helped to create new societies, such as a Lithuanian

society. An evening call Cultural Swap organised by students was as well a part of this special week. It was actually an international party held in the city centre. Four different rooms were prepared for the party of four different countries with some tasting of food, live music or special DJ. It was a very well prepared end of the week and a few pictures from the week can be seen in Appendix 7.5 (author, 2012).

The International Office decided to support some student events throughout the year. Among the events were trips to museums and famous houses, promotion of a football match, a PC games tournament, Pancake Day and a Film Festival. Teachers and the International Office tried to help them a lot but because of their different cultural background and no experiences the result was not as good as the University expected (author, 2012).

Because of this work, we have seen a steady increase in international student satisfaction with the social elements of their experience on campus, but we now need to take this to the next level.

4.4.2.4 The SU

The Students Union has plenty of programmes provided for students but most of them are based on partying. They promote a few sports events, live concerts and the biggest ones are Fresher's and Varsity. Fresher's is a welcome week for students with promotion of societies, clubs and general information about the University and the SU. It is accompanied by parties, a quiz night and live music. The Varsity is a sports tournament with various types of sports between the University and University of Bradford. The SU does not work with the University often and they are rather separated from activities of the International Office. Although all international societies are registered in the SU they do not support them very well because not all the societies are well organised and the leaders are not trained so they do not apply for any budget and do not have any programmes. The SU is well known among the home students but the international students very often do not know what its purpose is (author, 2012).

4.5 Discussion

To make it clear there is a table below summarizing and comparing universities in the main areas we are going to discuss. The main ideas are in bold.

Table 2 Summary of universities

The University	Societies and clubs	The SU	Satisfaction of students	Social Programme	Special Events for International students	Future plans
Manchester	Athletic Union - sports clubs, separated; some other students clubs and societies supported by the SU; *International Society* - for all international students, separated	gigs, parties, concerts; nothing special for international students	not satisfied with social life - too big university; high standard of research	many parties - the most famous is Student Festival with a lot of live music and food; welcome week - it is more about academic site	no - international societies organise their programme without the cooperation	high standard research, to become one of the 10 top universities in the world; no big change is planned to change the social life
Leeds	Athletic Union - sports clubs, separated; other societies for different interests under the SU	volunteering projects, concerts, do not cooperate with University but help each other	very satisfied with social programme - *every day communication*, "buddy mentors", attractive social programme	trips, parties, concerts, volunteering, Welcome Week, Bonfire night, dance with band, *TV show "Cooking with Nicole"*	*"buddy mentors"*, Induction - lesson about the UK in funny way; non-drinking party because of Muslims, International Night every week	to even more communicate on Facebook with students, to offer more language courses, to connect UK and international students

Sheffield	all of them under the SU - regular meetings, support from the SU; good cooperation among the societies and clubs - they support each other in different projects	volunteering with schools and charities, works together with other departments of the University	engaged students are satisfied with developed social life	Welcome week, *Language programme from student for students*, parties, live music, common activities; World Week - cooperation with the town, Battle of Bands, *quiz nights*	International Student Orientation programme; *"bodies", World Festival*, club night for international students, *Language festival; International Culture Evening*	cooperation with the town and the region; better research; *cooperation of all departments* which will result in internationalization; Language programme; not use the word "international"
Huddersfield	all of them under the SU, many new international societies started and those are supported mainly by International Office	parties, life music, Fresher's, comedy nights, Varsity; no close work with the University	satisfied with career advice, work experiences and performance feedback; not so good sports facilities and social life	*Food Festival*, Fresher's, *Sports Day*, parties, concerts, comedy nights, trips, Culture Swap, Varsity, Film Fest, PC Game Tournament	*Spring Festival* - Chinese and Vietnamese students working together; *International Food Festival*, trips	new Learning and Leisure Centre - *high standard sports facilities*; to create better social programme for the international students and to connect them with the UK ones

Source: author (2012)

4.5.1 Importance of community

To be a part of a campus community is very important for every student. As Block (2008) said it is the fact that we belong somewhere that is important to us. The campus communities are not well supported at the moment because every teacher or leader requires the best results of individuals. The more we support any group the better the work that they can produce for us, because of the feeling of membership as McDonald highlights (2002). Block (2008) mentioned that there is a need to transform their independence, which we often encourage as part of the learning process, into the social interdependence, and that is what our University is trying to reach. The aim is to have a well-managed and structured campus community with a strategy and plan. The community is not just about being together but about performing activities together (Block, 2008). For this reason the universities in Leeds, Sheffield and Huddersfield create many student societies and prepare social programmes for their students and those students are part of the campus community anytime that they join the programme. But what is it that makes those programmes and that community successful?

4.5.2 Communication and cooperation

From the results it is clear that all clubs and societies are supported by the SU, the International Society or the International office. Each university is organised in a different way, but there is always a person or group of people that arrange meetings and create plans and cooperate with individual groups of students. It can be a sports club or any international society but they need to meet together. Leaders need to deliver information to the University and from the University or the SU. Before those meetings the organisers have to answer the question "Who do we want at the meeting and what will be the topic of the conversation?" (Block, 2008), but most of the information today is delivered online and so people do not often meet together as often. Staffs send email to students, but not all of them answer, or do not answer in detail, so we cannot develop the topic of the conversation. So information is delivered to students but there is no conversation. If we do not have all the people in one room regularly then we cannot move forward, here will be always a gap and important facts will not be delivered and discussed.

The University of Manchester is too big to be structured and organised so any individual talents that would bring their special abilities to the community are difficult to identify and nurture. But the University of Sheffield is smaller, as the University of Huddersfield is, and they are both very international. Still Sheffield has a better social programme and all the events are well-planned. The reason for this is that they give the opportunity for everyone to come, join the group and offer their services, and they have a structure and communications channels that work. This is because of strong leaders that are active. Leaders give ideas, meet leaders of subgroups, talk with them and give them chance to show what they can do. It is this process that Block and McKnight (2010) discussed when everyone uses their talent in the most appropriate and effective way and strong leaders help them to realise their projects.

McKnight (2010) talks about the power of gifts to the community and the empowerment that people experience when they offer gifts and carry out tasks in teams whilst supported by their leaders. When we organised the Spring Festival and the Vietnamese students took part in it they demonstrated traditional bamboo pole dancing for attendees. This is something what is traditional for Vietnam and thanks to support they got from the International Office all students in Huddersfield could watch it and even try it themselves. Another example of gifts that international students can offer is the different food that 15 different countries prepared for the Cultural Day and their traditional games and dances that they demonstrated. By offering these "gifts" to other people in the campus community they were able to build strong cultural bridges and make many new friends.

According to Erhard (1983), the power of each community is in language, which is simply defined as to talk. Another aspect is to have a clear context for the conversation and the possibility to change something and not stop the progress until we see the results. In Leeds they started a programme of buddy mentors and after the first difficult year they did not stop it because of its small positive impact but continued at it, talked more and supported it by many other projects in the orientation week. Sheffield has a buddy´s scheme as well and the SU provides training for the participants and puts on more and more events that will support internationalization. As Fadi said during the interview it is really difficult to get home students to work and

live amongst the international ones, but they have more projects planned and we will concentrate on it. When we have less than successful events in Huddersfield, such as the Film Festival we should see the mistakes made there and try again, perhaps with a different theme or group of organisers. The problem here is that the first project cannot be so successful because it is new to the organisers and new to the attendees but next year it can be always better. There should be used each part of the event process which is described in section 2.2. For example the Film Festival; first of all it is necessary to know which types of movies are interesting for students and how many people will be attracted to different kinds of films. As well it is also important what price students are willing to pay for this type of event and how long it should last; one, two or three days or nights? Those questions should, of course, be answered by the pre-event research, and then we can continue with the design and planning. The planning has to account for any possible delay and everything should be done according the plan we prepare. After the Festival we have to evaluate our work and find out what went well and what we could be better. So even though the Film Festival was not perfect we have to evaluate it and try it again with better organisation.

Putnam (2007) discovered one reason why some similar communities work better than others. The main reason is the quality of the relationships and the degree of cooperation that that facilitates. In Huddersfield there is lack of cooperation between the SU, University departments, students and the International Office. When there is lack of leadership and coordination among leaders of subgroups then there has to be lack of relationships among home students and international ones and among business students and music students for example. When the University finds the right people and structure for the team to create the social programme, then the community will become stronger.

4.5.3 Social programme

In Huddersfield each department or area works separately from the other, but all of them have the same aim; to make students' life better and to give them as much as possible. According to the results of the SB (2011/2012) students are mostly satisfied with academic experience on campus but the social activities, social facilities and

sports facilities are not received well, so the Six Box Model (Reflect & Learn, 2012) is not in balance. Actually the most important box is missing – Leadership. When there is a group of leaders working together and delivering proper strategy and plans to the departments then the social life will be supported by all the departments and the community will experience a big positive change. This change might be difficult and will encompass many elements, some people will have to change their way of working and take account of common aims, but as Peter Koestenbaum (2011) said groups sometimes needs to make painful or bad decisions in order to find the right way forward. And when everyone knows and understands why we change it and what the change will offer, then all people involved will feel that they decided collectively and will take ownership of the future.

4.5.4 Meetings

A good start for the University of Huddersfield would be to have a big organised meeting or workshop for people from all departments; staff and students. Future Search Network (2003) has concentrated on the topic of big meetings that lead to action very quickly. These meetings would bring different people together to talk about common topics but those people would probably never meet without this important meeting. The meeting has to be long so at the end everybody will see that they want to achieve the same goals and they can begin to plan immediately for the future.

Axelrod Group (2011) also talked the Conference Model and the role of large group meetings in defining strategy. Those large group meetings will be useful in creating the necessary structure of the organisation for the University. The University should therefore organise one big long meeting or maybe a set of long meetings or workshops until they find the way to cooperate and reform the tradition that has hampered the community from adapting to the changing environment and diversity that has been created during past 10 years of globalisation.

These theories of meetings, conversations and cooperation are supported as well by Whole Scale Change theory (Dannemiller Tyson Associates, 2012) which is adapted easily for each environment and culture. Each community only has to change according to its needs. So if there is to be a first big meeting at the University, trying to achieve changes in the social life for students, then every single person from the campus should be invited. Certainly we should aim to get one person from each department of the university and a few students from each school; as well the members of societies, clubs and people from the town and region that are closely connected to the university. Each person who attends the meeting should then go and have a conversation with their colleagues or classmates and share future plans with them so everyone will be informed of the outcomes. The meeting should have a clear plan and talk about real issues and not abstract issues. So, because the meeting is about social life then we should talk about the people that are going to organise the social programme and then about the projects which will be executed. Then we say who is in the team and what they are going to do and that we expect

that they will inform us about any progress. Everyone will support this change if they have been part of the meeting when it was discussed. This change has to be prepared in connection to the culture of the students, the University, the town and the region of West Yorkshire. Because there is about 4000 international students we should mainly focus the programme at them, but we must not forget the UK students.

4.5.5 Strategy

Community groups at the campus in Huddersfield are currently separated and do not work together. Some groups, for example the Nigerian Society, have good leaders but the society did not play a full part in the university social programme. Or the Chinese society, which had difficulties accepting the conditions of the event plan when they cooperated with Vietnamese society in the Spring Festival (author, 2012). The problem is the structure of the groups. Block (2008) argues that strong leaders are important, planning the social programme and securing financial support are the way to make a good campus collective, but only the members of those groups have the power to move forward. There are ways, however, to give positions to the members and give them the opportunity to take part in creating the community. And when we talk about leadership and organisational structure, Boyer (1990) says all the members should know, agree and understand the mission, vision and values of each community which will help them to understand why they participate. All the leaders, managers, organisers, assistants and others in the group should be trained and informed about the ongoing activities regularly, otherwise clarity and momentum will be lost. This problem can be seen in Huddersfield when one department organises an event, the SU has a project and International Office is planning something different maybe even on the same day (author, 2012). The campus community should have a strong structure, and all the information should be passed to all departments so that smaller groups and societies can participate and contribute to the campus community. As a result of this separation the Events Management students had many problems during the organisation of their events for the International Office. They had interesting events but it was really difficult for them to find people to talk with or a the correct place to go when they needed to book some area, put posters up or just solve some technical problems. It is difficult to find the right people at the University and each department has its own rules and regulations. When the students tried to perform a flash mob as a part of their promotion for a football match they had to go to the Sports Hall to book the place for practicing, talk to Estate Servicers because of the venue on campus, find the lecturer for the dance students, think of all the equipment necessary for it etc. And when they tried to contact the student societies only a few of them answered because to them it was

just a student project. But the Students' Union did not help us to motivate the students and the International Office could not international societies interested because they are not used to cooperating with each other in a social programme. And in the end the flash mob could not go ahead. Therefore this organisational complexity should be better explained and centrally managed and supported so it will be easier to plan any large cross-cultural events in the future.

4.5.6 Events

When I carried out the interviews in Leeds, Manchester and Sheffield my aim was to get general ideas about how to improve our University environment and create a better social experience. So the most useful information was how satisfied are our students and why; what is your programme and what extra do you offer to your students. At the end I had many ideas for new programmes and events, but those ideas have to be considered really just as ideas and the University should clearly think through the programmes which are to be implemented in our University. We cannot think about those programmes and events too much before we have the correct structure in place because then they will become a limitation. As Block (2008) suggests the old stories should help us to find our place but we need to create our new story and move on. The decision cannot be made in fear.

In 2012 there were a few new events organised by project students. Not all of them went well and one of the reasons is the wrong organisational structure and maybe a lack of pre-event research. The International Office chose the topics for some events without any survey. Some of those students who organised those events did a small survey about the event but actually the results were from a very small amount of students and predominantly from one culture. But Goldblatt (2008) said that research is the most important part of project management. The better the research you do the better the event you have, so all the planned events should be selected according to the best survey that can be done. Another important part is brainstorming, giving each member of the community the opportunity to summarize their ideas and share them for discussion. Because there is this separation of departments in Huddersfield, there should be a single organising team responsible for the campus social experience; (author, 2012). This team, composed of people from different areas, with different ideas and different knowledge, would work together and prepare all the events for the University. Of course there could be events organised independently by others, but this team would be the main coordinators of the social experience and would be aware of all other activities on campus.

5 Conclusion

This study was carried out during the academic year 2011/2012 at the University of Huddersfield. The dissertation is part of a research study of the campus environment and social experience, mainly from the international student view. The aim was to find out the best way of creating a cohesive campus community and organised social life for all students and staff. During the year I have worked in the Students Union and gained many first-hand experiences and information on how the current campus community is evolving. I also cooperated with the International Office and planned several events myself and with teams of undergraduate students. All my experiences from the year I have used in this dissertation to express and address the current issues in the campus community. The research question was

> *How to create a well-organised and structured campus community so that all students will have a better social experience during their studies at the University of Huddersfield?*

The issues are discussed in depth in the sections above, but now I will summarise the main issues and what I believe is the way forward. There is currently a lack of communication, cooperation and organisation structure to the social side of the campus experience. It appears to be no one person's job and we have a number of disparate groups pulling in different directions. Different groups try to achieve their goals and plan their own programmes, but nobody is really satisfied and at the end the common aim is to make our students' life better. For this reason I went to a number of neighbouring universities, Leeds Metropolitan University, the University of Sheffield and the University of Manchester, to see how it works there. The most insightful interview I had was in Sheffield where the campus community is already well formed, yet still continues to moves forward. I got some ideas that the University of Huddersfield could use and these are described here but the main change should be to the social campus management structures and communications, then all other plans and projects will be successful.

This dissertation offers a plan for radical change at the University of Huddersfield. A major limitation of this plan is the time that it will take for the new structures to have a

measurable impact. The changes could then be further refined for the third year of the study when we would see positive results from the new approach.

5.1 Recommendation

To implement the plan in the University of Huddersfield it is necessary to create a new central team that will be responsible for all the social activities on the campus. The team should be created from students and staff and we can call it the "Active Campus Team". There would be one team leader and then 5 officers – Marketing, SU Representative, Student Society´s Coordinator, Technical and Information Support and Creator. Each of these positions would have clear responsibilities and tasks and the Team Leader would coordinate them. With some of those positions are connected other sub-functions such as photographer or designer. The framework of the team can be seen bellow (Figure 8).

Figure 8 Active Campus Team

```
Team Leader
   ├── Marketing
   │      ├── Designer
   │      └── Photographer
   ├── SU Representative
   │      └── Marketing: PR team
   ├── Student Society´s Coordinator
   ├── Technical and Information Support
   └── Creator
          └── Event Management Assistant
```
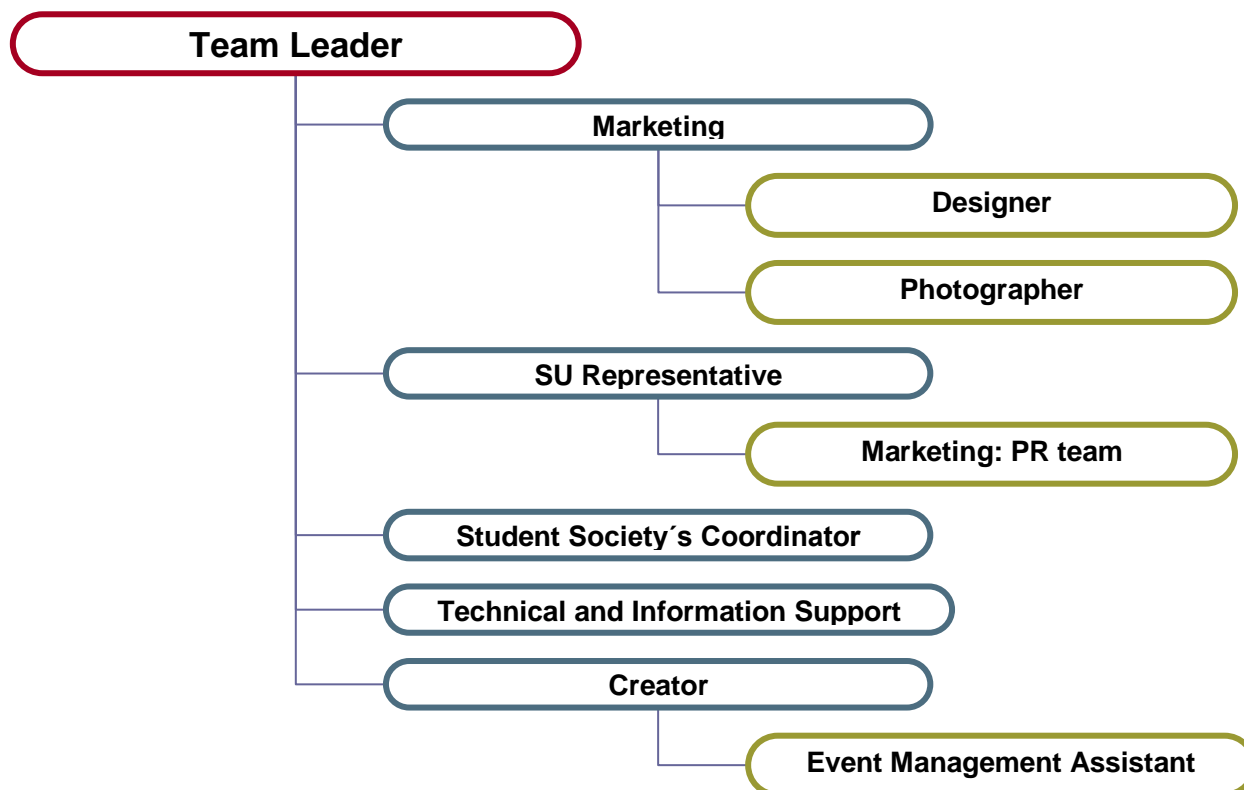
Source: author, 2012

It is not too difficult for disparate groups to be seen to be working together by meeting regularly as a large group and updating each other on what they are planning, but I

want to see an important conceptual change where the plans are initiated by the large group. This is an important change in terms of strategy and ownership; each sub-group can then go away and work on projects, but each project is then owned and supported by the whole group. Only is this way so we move towards a functioning campus community, with successful events and supportive social networks. This large group should quickly define its Terms of Reference, its strategy and its measures of success, so that all participants understand and agree their overall aims.

The Team leader is the person responsible for all activities of the team and who is officially representing social life at the campus. The Team Leader has to ensure that everybody does what they are supposed to do and they have to have all the information about the organisation of each event and project. The Team Leader takes care of each member of the group and tries to create a friendly and supportive working environment. They also have to be able to make decisions very quickly and solve problems when they appear. The Team Leader makes sure that each position under him or her is not overloaded, and if so then the coordinator has to offer an assistant, probably student who will take part of the responsibilities from that member. The leader is responsible for the budget and all the finance that are necessary for the social activities.

The position of **Marketing** has responsibility for the website, Facebook, Twitter and all of the communications with the wider media. This person takes care of all social media, communicates with students if necessary, answers all the emails from outside the University for the Active Campus Team and has two other assistants to help with design and photography. Both of them will be students so this will give the opportunity for placement students or research students to gain valuable experience. One of them will be the **designer** working on posters, flyers and the design of each project. The second one is a **photographer** who prepares necessary pictures for the design and is available to takes photos of each event or project.

The **SU Representative** should be permanent staff member of the SU who will be the SU voice on the Active Campus Team. This member delivers all the information of events from the SU to the team and from the team to the SU. He or she is

responsible for the cooperation with the SU and communicates with the Sports Hall and other venues and facilities from the SU or Sports Hall. He or she is closely connected to the **Marketing and PR Team,** probably created from students that have part-time jobs in the SU and they coordinate promotion of all types of activities. These students will be doing the promotion for the projects of this team and will be available to help during the day of any event.

Student Society´s coordinator is actually the representative leader for all of the student societies. This person has regular meetings with the presidents of the student societies, consults with them on the event schedule and informs them about each event. The coordinator has to make sure that societies are involved in activities on campus. This is particularly important for the international student societies that should be fully engaged in events as Cultural Day or Sports Day. This close connection with the societies will make the organisation of many events easier. The coordinator´s responsibility is to keep the societies active and to stimulate support for events. The society´s coordinator could be a staff member from the language centre as he or she will work mainly with international students and as a member of language centre can help with the language barrier or have good ideas of new events. The coordination from the language centre clearly knows what it is possible to do in the centre and has useful connections that might help during the creation of new projects.

The Technical and Information Support position should be a person from the Estate Services or Library Services who has the opportunity to help with resources, plasma TV promotion, location of posters and big projector promotion at the campus. Those activities will be on the common programme of the campus events, so booking rooms and space would be so much easier than it is now. The Technical and Information Support makes sure that in all buildings on the campus there is enough promotion of the social programme and they should regularly check the web to ensure that everything and updated.

The final but very important part of the team is called the **Creator**. The Creator is actually the main person for brainstorming of social activities. He or she brings new ideas and develops ideas from other people. The Creator does all the preparation

and organisation of events and is responsible for the active programme. The person has one or two **assistants** that help him or her to implement all projects. Those students should be studying event management and it will be a good opportunity for placement or research students. They should also have their own ideas for new events and they will be responsible for good pre-event research and final evaluation of each project.

If this team is created from staff from different departments as suggested, and from students too, then there will be the necessary mixture of skills and experience. The members of the team should ideally also be from different cultural backgrounds, as each culture will bring something new to the group, and people from different countries think in different ways, which can be useful if they are working together in a team. This team should be well-publicised on the campus and all the social activities should go through the team. This group can be successful only if all other members of the University work with them and will accept central coordination of large events. Every school can have their own concert or exhibition but they have to inform the Active Campus Team about it, discuss it with them and they will have the opportunity to get help, expertise and support from the team with their organisation and publicity. The promotion of the social activities should be consistently displayed, marketed and branded everywhere on campus. So there will be the same clearly branded poster or web page with the same activities in each building, Facebook page or website. Those posters and pages will be regularly updated and anyone can add their own event through the Active Campus Team.

For this framework it is necessary to create 6 new full time positions and offer 3 or 4 placements for students. The SU Marketing: PR team can be grown by 2 or 3 part time students so there will be always someone to help with the promotion.

For example, if this Team worked on the Chinese New Year celebrations year last year then it would not have been solely an event organised by Chinese students for Chinese students, but it would be welcoming for everyone and more people would come because of the better promotion and the contributions of different people to it; more people would have ownership of the event. If there is a team of students from one very different country organising a project there will always be a problem

because they do not have the same way of thinking as other cultures. Therefore there should be a mixture of cultural backgrounds in the team. One of the best events of 2011/12 was the Cultural Day because the International Office, Student Union, student societies and other students worked together, so there were many different ideas and lots of cooperation. Everybody looked after their part of the event successfully and brought new ideas to the table and it resulted in a very successful event. If we communicate better with students throughout the year we would have a better relationship with them and they would be expecting to be engaged.

Among the events that should be organised by the new Team should definitely be Cultural Day, Sports Day and Chinese New Year that have been already been a success at the University. To support these major event projects I would also use the "bodies" scheme that is in use in Leeds and Sheffield to build cross-cultural friendships and promote integrative events at grass roots level, And also the language course idea delivered by students for students as those projects seems to be most successful, interesting and promote cooperation within different student bodies. Finally, the most important element is to start the programme early, from Welcome Week, and to get in touch with students so they will know the Team from the beginning of their studies at the University and can enjoy a fun year whilst also working hard at their studies.

The table below shows a budget necessary for the formation of new team and for the social plan which is recommended above. Of course this is a major cost to the University, but to make a step change in an institution with 25,000 students and an annual turnover of almost £150M this is justifiable, especially in light of the current and future growth in the international student population.

Table 3 Sample Budget

The cost	Note	£ (a year)
Team Leader	full-time job	£48000
Marketing	full-time job	£28000
Designer	part-time job for student (15hours a week)	£5000
Photographer	part-time job for student (15hours a week)	£5000
SU Representative	full-time job, but should part already part of the SU who will work for this team	0
Marketing: PR team	already part of the SU	0
Student Society´s Coordinator	full-time job (exists)	0
Technical and Information Support	full-time job (exists)	0
Creator	full-time job	£25000
Event Management Assistant	part-time job for student (15hours a week)	£5000
Cultural Day	twice a year	2*£3000
Sports Day	once a year but at least two days – might be even separated	£1000
Spring Festival	cooperation of Chinese and Vietnamese students	£3000
Trips	every second week – should be paid by student if they are full	£200
other events	Bonfire night, Halloween, Pancake Day, St.Patrick´s etc.	£2000
In total		**£ 128200**

Source: **author (2012)**

5.2 Limitations of the research

This study was carried out entirely during the academic year 2011-2012 while I took part in organising some events myself, cooperated with other student teams organising some events of their own and worked in the Students Union marketing team. So, by the nature of this Masters, the study and the results from it are a time-limited snapshot of the University. During the preparation of each event I made some notes and tried to evaluate the success of each activity at the University. Although I worked together with other staff, my notes and evaluations could be subjective at some points. This would be improved if I discussed everything with a group of people from different departments of the university who also participated in the organisation of the social programme, although this will be much easier when we have a more formal organising structure and a more coherent programme in the future.

Therefore there needs to be some further work once the proposed structure is in place to prepare a programme of events which are then discussed and planned as above and are then very carefully evaluated. The "buddy system" which works in Leeds does not necessarily have to work in Huddersfield, so this will also have to be tested and refined. After another year of research using the structures and plans from this study we could finally make radical changes to the campus structure and prepare the final plan of events. The main issues while making changes might be the communications between all departments of the university and there should be a series of meetings and planned organisational changes which are described in the Literature Review, but at this time without any experience we cannot say which of them will be the suitable one for the staff and students of the University of Huddersfield.

I do know, however, that the University has already formed an Events Team made up of staff and students from across the University, which meets monthly in the Students' Union. And in January 2013 the International Office ran its first pilot Buddy Scheme for new international students, with plans well underway for a much bigger scheme in September 2013, so I can already see the positive effects of my research. It would then be interesting to see if this improvement in social experience in any way supports students to achieve more in their academic studies.

5.3 References

Adair, J. (2010) *Strategic Leadership: How to Think and Plan Strategically and Provide Direction*, London: Kogan Page Ltd.

Block, P. & McKnight, J. (2010) 'Abundant Community', *Leadership Excellence,* Vol.27, pp.5-6 [online]. Available at: <http://search.proquest.com.libaccess.hud.ac.uk/docview/204622897/fulltext?accoun tid=11526> [Accessed 18th December 2011].

Block, P. (2008) *Community: The Structure of Belonging,* USA: Berrett-Koehler Publishers.

Boyer, E. (1987) *College: The undergraduate experience in* America, New York: Harper & Row. Cited in McDonald, W. M. (2002) *Creating Campus Community*, San Francisco: Jossey-Bass.

Boyer, E. (1990) *Campus life: In search of community*. Princeton, NJ: Princeton University Press. Cited in McDonald, W. M. (2002) *Creating Campus Community*, San Francisco: Jossey-Bass.

Brace, I. (2004) *Questionnaire design: how to plan, structure, and write survey material for effective market research*, London: Kogan Page Ltd.

Brace, I. (2008) *Questionnaire design: how to plan, structure, and write survey material for effective market research*, 2nd ed., London: Kogan Page Ltd.

Carmeli, A. & Tishler, A. (2006) 'The relative importance of the top management team's managerial skills', *International Journal of Manpower*, Vol. 27 Iss: 1, pp.9 – 36.

Dannemiller Tyson Associates (2012) ,Kathleen D. Dannemiller' [online]. Available at: <http://www.dannemillertyson.com/kathie.php> [Accessed on 4th April 2012].

deVaus, D. A. (1996) *Surveys in Social Search*, 4th ed., London: UCL Press.

Dey, I. (1993) *Qualitative data analysis: A user/friendly guide for social scientists* [online]. Available at: <http://www.drapuig.info/files/Qualitative_data_analysis.pdf> [Accessed on 16th August 2012].

Division of Student Affairs (1997) *The campus compact: A statement of vision, values and commitments*, Oregon: Oregon State University.

EnlightenNext (2010) 'Juanita Brown' [online]. Available at: <http://www.enlightennext.org/magazine/bios/juanita-brown.asp> [Accessed on 6th April 2012].

Erhard, W. (1983) 'You Don't Alter What You Know, You Alter The Way You Know It', *The Network Review*, Vol.1, no.4 [online]. Available at: <http://wernererhard.net/alter.html> [Accessed 18th December, 2011].

Friends of Werner Erhard (2011) 'Werner Erhard' [online]. Available at: <http://www.wernererhard.com/work.html> [Accessed 19th December 2011].

Future Search Network (2003) 'What is Future Search?' [online]. Available at: <http://www.futuresearch.net/method/whatis/index.cfm> [Accessed on 1st February 2012].

Goldblatt, J. J. (2008) *Special events: the roots and wings of celebration*, 5th ed., Hoboken, NJ: John Woley & Sons, Inc.

Healey, M. J. & Rawlinson, M. B. (1994) 'Interviewing techniques in business and management research' *Principles and Practise in Business and Management Research*, Aldershot: Dartmouth.

Huddersfield Students´ Union (2011) *Impact Report 2010/2011,* Huddersfield.

International Graduate Insight Group (2007-2010) 'International Student Barometer[TM] and Student Barometer[TM]' *i-graduate international insight* [online]. Available at: <http://www.i-graduate.org/services/international-student-barometer-and-student-barometer/> [Accessed on 17th August 2012].

Jossey-Bass (2012) 'About Marvin' [online]. Available at: <http://www.marvinweisbord.com/index.php/about/> [Accessed on 1st February 2012]

Kahn, R. L. & Cannell, Ch. F. (1957) *The dynamics of interviewing: theory, technique, and cases,* New York: Wiley.

Kirklees Council (n.d.) 'Huddersfield' [online]. Available at: <http://www.kirklees.gov.uk/visitors/wheretogo/huddersfield.shtml> [Accessed on 21st August 2012].

Koestenbaum, P. (2000) 'Peter Koestenbaum, Ph.D.', *PiB.NET* [online]. Available at: <http://www.pib.net/bio_peter.htm#peter> [Accessed 19th December 2011].

Koestenbaum, P. (2001) 'Looking back and looking to the future: The growing role of personal responsibility and accountability', *The Journal for Quality and Participation,* Vol.24, pp.6-11 [online]. Available at: <http://search.proquest.com.libaccess.hud.ac.uk/docview/219138636/fulltext?accountid=11526> [Accessed 20th December 2011].

Leeds Metropolitan University (2012) *Leeds Metropolitan University* [Official Website] [online]. Available at: <http://www.leedsmet.ac.uk/> [Accessed on 28th June 2012].

Leeds Metropolitan University (n.d.) *Undergraduate Prospectus 2013* [Brochure], Leeds: Leeds Metropolitan University.

McDonald, W. M. (2002) *Creating Campus Community*, San Francisco: Jossey-Bass.

Mehndiratta, V. (2008) *Event Management*, Chandigarh, IND: Global Media.

Miles, M. B. & Huberman, A. M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed., USA: SAGE Publication, Inc.

Moore, B. L. & Carter, A. W. (1995) *Creating Community in a Complex Research University Environment*, Pennsylvania: Pennsylvania State University.

Putnam, R.D. (2007) 'Capital Ideas' *The Guardian* [online]. Available at: <http://www.guardian.co.uk/society/2007/jul/18/communities.guardiansocietysupplement> [Accessed 19th December 2011].

Putnam, R.D. (2007) 'E Pluribus Unum: Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture', *Scandinavian Political Studies* [online]. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9477.2007.00176.x/abstract> [Accessed 19th December 2011].

Reflect & Learn (2012) 'The Marvin Weisbord Six-Box Model (Weisbord's Model)' [online]. Available at: <http://reflectlearn.org/discover/the-marvin-weisbord-six-box-model-weisbord%E2%80%99s-model> [Accessed on 1st February 2012].

Robbins, S. P. (2005) *Organizational Behaviour*, Upper Saddle River, NJ: Pearson Education.

Rose, P. & Baldwin, M.A. (2009) ´Concept analysis as a dissertation methodology´, *Nurse Education Today*, Vol. 29, pp. 780 – 783.

Salkind, N. J. (2003) *Exploring Research*, 6th ed., USA: Pearson Education International.

Saunders, M. N. K., Lewis, P. & Thornhill, A. (2000) *Research Methods for Business Students*, 2nd ed., Essex: Pearson Education Limited.

Stashevsky, S. & Burke, R. J. (2006) 'Leadership in organizations', *International Journal of Manpower*, Vol.27, Iss.1 [online]. Available at: <http://www.emeraldinsight.com/journals.htm?issn=0143-7720&volume=27&issue=1&articleid=1550603&show=html> [Accessed on 10th June 2012].

The Axelrod Group (2011) 'The Conference Model' [online]. Available at: <http://www.axelrodgroup.com/conference_model.html> [Accessed on 30th March 2012].

The Complete University Guide (2012) [online]. Available at: <http://www.thecompleteuniversityguide.co.uk/> [Accessed on 23rd August 2012].

The University of Huddersfield (2012) *The University of Huddersfield* [Official Website] [online]. Available at: < http://www.hud.ac.uk/> [Accessed 25th August 2012].

The University of Huddersfield (n.d.) *International Student Prospectus* [Brochure], Huddersfield: The University of Huddersfield.

The University of Manchester (2012) *Facts and Figures 2012* [online]. Available at: <http://documents.manchester.ac.uk/display.aspx?DocID=6178> [Accessed on 17th August 2012].

The University of Manchester (n.d.) *Undergraduate Prospectus 2012 Entry* [Brochure], Manchester: The University of Manchester.

The University of Sheffield (2012) *The University of Sheffield* [Official Website] [online]. Available at: <http://www.sheffield.ac.uk/> [Accessed on 22nd August 2012].

The University of Sheffield (n.d.) *Undergraduate Prospectus* [Brochure], Sheffield: The University of Sheffield.

The University of Vermont (2012) 'Future Search Network' [online]. Available at: <http://www.uvm.edu/giee/ESDA/sandrajanoff.html> [Accessed on 1st February 2012].

The World Café (2012) 'World Café Method' [online]. Available at: <http://www.theworldcafe.com/method.html> [Accessed 6th April 2012].

The World Café (n.d.) 'Vision Holder Member Profile' [online]. Available at: <http://heartlandcircle.com/vhmember-davidisaacs.htm> [Accessed on 6th April 2012].

USDA (2008) *SWOT analysis A tool for making better business decisions*, U.S.: University of Minnesota [online]. Available at: <http://babel.hathitrust.org/cgi/pt?seq=1&id=umn.31951p01019838z&page=root&view=image&size=100&orient=0> [Accessed on 18th August 2012].

Visit Leeds (2010) *Welcome to Leeds.co.uk* [online]. Available at: <http://leeds.co.uk/default.aspx> [Accessed on 19th August 2012].

Whole Scale Change (2012) 'Whole Scale Change' [online]. Available at: <http://www.wholescalechange.com/methodology.html> [Accessed at 5th April 2012].

6 Appendixes

6.1 Quantitative Pre-Event Survey Model

This survey will enable the organizers of XYZ event to determine the feasibility of producing the following event. Your participation is important in this effort. Answer all questions by checking the appropriate box. Return this survey by January 1, 2008.

1. Gender?   ☐ Male   ☐ Female

2. Age?   ☐ Under 25   ☐ 26–34   ☐ 35–44   ☐ 45–60   ☐ 61 and over

3. Income?   ☐ Under $24,999   ☐ $25,000–44,999   ☐ Over $45,000

4. If the event were held during the summer I would: *(Likert scale)*
    ☐ Not attend   ☐ Maybe attend   ☐ No opinion   ☐ Probably attend   ☐ Positively attend

5. If the event were held during the fall I would: *(semantic differential scale)*
    Not Attend ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 Positively attend

6. If you checked number 1 above, please describe your reasons for nonattendance in the space below: *(open-ended question)*

    _____

    _____

    _____

Return this survey by January 1, 2008 to:
Dr. Joe Goldblatt, CSEP
Temple University
1700 North Broad Street, Suite 412D
Philadelphia, PA 19122
or fax to 215-204-9015

To receive a *free copy* of the survey results, please include your business card or e-mail.

6.2 Introduction of the Research

Good morning my name is Marketa Hejlova and I am studying Master by Research at the University of Huddersfield. The topic of my study is Creating Campus Community. During the past year I helped to organise few events at our university, to communicate with international students and I was trying to find out how to improve their social life during their stay in the UK. I as well worked with groups of international student at their projects. The work as a Campus Events Coordinator gave me many ideas how to improve our community and give better experiences to our students. But I need to get as well some ideas from other universities therefore I would like to ask you few questions about the University, the SU and the social life at the campus. The purpose of the interview is to find out how satisfied students are and what the university does differently than the University of Huddersfield. All the information will be analysed, compared and used in my dissertation only for the academic purpose. The Interview will take approximately 30 minutes (author, 2012).

6.3 Plan of the interview

1. University

   - How many students do you have in total?

   - How many international students do you have?

   - How many campuses do you have, where are they and what are the facilities there?

   - How many Sports Centres do you have and where?

   - How many schools and courses do you have and what are the facilities for students?

2. Satisfaction of students

   - Have you done the SB/ISB? What were the results like?

   - Any other research of the satisfaction?

   - Why are students satisfied/ dissatisfied?

   - Do you have any special support or programmes?

   - What would you like improve in future and how?

3. International Students

   - Do you have special programme for international students?

   - Can you tell me more about international events and support for international students?

   - Do you offer help with language barrier?

   - What about international societies?

4. The SU

- Where is the SU?

- Does the SU do anything special for international students

- How the SU cooperate with the University and with students?

5. Social programme

- Who prepares the social programme?

- How does it work?

- What is the plan and what are the best events and projects?

- What about the participation of students; home and international?

- Do you have future plans?

6.4 International Cultural Evening at the University of Sheffield

Source: **http://www.facebook.com/S1Magazine/photos_albums**

6.5 Cultural Day at the University of Huddersfield

Source: **http://www.facebook.com/UoHCampusEvents**