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**STUDENT UNION OF SAIMAA UNIVERSITY OF
APPLIED SCIENCES:
INTERNATIONAL TUTORING PROCESS AND
INTERNATIONAL TUTORING MANUAL**

Bachelor's Thesis 2011

ABSTRACT

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International Tutoring Process, 30 pages, 2 appendices

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The thesis is aimed at identifying and standardising the International Tutoring Process as well as developing the International Tutoring Manual for the student union of Saimaa University of Applied Sciences (SAIKO). The theory is generated by means of gathering secondary data and conducting Qualitative Action Research (Inductive Content Analysis). Interviews are held with stakeholders, recorded and later transcribed for analysis. The analysed theory are further transformed into concepts and conclusions used to identify the International Tutoring Process as well as develop the International Tutoring Manual. Throughout the thesis process, stakeholders are supportive of the ongoing progress leading up to the point of completion. As a result, the ideal tutoring process is identified. Moreover, through deep analyses of data, "expectations of tutors" is highly considered for the development and completion of the International Tutoring Manual.

Keywords: Expectations, Tutor, Process, International, Code, Interview, Leadership, Communication, Culture

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1 INTRODUCTION

The core problem for the thesis is that SAIKO needs a structured tutoring process. Moreover, the process should present knowledge and skills that tutors need in order to train them. A practical need is presented and through means of qualitative research (Inductive Content Analysis) answers are found. The theoretical section presented on the following pages presents the path taken during the acquisition of data. In short, a prior version of the International Tutoring Manual was firstly developed. This serves as an empirical example presented to stakeholders to clarify what is desired to be the final outcome of the thesis.

Furthermore, interviews are conducted and recorded. Later these interviews are transcribed and analysed by means of inductive coding. Data that proved to be similar in content and meaning are categorized into codes and further saturated into themes. Axial coding follows, showing the relationships between themes and codes in further detail. This means of analysis is focused on comparison between the concept of the current tutoring process and the ideal tutoring process, both of which are firstly conceptualized through deeper analyses of the interviews. From both processes (current and ideal) core categories are found by means of identification by counting re-occurring themes. When looking at the results chapter, one may see that the most prominent theme and core topic highlighted during the theoretical process is "Expectation of tutors". From the quotations found in the interviews it is deduced that the expectations cover almost the entire process. Furthermore, the "Expectations of tutoring" would therefore be integrated into the International Tutor Manual. It proves rather challenging to acquire topic specific literature and material. There are materials supplied by other student unions that contributed to the development of the International Tutoring Manual and somewhat for the theory. However, the theory/sources support the progress and development of the thesis. This may be the case in circumstances where a topic is quite unique. Much theory was generated by analyzing transcribed interviews which were firstly recorded. This yields prominent information for the paper and proves to be truly insightful.

According to Lewis (2004, 2) it cannot be an assumption that people all think alike and understand how things are done. From years of experience working with foreign students while keeping this in mind has made certain moments less stressful. Cultural diversity brings about a great deal of opportunities some of which are gaining a wider point of view testing new activities/methods and relationship building. People from other backgrounds share many common ideas however; they see them from different points of view. It is due to the fact that people all see issues with different eyes that they may react or behave in a way which is confusing or strange to others. It is necessary to remain open-minded and try to identify the trends and traditions of cultures. The reactions and decisions of people with different cultural origins can be determined, understood and managed.

By concentrating on the cultural origins of national behaviour, both in society and business, one can predict and calculate with a surprising degree of accuracy how others will respond to our plans for them, and therefore make certain assumptions as to how they will approach us. A solid understanding of the basic traits of other cultures (especially our own) will decrease the chances of culture shocks. Having prior insights equip us to interact successfully with nationalities with whom it has been more challenging in the past. (Lewis 2004, 2) According to statistics provided by the International Office, Saimaa University of Applied Sciences (Saimaa UAS) has hosted exchange students comprising of up to 21 nationalities (Keskinen 2011). These students are classified as exchange students because they are usually studying here for a period of 1-2 semesters and have a home institution in another country. This demonstrates the need for better understanding of different cultures. Moreover, Saimaa UAS offers full degree studies in English for Finnish and foreign students as well. At this point in time the university has around 200 foreign degree students (Keskinen 2011). This is a significant figure in comparison to the total number of students. This figure is likely to grow or remain as the university continues its marketing activities. Tutors are therefore further needed to assist the new arrivals.

2 DEALING WITH VARIOUS CULTURES

As humans, we are born not only into culture however, also into a specific culture. We are offered a range of culturally specific defining features into which we are expected to match or to which we are expected to adapt ourselves. More accurately, we are born into several cultures, each of which acts upon us in different ways, expecting different things from us and making different demands to which we are forced to respond. Furthermore, such demands, and the extent to which we are restricted – or, on the other hand, inclined – to adhere to them, vary enormously in their intensity and insistence, to the extent that we must constantly weigh up the ones to which we will give priority. In many we have little or no choice: sex, race and nationality are given to us at birth and we ignore at our peril the imperatives they place upon us (Richardson 2001, 21).

Lewis 2004, 5; 36 has classified the worlds' cultures in three rough categories: Linear-actives – those who plan, schedule, organize, pursue action chains, and do one thing at a time. Examples are Germans and Swiss nationals. Multi-actives – those lively, loquacious peoples who do many things at once, planning their priorities not according to a time schedule, but according to the relative thrill or importance that each appointment brings with it. Italians, Latin Americans and Arabs are members of this group. Reactives – those cultures that prioritise courtesy and respect, listening quietly and calmly to their interlocutors and reacting carefully to the other side's proposals. Chinese, Japanese and Finns are in this group. Each group is said to gather information differently. For example, the linear-actives rely mostly on data, the multi-actives on face-to-face interaction and the reactives are a combination of the two.

By being aware of these groups, tutors may improve on their style of communication. It would be effective to communicate by email for all the foreign students for example. However, there is a need to continuously meet face-to-face and discuss with students from the multi-active group. Students belonging to the reactive group may be better approached when they are together in their respective circles so that they do not have to face one-on-one confrontation (Hauser 2011). It is perhaps best to present the information in a form of an offer or option and allow them time to think and discuss it together (Hauser 2011).

Furthermore, the team of tutors should be as diverse as the target audience. Diversity can come in the form of personality and more effectively nationality. It makes sense that the tutor team would be a vibrant mix of cultures as this is an image the University of Applied Sciences wishes to depict concerning its range of students.

One should observe the tutors as part of a working or studying environment. Hopkins 2009, 20 says that regardless of cultural background, everyone has something to offer to the workplace. Furthermore, if the tutors are culturally diversified then their natural cultural norms may not affect their functioning with the team as much. During employment and furthermore working with tutor recruitment, it has always been a focus to unite the tutor team under one main common denominator. That common denominator is simply viewing all tutors as being students and furthermore a team of students. By trying to project a common student culture towards the tutors it helps to prevent individual team mates from saturating out of the team. Hopkins 2009, 48 has a similar sort of thought on this subject and mentions that in a workplace setting it is important to remember that if there are people who all come from the same country and that country has a collectivistic culture, they may not necessarily act in a usual collectivistic way towards each other. Hopkins 2009, 39 says culture is the pattern of behaviour shown by the group to which an individual belongs, and which the individual will to a certain extent also display. The group then accepts and protects individuals who conform to this pattern. Obviously culture, personality and human nature are deeply connected, and where one ends and the other begins is vague. Management theorizing makes the mistake of trying to explain every aspect of an individual's behaviour within an organization in terms of human nature. Hopkins 2009, 50 further adds that in culturally tight societies, there is an agreement about what constitutes acceptable behaviour. Punishment or criticism is expected for those people who deviate from the norm. SAIKO has no desire to punish or criticize anyone but, maintains its own organizational culture and values. Tutors usually become members of SAIKO and then are expected to adopt some if not more of its own organizational culture or at least share similar values. Hopkins 2009, 42 says that cultural values are fundamental within a workplace because they define the terms of the

psychological contract employees hold with the organization. Such contracts are unwritten not like formal contracts and often exist as assumptions or opinions. In culturally homogenous settings such assumptions are generally shared and understood.

3 UNDERSTANDING CULTURE SHOCK

Many explanations are given for this phenomenon, some depicting the extremes while others go deeper into the meaning of culture shock. Berger (1963) had used many extreme examples in his time to describe this issue in his book "Invitation to Sociology". Anthropologists use the term "culture shock" to depict the impact of a completely new culture upon a newcomer. With the shock may go not only disapproval or disgust but, a sense of excitement that things can really be that different from what they are at home. To some extent at least, this is the excitement of any first trip abroad. The experience of sociological discovery could be described as "culture shock" minus geographical displacement. (Berger 1963, 6) Taking into account what Berger has mentioned, it may be concluded that a person coming from a very far distance to a different location would then usually experience a rather more significant culture shock as apposed to someone coming from a shorter distance geographically.

Culture shock is the process of intial adjustment to an unfamiliar environment. This psychological construct of culture shock has been used to describe the adjustment process in its emotional, psychological, behavioral, cognitive, and physiological impact on individuals. In a multicultural context, culture shock is a more or less sudden immersion into a nonspecific state of uncertainty where the individuals are not certain of what is expected of them or of what they can expect from the persons around them. The term of culture shock was first introduced by Kalvero Oberg (1960) to describe the anxiety resulting from not knowing what to do in a new culture. The familiar suggestions have been removed or have been given a different meaning, resulting in responses ranging from a vague discomfort to profound disorientation. The recent literature recognizes that culture shock applies to any new situation, job, relationship, or

perspective requiring a role adjustment and a new identity. In a wider and more general sense, culture-shock applies to any situation where an individual is forced to adjust to an unfamiliar social system where previous learning no longer applies. From my experiences with new foreign students arriving in Finland, much of the previously mentioned points by Pedersen (1995, 1) were observed. Some individuals have shown so much excitement that they tend not to listen carefully to advice given to them. Also they lack the understanding that things work differently in Finland compared to their countries. One can see much anxiety and frustration in newcomers especially when there is a language barrier. However, over a longer period of time the newcomer begins to adapt to the environment and cultural habits of the host society. There are at least six indicators that a culture-shock adjustment is taking place. First, familiar suggestions about how the person is supposed to behave are missing, or the familiar suggestions now have a different meaning. Second, values the person considered good, desirable, beautiful, and valuable are no longer respected by the hosts. Third, the disorientation of culture shock creates an emotional state of anxiety, depression, or hostility, ranging from a mild uneasiness to the “white furies” of unreasonable and uncontrollable rage attributed to colonials in the last century by indigenous peoples. Fourth, there is a dissatisfaction with the new ways and an idealization of “the way things were.” Fifth, recovery skills that used to work before no longer seem to work. Sixth, there is a sense that this culture shock discrepancy is permanent and will never go away. Experiencing a new culture is a sudden and sometimes unpleasant feeling causing persons to reevaluate both the new host and their own home culture. (Pedersen 1995, 1-2)

In my own experience it has been observed that a great deal of culture shock is closely associated with stereotyping cultures and people (Hauser 2011). It is a great challenge for any of us to not have stereotyped views about how other cultures behave or ‘are’. This is due to the fact that stereotyping is what we do to try to make sense of the complexities of the world around us. However, stereotypes can also be large obstacles, preventing us from seeing the true essence of people around us, and holding them can manipulate our opinions, making it difficult for us to think about, and deal rationally with, any issue in the workplace that seems to have a cultural dimension (Hopkins 2009, 20). Once a

person begins to accept a stereotype of a particular group, that 'thought' becomes an active 'agent', participating in shaping how he or she interacts with another person who falls into that stereotyped class. In turn, the tone of their interaction influences the other person's behaviour. The prejudiced person cannot see how his prejudice shapes what he 'sees' and how he acts. In some sense, if he did, he would no longer be prejudiced. To operate, the 'thought' of prejudice must remain hidden to its holder. (Senge, 1990, p. 241) The big problem with stereotyping is that it tends to be selfreinforcing. When we come across someone who fits the cultural or racial stereotype that we hold of their group it reinforces that stereotyped image, whereas when we meet someone who contradicts their stereotype we often dismiss them as exceptions rather than using their existence to modify our stereotyped image of them. Dealing with our stereotyped images is an application of emotional intelligence. This means that when we meet someone and label them with the qualities of a stereotype we hold, we need to be able to recognize exactly what we are doing and then review the assumptions we have made on the basis of that stereotype. (Hopkins 2009, 35) Hopkins (2009, 36) refers to another authors view on stereotyping. He tells of Adler's (2008) suggestion that there are things that need to be done in order to make sure that a stereotype is a help rather than a hindrance. Firstly, acknowledge to ourselves that we are thinking of a stereotype, so that we know we are holding in our minds an image of a group rather than of an individual. Make the stereotype descriptive rather than judgemental, so that the stereotype depicts something about what that group does, rather than that this characteristic is good or bad. Make the stereotype the first best guess about this group, based on limited, existing knowledge. Be prepared to modify our stereotype as we find out more about the group and its values and norms. Make the stereotype accurate and as good a description as possible of the group.

4 THE NEED FOR LEADERSHIP

Tutors are considered to be student leaders or experts of the university and student life. The tradition of having student tutors has been in existence for some time in Saimaa University of Applied Sciences (Saimaa UAS). Earley, P and Weindling, D (2004, 19) say that a culture of continuing professional development is crucial to the success of schools. The experience gained from tutoring ranges from confidence building, presentation skills, orientations skills, social and inter-cultural communication to mention a few (Valtonen 2011). Indeed tutors develop greatly during their practical working time and such traditions benefit the university and students as well. (Valtonen 2011) In recent years the Student Union of Saimaa University of Applied Sciences (SAIKO) has taken full responsibility for the recruiting and training of tutors both for Finnish and Foreign student groups. The tutors are trained by the board members and employees of the union. Such individuals must reflect great leadership and management skills. Even more so the Chairman of the union should be the top leader, leading along the strategy and culture of the union. Earley, P and Weindling D (2004, 19) point out, that modern notions of leadership, including distributed leadership, whilst welcomed, are shown to rely heavily on leadership, alongside effective management, being successfully demonstrated at the apex of the organisation. As a person who trains international tutors, it is expected that once they receive sufficient training and practical experience that they may function independently. Achieving results through others is the essence of leadership and it is the 'avenues of leader influence' that matter most (Hallinger and Heck, 2003, 220– 6). The avenues of influence may be identified as the union board members and head tutors appointed by vote and recognition of work done.

There are many leaders, not just one. Leadership is distributed. It resides not solely in the individual at the top, but in every person at every level who, in one way or another, acts as a leader to a group of followers – wherever in the organisation that person is, whether shop steward, team head or CEO (Goleman 2002; 13, 14). SAIKO is an organization that partakes in co-operative ventures with other similar organizations. At times only tutors are needed to

handle such responsibilities and by being proactive and responsible they then carry the name of the organization with high regard. Bush and Glover 2003, 10 think that Leadership and management work go hand in hand and many great authors have defined such reasoning. Leadership is a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school that is based on clear personal and professional values. Management is the implementation of school policies and the efficient and effective maintenance of the school's current activities. (Bush and Glover 2003, 10) Although Bush and Glover were focusing the statement on schools, the same ideology could be adopted in this situation. By working together in the student union, insight into the characteristics of my colleagues is gained. Each board member is responsible for various sectors of interest and reflects true commitment as well. Tutors are volunteer workers who act upon a genuine desire to help others. Rosabeth Moss Kanter (Emerald Insight Staff 2004, 9) has a similar opinion of this situation: I think that people selected for leadership roles will be those characterized by a sensitivity towards others rather than a capacity to order people around. During the process of interviewing and selecting tutors, interviewers took this greatly into consideration. SAIKO wants tutors who care and that want to make things happen. Some tutors are selected also due to the fact that these individuals have come forward with many complaints in the past. If they know what is wrong and strive to resolve them then they make for ideal candidates. When looking at preparation plans for each semester or study year, tutors are needed to gather together to take an active role. Tutors have experience in attending and organizing events and such experiences offer assistance in future planning with SAIKO for future events. Emerald Insight Staff (2004, 11) say that it is of course relatively straightforward to sit on the sidelines and comment on what should be done and for what reasons. However, in practice the working environment is more often than not an intricately complex web of interdependent components that require a great deal of consideration and planning. Because of leadership development's importance, it makes this planning stage all the more vital. Sticking to the ideals of SAIKO, the student union wishes work as a network of students united under one organization. Almost all decisions are made by the executive board, sector teams and tutors

as well as members bring ideas forward for consideration to the Executive Board. (Valtonen 2011)

5 COMMUNICATION AND MANAGEMENT

Taking into account that tutors are students, one should keep in mind that there are challenges and benefits associated with this. Moreover, International Tutors are mostly instructed in English as it is considered a neutral language for the group. The team of tutors consists of Finnish, Russian, Turkish, Vietnamese, Latvian, Nepalese and Pakistani students. The team itself is diverse and this is a desired circumstance due to the fact that it reflects the internationality of the university and persons active within. These students all have different backgrounds, religions, languages etc. Although all of these students study in English, it is still never one hundred percent sure that they clearly understand every instruction. As a sort of manager or guide over this group, one should think carefully of how to bring forth information and topics. Smith and Mounter, (2005, 102) have quite the same opinion saying that English is unlikely to be the first language of a great number of individuals across the country. Many of them will celebrate different religious holidays, and perhaps have a completely different date for the start of their calendar year. During the working day they may need to stop work to pray or carry out other faith-related duties. Not only do managements have to take note of these very different needs, they will also have to manage the potential resentments and raised expectations of the rest of the workforce. Of course such an example is better suited for the work place. The situation involves students and their volunteer work within the student union and university.

When considering the content of publications (print or internet based) and broadcast one could use cultural diversity as an opportunity to share different perspectives with the whole workforce. (Smith, Mounter, 2005. 102) Such suggestions play an effective role in such a working environment. When talking face-to-face with student tutors the use of their native language is usually highly appreciated. Moreover, it ensures that a sufficient percentage of attention has been acquired in order to transfer information successfully. Knowing that makes managing such teams far less stressing and frustrating for team leaders. As an expatriate it is easy to see such phenomena, however,

locals do not always share the same view. The organization in question has only one foreign worker while other staff and executive board members are all Finnish citizens.

Corrado and Reider (1994, 12) mention that there is a bigger communication job for everybody in today's flattened spreadout organization. It is no longer a job just for somebody at the main office; every supervisor, manager and executive has to get involved. Therefore, the International Secretary and International Affairs Correspondent are not the only ones who communicate and work with the International tutors within SAIKO organization. All board members and employees should be able to communicate with foreign students at least in English. The way in which information is passed on is also changing in this new age of ever developing technology. Electronic/digital communication is supplementing, even replacing, print while managers are expected to increase one-on-one and other forms of interpersonal communication. Today, there can be computer messages (E-mail) or voice mail sent to each employee from the CEO, as well as informal unit meetings and videos. (Corrado, Frank; Reider, Andrea 1994, 12) At present, most communication directed towards tutors flows through online social network sites such as Facebook and Vkontakte as well as by email. Print material is proving to be less utilized as students do not often notice posters, banners etc. Word of mouth is still a favoured form of communication and is expected that tutors will meet together to discuss current events. Unfortunately this is rarely accomplished without the push from SAIKO. Tutors have the luxury of not having to be available to help since they are volunteers. However, those chosen usually wish to be of assistance. These individuals may have many great ideas or wish to become more active during their study period. Managing such an intangible work force is a challenging and requires more leadership and motivation skills. In the new workplace, workers are diverse and multicultural, and have different values. They have less job security, but management wants expanded employee participation in decision making. Employees who now often define their lives in terms of their work have higher expectations for their jobs. In this environment managers must now lead rather than boss. This requires even more communication. (Corrado, Frank; Reider, Andrea, Mapson, Ralph 1009, 16) SAIKO wishes to create value for students in their well-being while studying. The indicators used to measure

SAIKO's performance are feedback, member numbers and number of students attending events/parties. The market place for SAIKO would be the studying environment surrounding the organization and the students within which are potential customers. Therefore if tutors are active and pursue organizing of events/activities and even more so guiding students through interaction it is expected that further performance will follow. According to Corrado, Frank; Reider, Andrea; Mapson, Ralph (1994, 38) companies exist to create value which is further measured through determining economic performance in the marketplace. Furthermore, by increasing the amount of action taken by employees to meet business objectives, an organization can improve its economic performance.

6 MOTIVATION

As our tutors are students and more so volunteers, motivation needs to be demonstrated to them constantly. One often hears students complaining about a huge lack of motivation in their lives. Surely educators have seen the expression on their faces far too many times. The first and golden rule of motivation is that you will never inspire others unless you are inspired yourself. Only a motivated leader motivates others (Adair 2006, 91). While working together mostly with the board member of International Affairs in SAIKO we try to keep up the motivation levels. It has been realised that if we cannot be or appear to be highly content or motivated then we will project badly upon others. A strategy for our team is to raise each others' motivation by inspiring each other. Inspiration may come in many forms such as: Trust, supporting each other, offering a helping hand, showing humility, spreading wisdom and experience and finally persuading the best possible experience of everyday. Working teams and organizations are usually unique, having their own group personality. However, all share similar areas of need such as to complete the task at hand, maintain unity and the needs that individuals bring by virtue of being embodied persons. (Adair 2006, 17) Furthermore, tutors having the possibility to be a part of decision making processes further motivates them. Wise leaders will involve their teams in decision-making as much as possible. This is due to the fact that the more individuals have a share in decisions

affecting working life the more likely they will be motivated to carry them out as well. (Adair 2006, 18) Naturally a leader should be consistent in his/her personality and character. It is not an easy task as leaders are human as well and deal with life as others do. Leaders must still maintain a level of flexibility when it comes to decision making. Therefore leaders must make decisions step by step for the same individual issues throughout the working day for example in order to have the best frame of mind for finalizing decisions along with team support. (Adair 2006, 33)

7 CASE COMPANY

The partner organization and employer is SAIKO which stands for the student Union of Saimaa University of Applied Sciences. SAIKO promotes and supervises students' interests, in particular educational and social political issues. SAIKO also works with students and other stakeholders, seeking to develop a link between teaching and learning content. SAIKO takes a role of responsibility in recruiting, educating and further training student tutors. Student tutors assist the student union and university for the sake of the students. The student tutors are current students who volunteer to participate in various activities and working groups. There are normal tutors (for Finnish students) and international tutors who focus their efforts on foreign students (www.saiko.fi).

Illustrated below is the organizational chart of SAIKO. It depicts the various units of the organization as well as the style of interaction between its units. Students of Saimaa UAS are the foundation of the student union as well as customers or members. There can be no student union without the presence and participation of students. Students may elect and/or self nominate themselves as well for a position in the Representative Council now referred to as the RP. The RP then decides upon the members for the Executive Board of SAIKO from now on referred to as the EB. The EB runs the various functions of the student union by sectors such as sports, culture, tutoring, social politics, educational politics, international affairs, communications and public relations. There is an EB member responsible for each sector or more than one. Moreover, there is a Vice Chairperson as well as the Chairman. The EB is

responsible for hiring and recruiting employees who serve the EB in administrative activities. Employees also help to keep track of finances, run services and sell products if there are any. Each EB member may have his or her own working committee to support work done in that specific sector. Tutors are students who apply for and are selected for voluntary work. The work is all student and university related. Tutors mostly market events, meet new students, share information and assist the university in various matters. Tutors are considered to be a direct link between SAIKO and the students of Saimaa UAS (Valtonen 2011).

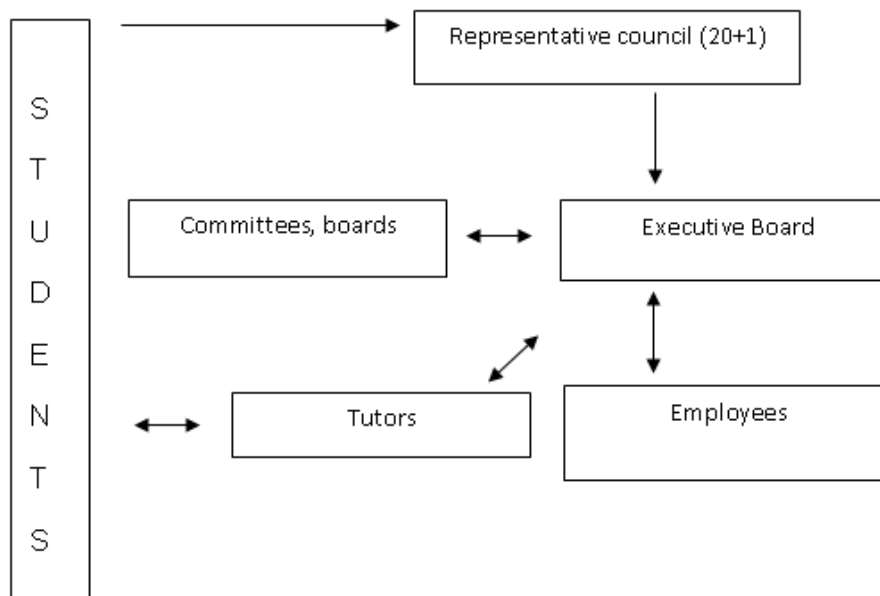


Figure 1.1 Organizational Chart of SAIKO

8 METHODS

There are two common research methods in frequent use at present. They are the qualitative and quantitative methods. Qualitative research is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative method investigates

the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed, rather than large samples.

Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only hypotheses simply known as informative guesses. Quantitative methods can be used to verify which of such hypotheses are true (enotes.com). Quantitative research is based on traditional scientific methods, which generates numerical data and usually seeks to establish causal relationships between two or more variables, using statistical methods to test the strength and significance of the relationships (encyclopedia.com).

The choice of a Qualitative Action Research method was made due to the need for new and original data. Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. (Lewin, Innovative Learning 2011)

Such an explanation supports the progression of the research made because of the continuous participation of stakeholders. SAIKO, as well as staff members of Saimaa University of Applied Sciences, here on mentioned as Saimaa UAS, have shown interest and supplied comment and data during the thesis process. According to Somekh (2005, 1), it is a methodology integrating social science inquiry with participants' practical action so that all concerned have a sense of agency rather than constructing themselves as powerless. From the previously mentioned explanations, reasons have been concluded. The conclusion sums up to the fact that the interest groups/stakeholders all benefit when working together to form solutions. It is obvious that all of these interest groups are closely connected through their activities and responsibilities. The clear reason is that they are all in contact with foreign students and are somewhat accountable for them for different reasons.

8.1 Research approach

The research took a different direction in its approach by beginning with the empirical part, going on to the theoretical part and then ultimately amending the empirical part. This was thought to be the best method due to the fact that I have a great deal of experience and may be seen as an expert in this field. I knew that if I had a tangible example of what I was aiming to accomplish, that it would be easier for others to see where I wanted to go with the thesis.

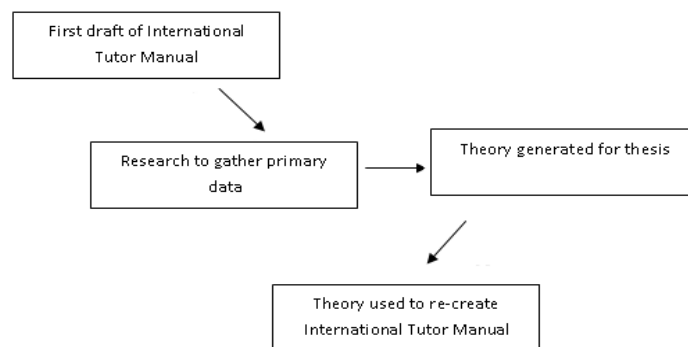


Figure 1.2 Flow of research work

A great deal of secondary data was available to assist in creating the first draft of the International Tutoring Manual. Therefore, the draft was made carefully in order to focus on vital points of information. Moreover, the theoretical part of the dissertation began afterwards. A great deal of research based material was needed to be learned beforehand in order to start off the process. Theoretical data needed had to be acquired mostly through qualitative interviews with stakeholders. The interviews were recorded and later transcribed. After transcription, the interview texts were analyzed according to the method of Inductive Content Analysis. The theoretical part was completed and from the data gathered, amendments were made to the existing International Tutor Manual draft.

8.2 Interviewing process

The interviewing process was conducted carefully according to an unstructured yet informative system. Without any sinister motives it is possible to be equally vague as an academic researcher or, at least, not to ensure that those you are seeking to interview are entirely clear as to who you are and where you are from. Your identification should include:

- The name and address (and other contact details of the institution/department/agency you are working for;
- your own role there (post graduate student/lecturer/research assistant).

These are best given in writing along with very brief details of the purposes of the research, what the respondent is being asked to do, and what will happen to the information they give you. (Gillham 2005, 11-12) Taking this quoted information into account I followed such a system carefully during the interviewing period. Certain questions were asked generally in the same order, leaving room for the interviewees to voice their opinions as lengthy as desired. Some interviews were more interactive than others offering further details. The the questions asked during the interviews were meant to offer an understanding of how the stakeholders see the entire tutoring process. Their answers will contribute to the development of the International Tutoring Process. After every interview, the recorded data was transcribed into written, printed form for use in analysis. Notes were made; various issues were highlighted and further explained.

8.3 Qualitative Analysis: Inductive Coding Process

According to Tonder (2009), qualitative analysis aims to condense and clarify research data. Furthermore, from the interpretations of the researcher, more information may be found in the research material. The aim of the research is to produce new, primary information about the topic at hand. This form of analysis best suits this situation due to the fact that conducting the interviews served as a means to gather new primary data. The inductive coding process is built up of phases: Transcription, open coding, thematic register, axial coding and selective coding. These phases were followed throughout the analysis of the research. All interviews were recorded and transcribed into digital files and later

printed. The objective of the research was to find specific content and statements to identify issues. While exploring and simplifying the findings of the interviews during open coding I observed that the data collected proved to be very informative and useful for the build up the theoretical frame work. Common issues and characteristics were found and classified into themes made up of numerous codes. The same codes and themes were used where applicable throughout the analysis of the transcribed interviews. I felt that each interviewee wanted to emphasize greatly on a different topic rather than many focusing on the same issue. The logic behind these interpretations is further explained in detail during the axial coding phase. However, an example may be presented to demonstrate the discovery of the codes and how they form a theme:

- “I think the tutor needs guidance skills (high-lighted code), leading skills (high-lighted code) very much the people skills or social skills (high-lighted code).”
- Codes: A guide, leader and resource of information, be social and have a sense of humour (x3 codes)
- Theme: Expectations of tutors

9 FINDINGS

As seen in the previous example a theme was created due to there being many codes connected to a similar category. The Thematic register is listed below demonstrates the number of themes found and the codes that make up those themes. The codes are purely derived from the content of the data collected.

Interview 8: Tutoring recruitment process, Expectations of tutors, Who is responsible for the tutors? Problems with tutoring

Interview 7: Tutoring recruitment process, Tutor training process, Problems with tutoring, Expectations of tutors, Who is responsible for the tutors?

Interview 6: Tutoring recruitment process, Expectations of tutors, Tutor training process, Who is responsible for the tutors?

Interview 5: Tutoring recruitment process, Expectations of tutors, Serious problem, A need for other activities, Who is responsible for the tutors?

Interview 4: Tutoring recruitment process, Tutoring is voluntary, Expectations of tutors, A bridge between tutors and university staff, Who is responsible for the tutors?

Interview 3: Tutoring recruitment process, Tutors are effective, Tutors form an autonomous organization, No concrete involvement between Degree Programme Managers, Also referred to as DP Managers and tutors, Expectations of tutors, A bridge between tutors and university staff.

Interview 2: Unsure of opinion, Tutoring recruitment process, Expectations of tutors, Who is responsible for the tutors?

Interview 1: Tutoring is voluntary, unsure of opinion, Tutoring recruitment process, Student tutors can benefit, Expectations of tutors, A bridge between tutors and university staff, Who is responsible for the tutors? Has the tutoring role become more important?

The Themes have then been arranged into graphical form to illustrate their inter-relationship between each other concerning the current and ideal tutoring process. This forms the axial coding phase of the inductive coding process.

9.1 Relationships between key factors in the tutoring process

9.1.1 The Current Tutoring Process

The Current Process (figure 1.3) is focused on first in order to identify problems as well as methods used. The first theme related to “Current Process” that shall be explained is the “Expectations of tutors”. The theme “Expectations of tutors” has been derived from every transcribed interview and has the largest number of codes. All interviewees gave examples of tasks, opinions and expectations that tutors should fulfill. When observing the quotations (from text) and the codes it is clear to deduce that there are many expectations of tutors. According to figure 1.3 it has been noted that the relationship between the “Current Process” and “Expectations of tutors” is an unfair one. The researcher sees this because as “tutoring is voluntary” work, it is far too demanding for students. If

students understand that the task is far too demanding then it negatively affects the “Tutor recruitment process” resulting in little applicants.

Furthermore, the relationship between the themes “Serious external problems” and “Expectations of tutors” reveals that there are unfair and irrelevant expectations of tutors occurring in the “Current Process”. Furthermore, these can be directly seen as problems in the process. As mentioned in a quote, “I don’t feel that the tutoring students should be responsible for translating or interpreting in a discussion where a rental contract is made.” taken from an interview. The identified problem clearly reflects the interviewee’s negative feelings accordingly. Moreover, from the same interview the interviewee says, “I know that it is done at the moment and it should be the responsibility of the student housing organization.” This represents an external problem originating from a student housing company which has for the last four years at least, served foreign students. During this time the problem has not been taken seriously and the company has made no effort to translate associated documents for its growing number of foreign customers (students of Saimaa UAS). It is considered an irrelevant expectation of tutors because it is the responsibility of the tenants (students in student accommodation) to understand what contracts they are signing, however, as a moral issue the housing company has had ample opportunity to translate such papers. Tutors are not professional translators, especially for legal documents, and asking them to do so is not ethical.

During the “Current Process” tutors should be active by participating and organizing a range of activities for the students and in this case mostly for the foreign students. The Theme “Need for other activities” was found while coding the text of interview number 5. An interviewee had stressed an opinion that there was too much effort put into parties rather than into healthy and fun hobbies, “at the moment I think that the partying gets too much attention compared to other things the student union and tutoring students could do.” These events are mostly lead and funded by SAIKO. However, the tutors help to execute such activities. From my own experience working in the student union, I have noticed that students often show more interest in parties than in hobbies and sports. SAIKO has organized various sports days/events that have

been quite unsuccessful due to lack of participation by students. Moreover, despite the low level of interest from students, tutors along with SAIKO continue to create healthy/sporty events.

“Problems with tutoring” in relation to the “Current Process” includes codes such as; “Tutor’s don’t give feedback and show activity, tourism students not interested in tutoring, distance between campuses inhibits communication and decision making, tutors are too shy to ask for help and communicate, not helping other nationalities”.

Some interviewees mentioned that tutors fail to respond to messages sent to them and there is an example of this from one of the interviews, “one point that has been a problem is the commitment to the tutor process because for example if we send emails to the tutors it should be quite simple to reply”. The interviewee had experienced very poor correspondence from tutors during the “Current Process”. Another interviewee had told that she had received negative feedback concerning tutors recently. As told by the interviewee “The problem is that we have got especially this year feedback, from our tutors that they don’t show, that they don’t exist”. Furthermore, the same interviewee finds it hard to understand why students studying in the field of tourism at Saimaa UAS are not interested in becoming tutors. It would make sense as both areas include guiding, and working with people.

The theme “Tutoring is voluntary” is a vital understanding concerning the tutoring process. In my experience as an expert in the area of tutoring, I have come to understand that applicants do not fully understand the concept of voluntary work. If one looks deeper into the previously mentioned theme relationship one may notice that tutors choose when to reply to emails and when to help specifically. Instead tutors should know that they have volunteered to be a part of the entire tutor process and not parts of it.

As seen in figure 1.3 there are three themes (Who is responsible for tutors? Bridge between tutors &UAS staff and DP Managers’ involvement with Tutors) connected to one (Uncertainty). This shows that concluded from the interviews, some interviewees were quite unsure about their opinions while answering

questions and voicing ideas. Most respondents gave different answers for the question “Who do you think is responsible for the tutors?” such as:

SAIKO is responsible, SAIKO in cooperation with the University of Applied Sciences, Degree Programme Managers (DP Managers), Manager of the International Office, SAIKO along with a key staff member of the UAS, SAIKO’s Tutor Correspondent

It is clear to see that the respondents are not all sure who is responsible for the tutors. However, those respondents interviewed from SAIKO offered clear and factual answers as can be seen in the interviews. SAIKO is responsible for the tutors and on a deeper level; the Tutor Correspondent (executive board member) is directly responsible. Although SAIKO is predominantly liable for tutors, the university does have a stake due to the fact that tutors are asked to do many tasks for the university, namely marketing degree programs.

Furthermore some interviewees thought that the Degree Program Managers were responsible for the tutors. As some of the interviewees were Degree Program Managers, they were able to offer their opinions as well. All the Degree Program Managers interviewed mentioned that they had some interaction with the tutors yet admitted that they did not have the time or resources to be more involved. In three interviews, (Interview results of Degree Program Managers) each respondent mentioned a key figure that was closely involved with tutoring activities. A few key figures were mentioned. However, much uncertainty surrounds their role as key figures in this respect, as only staff members of Saimaa UAS mentioned their involvement.

Moreover, not all respondents were able to offer a detailed description as what form that involvement takes. To conclude on this, I see that staff members see things in this direction (Key staff member and SAIKO involved with tutors) and that students, tutors and members of SAIKO usually see things in another way (Key staff member in charge of tutor credits and sharing some information about the university, yet SAIKO is far more involved).

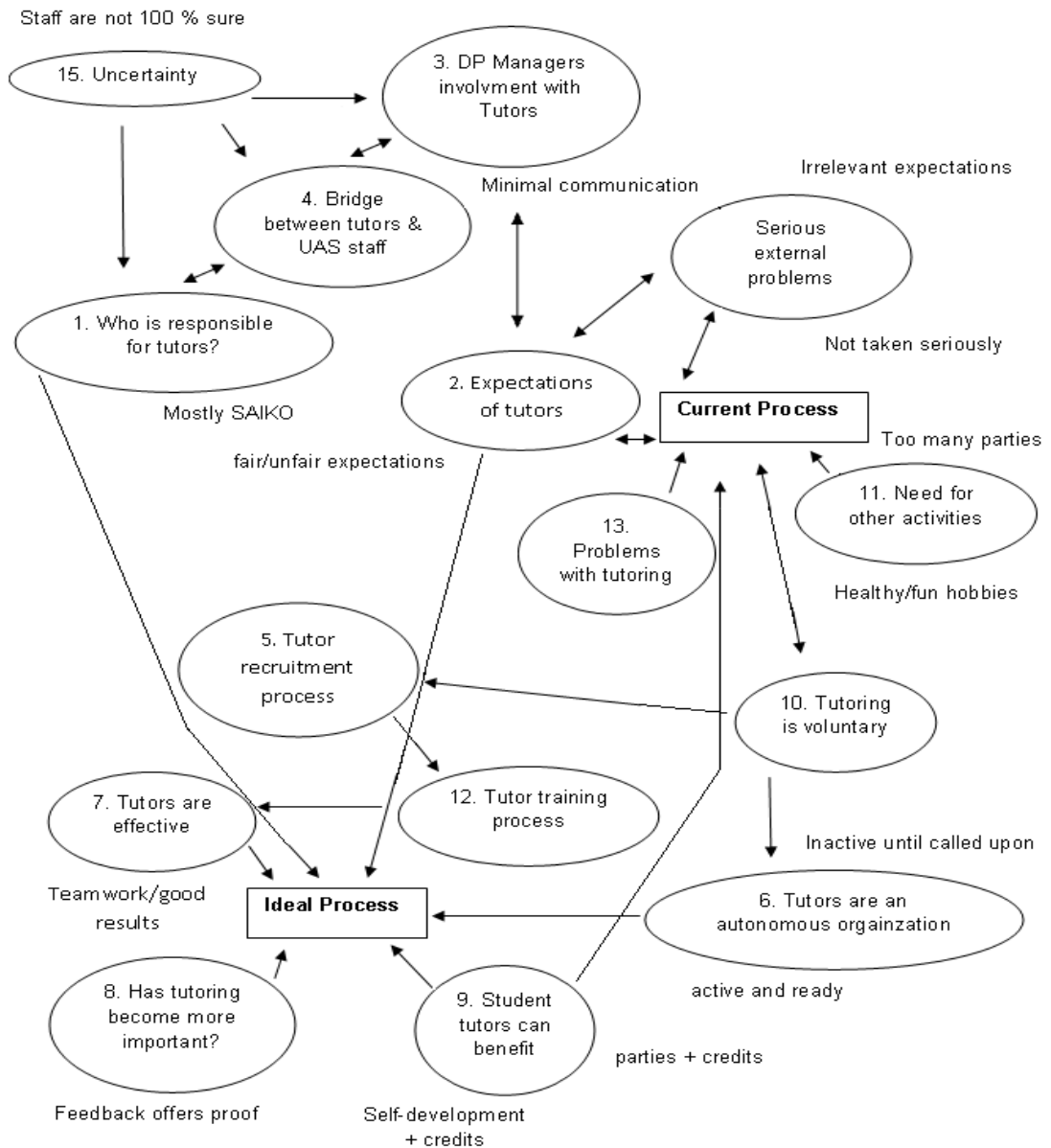


Figure 1.3 Graphical representation of Current versus Ideal Tutoring Process

9.1.2 Ideal Tutoring Process

The theme “Expectations of tutors” yielded the greatest amount of codes and is reviewed first for the Ideal Tutoring Process by such hierarchy. The theme “Expectations of tutors” was found once all associated codes were collected. However, it must be noted that such codes were derived from the answers to the following questions:

- What do you expect from a student who wishes to become a tutor?
- What skills do you think tutors need?

- Could you name as many practical duties you think a tutor should do?

Therefore within the answers to these questions codes were found, collected, reviewed and put into one category "Expectations of tutors". This is justified by the fact that students who apply for tutoring are expected to want to truly do it for the right reasons. Furthermore, on the way to becoming tutors, they are expected to have certain skills which are brought forth during the selection process (they will explain what skills they have). Finally, once they understand what is fully expected of them and they are willing to serve these needs then they are officially tutors. After reviewing the interviews it has been established that the majority of expectations are fair. Therefore, they qualify to be included into the International Tutor Manual. According to figure 1.3 the following themes are linked in a chain leading to "Ideal Process": "Tutoring is voluntary", "Tutor recruitment process", "Tutor training process" and "Tutors are effective".

This is considered the foundation system, because it follows a simple logical system. Firstly, students must truly understand the concept of voluntary work and then in respect to tutoring. The next step is to apply and join the recruitment process. Upon selection recruits will be further trained and educated. The desired end result is that tutors prove effective while they are practically working. As SAIKO is predominantly liable for tutors, some evidence that tutors are doing well from SAIKO's point of view involves the following: Participation in student and university activities, picking up/dropping off and escorting new foreign students upon arrival in city of study to accommodation etc, assisting SAIKO and university staff consistently, assisting during freshmen's' orientation week, marketing and sharing information concerning events, being a source of information and guidance to new students, being a good example of a student (having balance between studies and free-time activities) It should be understood by tutors that they form a unique organization or team within Saimaa UAS. They are trained by SAIKO, they assist students and help with the marketing activities of Saimaa UAS. Although SAIKO is mostly responsible for them, they should pursue to be an organized body. They should meet together to discuss current events/news and plan activities together. The Head Tutors should be leading them constantly and liaising with SAIKO as the primary stakeholder.

Ideally, “Student tutors can benefit” not only from receiving credits for tutoring but enjoy individual self development as well. Tutoring offers opportunities to practise language, social, organizational and management skills. Ideally, students should realize this during the “Tutor recruitment process” and act on it while being tutors. The final theme in figure 1.3 “Has tutoring become more important?” originates from the first interview conducted. The question or concern is interesting as it is hard to answer but generates much thought. In the “Ideal Process” of tutoring there should be a feedback system for students and staff to share their opinions. Gathering of tutor related feedback would supply an answer as to whether or not the tutors are effective. Feedback forms can be designed as well to be filled in by students and staff alike.

9.2 Focusing on core-categories

Core-categories were discovered by counting the number of codes associated with different themes. Certain themes contained numerous codes because there was much data found within the quotes that supported specific themes. A hierarchy can be seen in the following way:

- The theme (Expectations of tutors) was found in all 8 interviews and contains 19 codes. This is considered to be the core category deducted from the quotes seen in all the interviews
- The theme (Tutor recruitment process) was found in all 8 interviews as well, however, contained only 8 codes. At least all respondents were able to supply an opinion when asked, “Do you know how a student becomes a tutor?”
- The Final theme (Who is responsible for the tutors?) was mentioned in 7 interviews and contains 7 codes. Note that this theme was also a question asked in all interviews. It has been allocated as the name of the theme due to the confusion about the specific subject. That is why it remains a question and a theme title.

The characteristics of the core-categories according to Tonder (2009) are: Easy connection to other categories; regular appearance in the material; helps to explain other categories and variation between categories and can bring

something to “problematic categories” also. Based on this model the fore mentioned themes/categories were chosen.

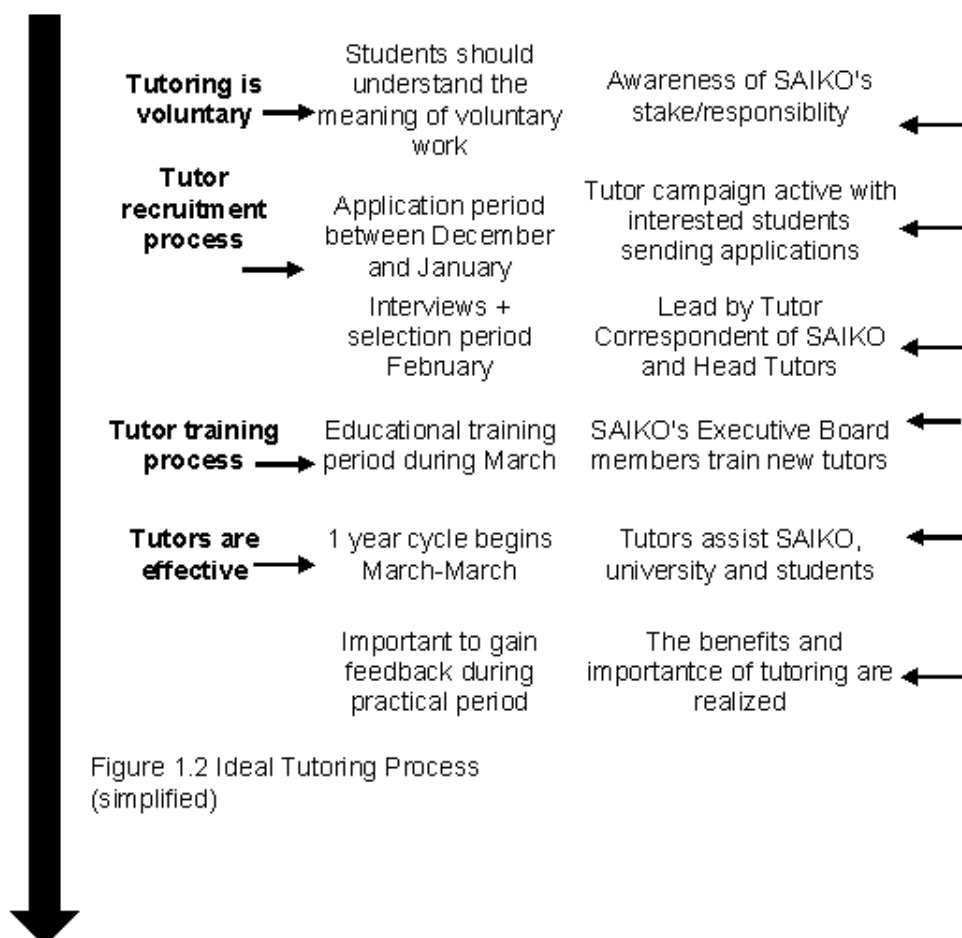
(Expectations of tutors) is connected to many relationships/categories as seen in figure 1.3. It appeared in every interview and all transcribed text. It is strongly related to most categories as expectations may be derived from deeper insight into other categories. Finally, it is directly related to “problematic categories” as seen in figure 1.3. Looking at (Serious external problems, Problems with tutoring, Current Process and DP Managers involvement with tutors) the categories connected to it makes it clear to see that it is of high importance.

(Tutor recruitment process) lies between the categories of (Tutoring is voluntary and Tutor training process) as seen in figure 1.3. It is seen as a key step in the foundation system which is the most basic concept of the tutoring process. Throughout the interviews respondents were able to give opinions on this sub-process. Many of the opinions reflected fair understanding of the actual process while only a few respondents were considered to be a bit off-track. This is due to the fact that those respondents had not mentioned SAIKO as being the key initiator of the process or being involved. It contributes to “problematic categories” (Tonder 2009) because for example: During this process there may be communication problems, many students truly interested may not be aware of the recruitment campaign, students may not understand the tutor concept of voluntary work etc. The category (Who is responsible for the tutors?) is considered to be an essential category found in the research process. This is because for the ideal tutor process to be realized, tutors and stakeholders must understand this question. Those involved should know that SAIKO is indeed the primary body liable for tutors. The uncertainty surrounding connecting categories (figure 1.3) should be cleared and communication needs to be open. Therefore, it also points out problems between categories and their relationships. Codes may be found from almost all of the research data/material (interviews)

10 CONCLUSION

10.1 Saturation and Integration of the Core-Category

Due to the fact that (Expectations of tutoring) has the largest group of codes and makes up the bulk of the research material it is seen as the core category. From the quotations made by interviews it has been deduced that the expectations cover almost the entire process. Furthermore, the (Expectations of tutoring) will be integrated into the International Tutor Manual (Appendix 2). This category retrieved from research analysis will serve as the output of the thesis. All quotes, codes and suggestions related to the (Expectations of tutors) will be considered and integrated for entry into the International Tutor Manual (Appendix 2). The remaining data and knowledge gained has given rise to the Ideal Tutoring Process. This forms the result of the final section of work for the theory section of the thesis.



The results of the research show that respondents have a great deal of expectations for tutors. As the person who is often training and educating tutors it is important to take this into consideration. The concerns and expectations that have risen up should be incorporated into the process of tutoring and furthermore, the International Tutoring Manual. Throughout the entire tutoring process expectations arise making the work done by tutors stressful. Tutors may start off well during their training period, however, once the practical working period continues they take on much responsibility. Tutors are students and most students do not wish to have many responsibilities and stress. It is therefore necessary to introduce and conduct the process and concept of tutoring in a fun and simple way.

When tasks appear to be fun and offer opportunities for new experiences then they are favoured especially by students. Keeping this in mind when applying for new tutors is vital due to the current lack of tutors and moreover, effective ones. The data provided and issues brought up will support the development of the International Tutoring Manual.

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LISTED THEMES WITH CORRESPONDING CODES (15 TOTAL)

1. Who is responsible for the tutors?
(Code: Degree Program Managers, Manager of International Office, SAIKO, key staff member of UAS, cooperation between SAIKO and UAS staff, UAS, SAIKO's Tutor Correspondent)
2. Expectations of tutors:
(Code: Willingness to help others, must be loyal and reliable, knowledge of university and area, communicate with staff and students, A guide, leader and resource of information, participate in organizing events/parties, pickup/drop off/escort students, help with daily life issues, be innovative and proactive, tutoring develops professional skills, be available and flexible, be social and have a sense of humor, set an example as a tutor, balance studies with personal activities, tutors are a contact person for the staff, teach students about university systems, tutors should have good English speaking skills, high level of support for the International Office)
3. No concrete involvement between degree program managers and tutors:
(Code: Quick to avoid responsibility, DP Managers do not have enough time to work with tutors, an incomplete relationship)
4. A bridge between tutors and university staff:
(Code: key person between SAIKO and/or university and tutors needed, no mention of student union)
5. Tutoring recruitment process:
(Code: Recruitment campaign played out, applicants are interviewed, tutors are selected and trained, students may apply online, Tutor Correspondent and head tutors make selections, application period begins in December, SAIKO initiates the process, class tutors (elders) assist in sharing information)
6. Tutors form an autonomous organization:
(Code: It is an organization with its own life)

7. Tutors are effective:
(Code: Some tutors have a very good relationship with staff members, Tutors have proven their worth)
8. Has the tutoring role become more important?
(Code: Is it an ever improving tradition?)
9. Student tutors can benefit:
(Code: Credits are a benefit)
10. Tutoring is voluntary:
(Code: It's what you can give and not what you can get, Students apply out of interest)
11. A need for other activities:
(Code: Parties get more attention than other activities; healthy/sporty hobbies should be the focus)
12. Tutor training process:
(Code: Education given by union board members', training period begins in March, Organized by the Tutor Correspondent, Many team meetings for unity, Head tutors from each faculty assist greatly)
13. Problems with tutoring:
(Code: Tutors don't give feedback and show activity, Tourism students not interested in tutoring, distance between campuses inhibits communication and decision making, tutors are too shy to ask for help and communicate, not helping other nationalities)
14. serious external problems:
(Code: Tutors are asked to do inappropriate acts; a housing company fails to serve students)
15. Uncertainty:
(Code: interviewee shows much uncertainty)

Saimaa University of Applied Sciences
Tourism and Hospitality, Imatra
Degree Programme in Tourism
Bachelor of Hospitality Management

APPENDIX 2
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INTERNATIONAL TUTOR MANUAL
STUDENT UNION OF SAIMAA UNIVERSITY OF
APPLIED SCIENCES

Appendix 2

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WHAT IS A STUDENT TUTOR?

APPENDIX 2

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A tutor is a student who voluntarily guides and assists new students/freshmen at the beginning of their studies. Usually the newbies are in a new and different situation in their lives and they need help and guidance from tutors.

Please note that tutors do not act as an authority for the students they guide. However, as senior students they have the experience, information and knowledge that new students need. At the beginning of tutoring, a tutor's role is very important but as studies progress the need for tutors decreases.

Tutors normally receive their instructions from the Head Tutor or anyone else with the responsibility. In unclear matters you should ask for further information, you should never answer questions without correct and definite information. Tutoring is most effective when there are both new and old tutors involved. This is the best way to forward knowledge and to give support to the new tutors. (HELGA, 2006)

- Make the first impression a positive one ☺
- **Remember to write down your tutoring activities and hours!**
- Work together with the Head Tutor.
- There is no "I" in team!

WHAT NOT TO DO AS A STUDENT TUTOR!

It is important to remember that as a tutor it is not your responsibility to act as guardian or parent for the students. You should **NEVER SHARE CONFIDENTIAL INFORMATION** that has been entrusted to you by students and your fellow tutors. It is not your responsibility to act as a tour guide, taxi driver, house cleaner or do anyone's homework. Remember to make this clear to the students you assist in a friendly manner (refer to work/available hours). However, there may be occasions where a student may be in trouble, danger or desperately needs help so therefore be ready for such moments.

It is important to realise that you should not want to be a tutor in order to meet girls or boys. Moreover, you should not ask for money/favours from students for personal gain or exploit them in anyway.

- I know my way around here, but I am not going to hold your hand.
- It is almost impossible to fix broken trust.
- Help them to help themselves.
- We do what we do because we enjoy it, not because we can profit on it.

WHAT MAKES A TUTOR...A TRUE TUTOR?

Ethics of tutoring

A tutor has great responsibility and must be trustworthy. At the beginning of studies, the tutors are viewed as persons with a big influence whose words will be remembered throughout the studies. It is worthwhile thinking beforehand how tutors can give a positive image about themselves, school, teachers and studies. Negative issues may not be stressed, as tutors should give students an opportunity to build their own images and opinions. Tutors stick to facts, are neutral in opinions and must never forget that they are ambassadors of our university and the country where they study.

Tutors are bound to be discrete about matters discussed privately with students. New students may rely on the help of tutors in difficult and traumatic issues. In these situations, tutors must pursue to act discretely when helping students. Tutors do not need to or should not solve problems themselves. However, they should ask for advice from the Head Tutor or faculty about how to proceed. The Head Tutor in charge is a senior student who usually knows who to turn to and where to get help. It is important to remember that a tutor is not always the right person to offer help. However, tutors should know where the help may be obtained and where to direct the students. (HELGA 2010)

- Be proud that we are representing our university.
- If you do not know, then do not guess.
- Remember the value of privacy and trust.

A student tutor's responsibilities

Tutoring has various forms and there is not a single right way to do it, tutors always have a great responsibility over the things they say and do.

New students do not know things involved in their new study environment. Tutors must therefore be extra careful not to give faulty or biased information. Too often new students remember only all the negative things they have heard from tutors. In addition, tutors are responsible for the feelings they create between the students with their behaviour. A tutor's opinions and actions influence the way students regard their education. In case tutors do not have anything positive to say about their school or teachers, it is better to be silent than to create sour thoughts. Although students might think that tutors know very much, a tutor must admit his/her limits. When the tutor is not completely sure or does not know everything, the student should be directed to someone who does know. (HELGA 2010)

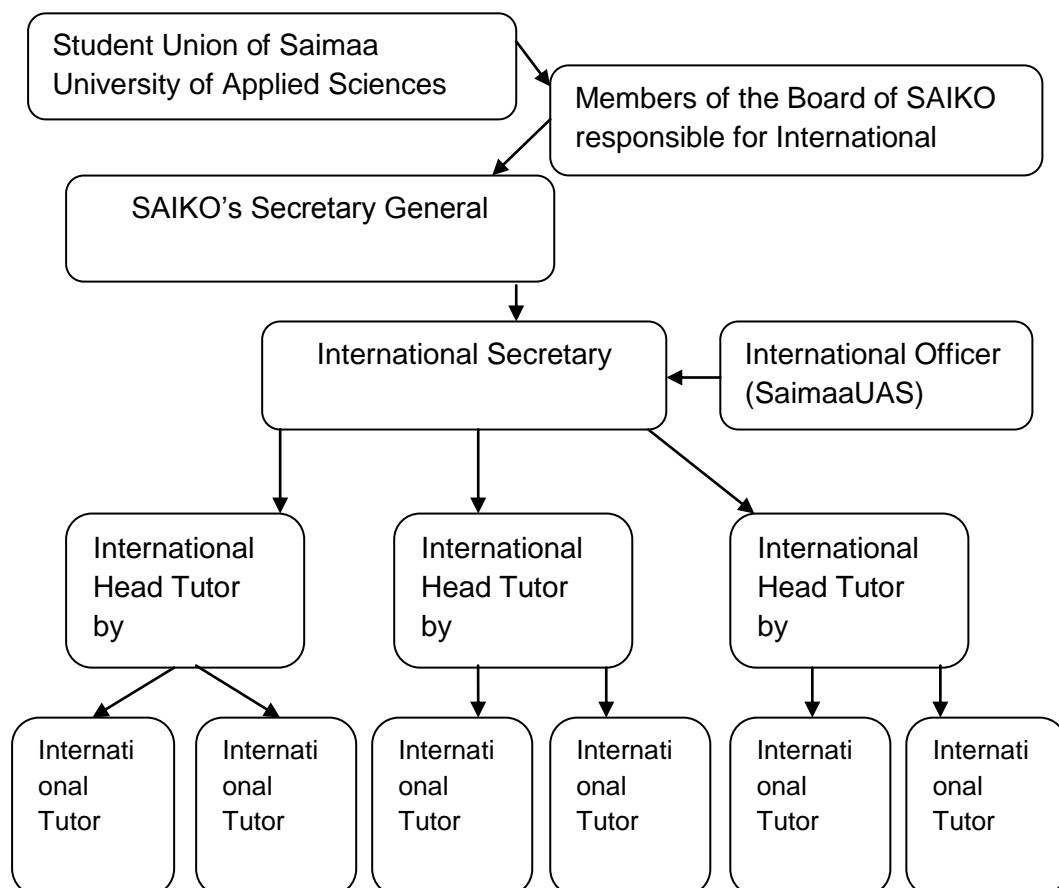
- Help to create a positive environment.
- Do not forget to study; the new students will believe things are too easy if you do not stay focused.
- Never make a promise you cannot keep.

VALUES OF A STUDENT TUTOR

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- **A**dvising students
- **W**orking together as a team
- **E**mpathetic towards others
- **S**ocializing with people
- **O**rganizing activities and coordinating
- **M**otivating students and fellow tutors
- **E**quipped for any situation

ORGANIZATIONAL CHART OF INTERNATIONAL SECTOR OF SAIKO



DIFFERENCES IN TUTORING EXCHANGE AND DEGREE STUDENTS

One must remember that our exchange students are studying at Saimaa UAS only for one or two semesters. On the other hand the degree students are studying here for 3.5 – 4 years and will hopefully remain in Finland after their graduation too (foreign students). Therefore, there are some obvious differences in tutoring exchange and degree students. The main differences are shown below. (M. Keskinen 2010)

- Get the exchange students settled quickly and offer guidance from there on

However!

- We should invest in our degree students and make sure that they are doing well and succeed in their studies

For exchange students

The most important concern is to help students to get settled (e.g. obtaining a Finnish mobile number, completing the tenancy agreement etc)

Students receive their keys for accommodation and tenancy agreement from the International Office. The International Office will issue the info-packs to SAIKO's office for the tutors so that they will hand them forward to the recipients (exchange students). Never forget that the files contain the accommodation keys inside! Generally, accommodation issues are handled through the International Office. Tutors should pick up the students from the point of arrival, e.g. train/bus station etc.

All EU citizens are to be reminded to register at the local police station when staying in Finland for more than 3 months (other nationalities have done another sort of registration when they applied for the Finnish residence permit from their home country)

The International Office will only support or help fund events/activities and parties that are arranged only for exchange students. (M. Keskinen 2010)

- In the beginning we do many of the arrangements for the exchange students and after that they will become more independent

For degree students

Reasons and regulations behind different issues should be explained so that a student will understand the system better and is able to do things independently in future.

Degree students must inform on their arrival dates in order for us to assist them when they meet us at the university. Keys for accommodation are sent from the International Office to SAIKO's office in folders. This is done so that tutors have accessibility and the International Secretary may moderate the process. (Only in Lappeenranta with LOAS). In Imatra, keys are obtained only after the student has paid his/her deposit fee and has signed the tenancy agreement with the housing company. This goes for YH-Rakennuttaja, which is why arrival at Imatra should only be during housing company's office hours! In Imatra, it is preferred to have a **FINNISH-SPEAKING TUTOR** when signing the tenancy agreement for the first time. Further accommodation issues are handled with the housing company, not the university.

A student may apply for the Finnish social security number from the magistrate's office (Maistraatti) after he/she has signed their tenancy agreement (They need to have a personal address in Finland and a study certificate from Saimaa UAS)

For opening a Finnish bank account, they need to have their study certificate and passport. The Finnish social security number is given to the bank as soon as a student acquires it.

The EU citizens, need to register at the local police station when staying in Finland for more than 3 months. (M.Keskinen 2010)

- We have to advise on how they will establish their new lives here.
- They will take care of many of their own circumstances. However, we should follow up and be available for them in case they need help.
- They will meet us at the university and from there we will assist with accommodation and orientation. Therefore, no pick-ups from point of arrival.

FOR EXCHANGE AND DEGREE STUDENTS (THE CHECKLIST!)

Pre-arrival (for foreign degree and exchange students)

You need to find out the arrival date & time from the International Secretary of SAIKO. Foreign degree students should always meet us at the university campus. If you are able to participate/help with the students' arrival then confirm the arrangements with the International Secretary and with the incoming student/s. The International Secretary will provide contact information for incoming students as well as tutors. It is the responsibility of the Head Tutors to ensure that all active tutors act accordingly. They should also take a leadership role and support the International Secretary with task delegation among tutors. All International Tutors should be available and willing to assist the International Office in international activities.

Welcoming (mostly applicable for foreign exchange students)

- ✓ Welcoming at the railway station, airport or bus station (in the town of studying) and then escort the student/s to the apartment. Remember that in general conditions you should walk. You may use your own car, just take down the kms and fill in the necessary form afterwards, for compensation. You may also apply for a taxi card, just remember to take the one-half of the plastic card and receipt back to the International Office. Your signature must be on the receipt as well as the student's name whom you assisted.

- ✓ Get the student acquainted with the apartment, other premises, sauna, laundry, storage, the rules & guidelines. (this goes for everyone)
- ✓ Please remember to make markings on the city map to show the student where they are and where the university, grocery store, post office etc are located. Do not forget the bars, sports centers, cinema and coffee shops. (Finnish students coming from other cities will appreciate this too!)
- ✓ Money exchange (if needed then direct the student)
- ✓ Advise or assist on how to open a bank account (if needed). For the bank, the student will need a study certificate and a passport.
- ✓ You should remind the students of the strict no smoking policies indoors and removing the smoke detectors is forbidden and a safety risk.

Daily routines

- ✓ Route to university
- ✓ Grocery shopping
- ✓ Public transport (bicycle?)
- ✓ Mobile phone subscriptions
- ✓ Pharmacy
- ✓ Health Care services
- ✓ Alcohol/cigarettes/drugs (how it goes in Finland?)

Getting acquainted with Saimaa University of Applied Sciences

- ✓ Opening hours of the unit's Student Affairs Office
- ✓ Student I.D.
- ✓ Class rooms

- ✓ Library and it's services (how to use it)
- ✓ Services of student unions/associations (overalls)
- ✓ Nurse's reception and times of availability
- ✓ Computers, internet and email services

Exchange Students have a meeting with the International Office

- ✓ The tenancy/rental agreement will be signed
- ✓ FIRST grant (if applicable)
- ✓ Other forms required by the students' home institution

Meeting the person in-charge of the incoming students in the faculty (tutoring teacher)

- ✓ Settling the studies
- ✓ Courses/timetables & deadlines/locations
- ✓ Other issues

During the stay

- ✓ Getting to know Lappeenranta/Imatra:
- ✓ Public library, university library
- ✓ Possibilities for sports and other activities
- ✓ Tourist office, sites
- ✓ International meeting place
- ✓ International evenings (organized by the Church)

Friends and communities

- ✓ Connecting with friends, introducing to people (Facebook groups)
- ✓ Visiting (explain norms of the culture)

- ✓ Informing about events and taking part in events (voluntary)
- ✓ Helping in problematic situations and regular contact

Pre and post-departure for exchange students

- ✓ The students' departure schedule should be informed to the International Secretary of the student union as well as the International Office well in advance
- ✓ The students themselves will give their keys to Mari Keskinen before leaving
- ✓ It is up to you whether you wish to keep-in-touch

IMPORTANT ON-LINE LINKS

Find us on Facebook/Twitter by searching for:

- SAIKO (student union of Saimaa UAS)
- LapIO (Lappeenranta engineer students' association)
- LaKOSTE (Health Care & Social Services students' association)
- LapTOp Ry (Lappeenranta Business students' association)
- Saimaa Exchange groups
- Saimia (Saimaa UAS)

Important related links:

- www.saimia.fi (University home page)
- www.saiko.fi (Saimaa UAS student union home page)
- www.lapio.net (Lappeenranta engineer students' association)
- student.saimia.fi/laptopry/ (Lappeenranta Business students' association)
- www.efist.org (Eastern Finland International Summer-Term)
- <http://www.poliisi.fi> → change language to English → Public order, Immigration matters → license services (registration of EU citizens' and family members' residence cards)

CONTACT, INFORMATION AND LOCATIONS

Accommodation

LOAS (Lappeenranta Student Housing Fundation) Opening hours and contact information:

- Leirikatu 2 F 53600 Lappeenranta, Telephone: +358 5 668 2800
Mondays-Thursdays 08:00-16:00 and Fridays 08:00-12:00
- asuntotoimisto@loas.fi

Imatran YH-Rakennuttaja Oy

- Esterinkatu 10, 55100 Imatra, Telephone +358 5 235 2800, Monday-Friday 09:00-15:00
- johanna.nevalainen@imatran-yh.fi

Saimaa University of Applied Sciences Units:

- Skinnarila Campus, Technology, Business and Healthcare and Social Services, Skinnarilankatu 36 53850
- Itä-Vuoksi Campus, Fine Arts & Design, Kanavakatu 6, 55100 Imatra, Finland
- Siitolan Kartano, Fine Arts & Design, Siitolankatu 2, 55510, Imatra, Finland
- Linnala Campus, Tourism and Chemical Engineering, Tietäjänkatu 3, 55120 Imatra, Finland
- The university campuses are usually open from 08:00-18:00

Student Health Care Centers

For Lappeenranta:

- Emergency number (nation-wide) 112
- Lappeenranta Student Health Care, Kaivokatu 7 C, 53100, Lappeenranta, Tel. (05)616 2025

- Consultation with a nurse without appointment: Monday-Friday 8:00-10:00

For Imatra:

- Fine Arts, Kanavakatu 6, Mervi Hasu, Tel. 020 617 3213 (reception only on Wednesdays in the afternoon) email: mervi.hasu@imatra.fi
- Technology, Koulukatu 5, Mervi Hasu, Tel. 020 496 8415 or 020 617 3213 email: mervi.hasu@imatra.fi
- Tourism, Koulukatu 5, Marja Luoma, Tel. 020 496 8406 or 020 617 3238 email: marja.luoma@imatra.fi
- Consultation with a nurse without appointment at Koulukatu 5: Monday-Friday 8:00-10:00 and by telephone 10:00-11:00
- Medical and mental health services through health centers

International Relations

- Ms. Mari keskinen, Student Affairs Officer
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- Mrs. Minna Jaakkola, University Chaplain
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