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ARRANGING AN EVENT FOR JAPANESE STUDENTS
CASE STUDY: WINTER SCHOOL

Degree Programme in International Business
and Marketing Logistics
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Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

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The purpose of this thesis was to find out possible issues when arranging events for Japanese students and find possible solutions for those issues. This would benefit many people who work with Japanese people and also directly SAMK, students, and teacher working on the project as well as future Japanese students who are going to participate in the Winter School. The objective of this research was to improve understanding of Japanese students and how to plan and implement high-quality events specifically for them.

The research methods that were used to construct this thesis were interviews of personnel from both Finland and Japan, a questionnaire directed for Winter School participants and interviews that were conducted with participants of the year 2017 Winter School. Secondary data on previous Winter School reports were also used. The research focused only on the part of Winter School that is arranged by SAMK. Promotion was not discussed in this paper as it is handled by the partner university in Japan.

The theoretical part was gathered from two main themes: event management and cultural differences. The event process and all the main activities during these activities were explained. The concept of quality for events was defined and the actions behind quality event and event planning were uncovered. Cultural differences between Japanese and Finnish students were observed by using Geert Hosftede's and Edward T. Hall's cultural studies.

In the empirical part, the questionnaire was created and sent to participants. Interviews were conducted personally and through email. The results from the interviews and questionnaire were analyzed and compared to the theoretical part.

The findings suggest that Winter School is already a successful event with little need to change the event. The participants have been very satisfied with the Winter School and Winter School has been successful on providing classes and activities that interest Japanese students. Recommendations on how to improve and maintain the good quality were provided at the end of the research.

CONTENT

1 INTRODUCTION

Moomins, Finnish design, and nature; all of these are well known to the people in Japan. Japanese students find Finland interesting and want to come and experience it, and this creates a need for events especially directed for Japanese students. The aim of this thesis is to discover how to arrange successful events for Japanese students taking into consideration event management and cultural differences. The research focuses on Winter School but tries to find general answers that could be useful in other contexts as well.

The Winter School is an event designed for students from Osaka Gakuin University (OGU). In the year 2014, Winter School was completely arranged by Satakunta University of Applied Sciences (SAMK), but after that OGU asked if SAMK could include Haaga-Helia University of Applied Sciences to be a partner, as the Winter School arranged by SAMK had been very good. Therefore, the Winter Schools from 2015 to 2017 have been arranged as cooperation between SAMK and Haaga-Helia. In SAMK, one student is chosen to be a project assistant/coordinator who is helping to arrange the event. The event has always taken place on February and students usually spend around one week in Rauma and one week in Helsinki. In 2016, the Winter School was shorter and students spent less time in Finland, and in 2017, SAMK side of Winter School was arranged in Kankaanpää instead of Rauma. The total number of participants of Winter School is 22 students by 2017 and most of the participants have been female. The students have had a chaperone in 2014, 2015 and 2016, but in 2017 students came to Finland by themselves for the first time.

During the Winter School, participants have English and Finnish classes and usually some other lectures. In addition to this, the students have a chance to familiarize themselves with Finnish sports, culture, food and other aspects through different kind of activities. The content varies a little from year to year as some of the content is customized based on participants degree programs.

While there is a lot of literature about event management and cultural studies, there is not much literature where both of these theories would be discussed together. The

internationalization of event management and project teams are discussed in many books, but participant's cultural background and how it could affect the event planning is rarely mentioned. Therefore, this research offers a fresh viewpoint on how to customize the event especially for Japanese students and have a successful event that takes into consideration their cultural background. In addition, since the beginning of Winter School there has not been any research related to it, so this is a good opportunity to discover possible issues and solutions to them.

2 CONCEPTUAL FRAMEWORK

The conceptual framework below presents how the concepts of this research are linked to each other. In order to create high-quality events for Japanese students two main topics, event management and cross-cultural aspects, are divided into smaller topics that are discussed in this paper.
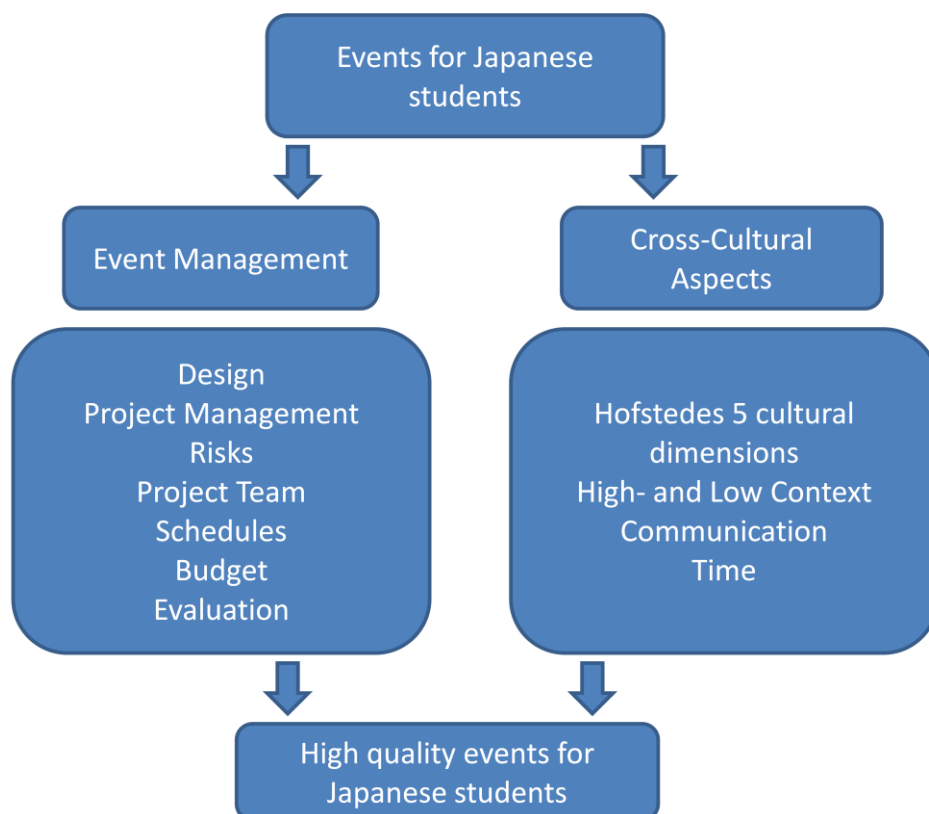
Figure 1. Conceptual framework

3 PURPOSE AND OBJECTIVES

The purpose of the research was to find out possible issues when arranging events for Japanese students and find possible solutions for those issues. This would benefit many people who work with Japanese people and also directly SAMK, students, and teacher working on the project as well as future Japanese students who are going to participate in the Winter School. The author is personally connected to the topic, because she helped to arrange the Winter School in 2015 and after that did her internship at the Japanese partner university where she was able to see the Japanese part of the Winter School project.

The objective of this research was to improve understanding of Japanese students and how to plan and implement high-quality events specifically for them. This research is an attempt to find solutions to possible issues and create suggestions how to make the Winter School project even better for SAMK and all the people working on the project as well as to the Japanese students who participate on this event and other people who are working with Japanese people.

3.1 Research Questions

- How can we improve the quality of events aimed for Japanese students?
- What cultural differences there are between Japanese and Finnish people and how possible differences affect event planning?
- How should events be planned and implemented for Japanese students?
- What risks there are when organizing an event for Japanese students?
- What kind of activities interest Japanese students the most?

In order to find answers to these questions the author has participated 2017 Winter School to directly observe how it is done this year. Questionnaire for Japanese students who have participated Winter School was also created and interviews of people who have worked with this project both in Finland were conducted.

4 METHODOLOGY

4.1 Research Methods

Quantitative data is mostly numerical data that is analyzed statistically and is, therefore, fast and reliable method when conducting a research. However, qualitative data offers more in-depth information and room for interpretation, even though it is more time consuming compared to quantitative data. In qualitative research, there is a high risk for subjectivity, because the researcher has a lot of power to decide what to do and what to ask. (O'Leary 2014, 120-121; Kananen 2015, 58.)

In this research, mostly qualitative data was collected by the author. Considering the small number of participants to Winter Schools so far, quantitative research would not serve the purpose well. Still, in order to get participants opinions about Winter School, a questionnaire was created. Questionnaires are considered quantitative data collection method but offered a better way to receive opinions from students from previous years. Furthermore, interviewing all of the participants would have been difficult as some of them have already graduated.

The data for this research was collected through personal interviews with most recent event participants as well as interviews of people working with the event in Finland and Japan. Personal observation of events and authors own experiences with the Winter School were also an important source of information. The questionnaire was created and sent to participants in order to gather more in-depth information on their perception and opinion of Winter School. For the theoretical part, secondary data from academic books were used from the fields of event management and cultural theories.

Interviews with the participants of the latest Winter School were done on the last night of their stay at Kankaanpää Art School in February 2017. This allowed the author to get information regarding the whole week Japanese students spent in Kankaanpää. The interview was conducted in a private space one student at a time. In order to get as true answers as possible, anonymity was guaranteed for everyone.

Interview of one teacher from Japan, who has participated in Winter School, was conducted through e-mail. There was a possibility to send more questions, so the interview was comprehensive.

4.2 Reliability and Validity

Reliability is concerned with internal consistency; if another researcher would make the same research on the same target group, the results should be same. This means that the results should never be random but on the point. Validity, on the other hand, is more focused on true value. When the research has validity, the design and methods have been chosen correctly and they relate to what is being examined. (O'Leary 2014, 58, 62.)

In order to have as reliable research as possible only the most up to date and reliable sources were used. Every decision was documented to enable a reader to check how the author came to the solutions. Different data collection methods were also used to improve the reliability. Event management focuses mainly on short events and material available on longer events was limited. This has been taken into account when linking theory to empirical findings.

To ensure validity the data collection methods used in this research were chosen carefully in order to answer the research questions. All the data has been analyzed carefully and claims have been justified. The obtained results can be generalized to other similar events with the same target group in order to have external validity.

4.3 Boundaries of the Research

The research will mainly focus on the part of Winter School that is arranged by SAMK.

A promotion which otherwise is an important part of event management is not discussed in this paper because the Japanese partner school is responsible for that.

5 EVENT MANAGEMENT

Event management contains many topics that cover various types of events. Therefore, the information gathered here consists of topics that are most relevant to the case study. Event management is an important part of arranging an event because, without any management, event planning can turn out to be extremely difficult.

5.1 Event phases

Nowadays project management and its tools are considered important when planning a different kind of events. It cannot be used directly because regular projects differ from events considerably, but with some modifications, it is a tool that has many benefits. Project management and its processes can help event planners to integrate event information and support coordination of processes, improve accountability and help build an internal event knowledge base. (Williams 2012, 70-72.)

The major difference between regular projects and events projects is the fact that event project is clearly divided into distinctive phases. Usually, these are divided into three main phases: preparation, implementation, and follow-up, which include five more detailed phases: initiation, planning, implementation, event, and closure. Here we can clearly see that although there are two more phases named here, they all fall into before mentioned three main phases. Other differences include the flexibility of the project as regular project deadlines are negotiable, but event dates cannot be changed after a certain point. (Egger & Lux 2014, 211; Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 267-270; Vallo & Häyrinen 2014, 161; Williams 2012, 72.) According to Vallo & Häyrinen, the first main phase takes usually 75% of the time of the whole event process, while implementation 10% and follow-up 15% (Vallo & Häyrinen 2014, 161).

During the above-mentioned phases, event planners should go through different management areas. The importance of each changes from phase to phase, but going through all the areas will produce deliverables such as budget, promotion plan, and event program. These individual plans are integrated to create a cohesive plan for the

event project. The important part is to remember, that project phases overlap from time to time and some phases can happen at the same time in different areas of management. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 268, 270-272.) See figure 1.0 for illustration of phases and areas of management.

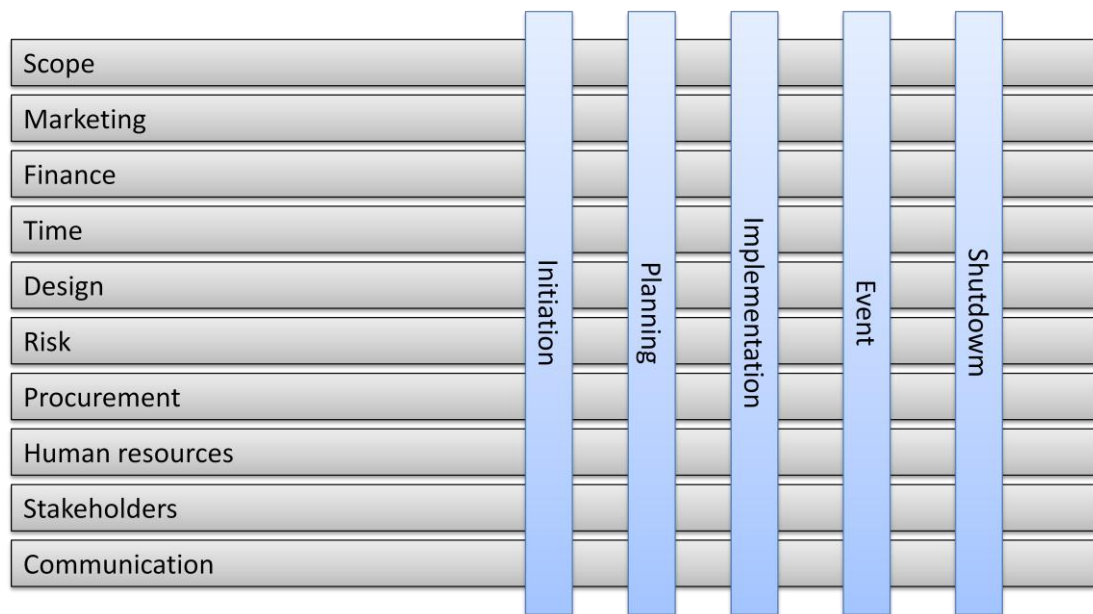|	Initiation	Planning	Implementation	Event	Shutdowm
Scope					
Marketing					
Finance					
Time					
Design					
Risk					
Procurement					
Human resources					
Stakeholders					
Communication					

Figure 2. The phases and knowledge areas of project management (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 268).
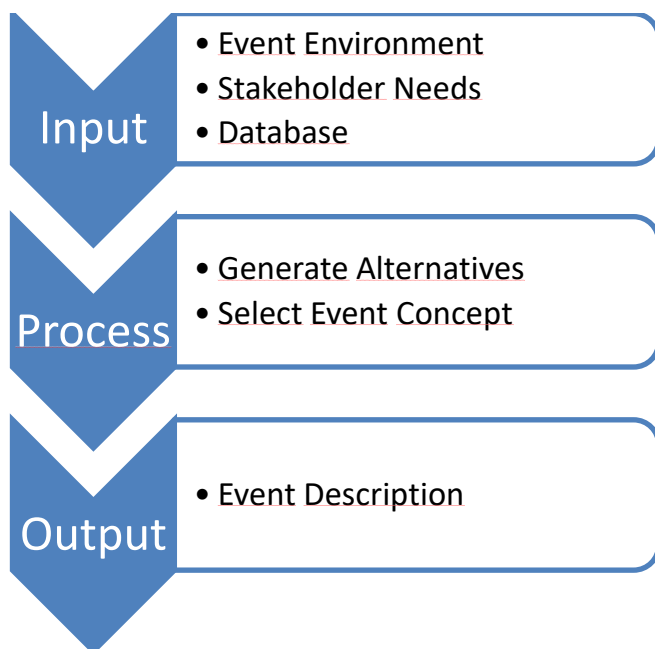
5.1.1 Initiation

Figure 3. The event input-output process (Williams 2012, 79).

Initiation phase starts from the general idea and confirms the need for an event. Objectives are created taking into consideration stakeholders' expectations and demand because these objectives give shape to all the activities of the event. Refining these objectives into goals in event management is usually done by evaluating the following four elements: feasibility, viability, desirability and stakeholder expectations. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 268-269; Williams 2012, 76, 78.)

Feasibility measures and describes how easy it is to implement the concept when taking into consideration the components that need to be delivered during the event, desired level of performance and means of supply. Measuring feasibility includes assessing the need for external suppliers or volunteers, and need for external inputs such licenses and permits. Viability describes and assesses the budgets and financial constraints of the event while desirability measures how desirable the event is for internal and external stakeholders. If an event is interesting, it will attract more people and differentiate from other events as well. Stakeholders' expectation is about the changing demand of stakeholders that event planners must take into consideration and change the plans if needed. In order to fulfill those demands, it is important to

know what element is the most important to stakeholders so the planners know what elements are flexible and what not. (Williams 2012, 76-77).
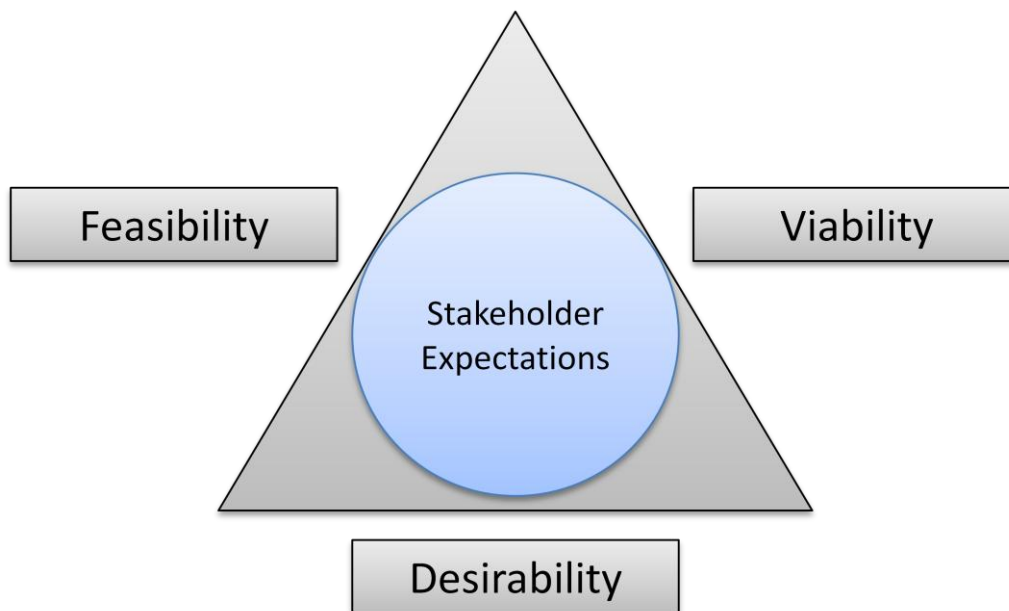
Figure 4. Event objectives (Williams 2012, 77).

Based on the selected objectives and goals, event planners should create multiple concepts. A useful tool to create event concepts is Goldblatt's 5W model asking why, who, when, where and what. These concepts are then assessed by their feasibility, viability, and desirability to determine which concept is the best option and is developed further. If there is a database available, the information from previous events is used to create the concept. It is a good idea to gather all the people and have a meeting to discuss the above-mentioned topics. When the objectives and concept are clear, the actual planning can start. (Booth 2010, 22-23; Vallo & Häyrinen 2014, 163-164; Williams 2012, 79-81.)

5.1.2 Planning

When ideas have been converted into an acceptable concept, it is time to refine the concept into actionable components. These components examine the content, schedules, and resources. It is important to think what is needed and how all the components will eventually fit together. Project management provides methods and tools

for effective planning and the usage of these tools depends on the size and scope of the event. Egger & Lux suggest the use of intuition when choosing the tools for different events. These tools include analyses, plans, methods and reports that help to manage different areas of event management. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 268-269; Egger & Lux 2014, 214-215; Williams 2012, 82.)

It is good to start planning with defining the deliverables by refining the chosen concept into components. This is easily done with project management tool called product breakdown structure or PBS in short. PBS is used to divide the event into major components that are organized in a hierarchical structure. The upmost component refers to the event itself and the second level to major areas that need to be taken care of. The number of levels depends on the size of the event and experience of the team members, but small events usually have only a few levels. (Williams 2012, 82.)

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                        ┌─────────────┐
                        │    Event    │
                        └──────┬──────┘
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 ┌──────┴──────┐ ┌─────┴─────┐ ┌───────┴──────┐ ┌──────┴────────┐
 │  Promotion  │ │   Food    │ │  Site/venue  │ │ Entertainment │
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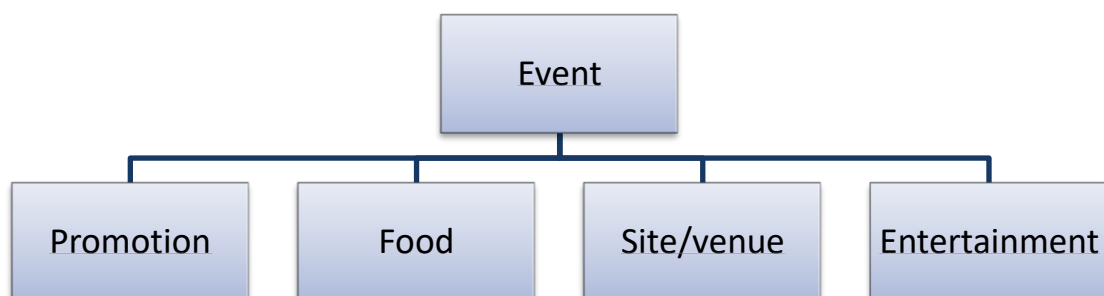
Figure 5. Simple PBS example (Williams 2012, 82).

PBS itself is not really useful, but when we convert it into a work breakdown structure, WBS in short, it is easy to recognize the activities that need to be done in order to deliver the event. It is considered as a key tool for project planning. WBS is similar to PBS, but instead of focusing on deliverables it focuses on activities. This means that if PBS has promotion as one of the elements, WBS will break the promotion into activities that need to be done. WBS can tell with a help of simple graphic item the tasks, processes, and priorities of the event and it can be object-oriented,

function-oriented, mixed-oriented or phase-oriented, depending on the needs of the event. The lowest level of WBS is called work packages and these packages are completed by one person, a project team or suppliers. The benefits of PBS and WBS are the graphic illustration of the activities making it simple to communicate with stakeholders and team members. It helps the team to recognize the actions that need to be done in order to deliver the event. WBS is also revised during the event process and updated if needed. (Egger & Lux 2014, 216-218; Williams 2012, 82-83.)

After completing WBS, it is possible to determine what resources are needed based on the work packages that were created. By combining the information from every work package it is possible to see how much resources are needed and then determine if they are acquired internally or from suppliers. (Williams 2012, 83.)

During the planning phase, it is also important to consider the creation of schedule and run sheet, plan the budget and create a risk management plan, all of which are discussed later in this paper.

5.1.3 Implementation and event

Implementation is a phase where the work packages that were created during the planning phase are executed. All of the plans that were made are applied so that stakeholders' needs are met and so that everything happens within the budget. This is the phase with high activity since the team must communicate and discuss issues and make decisions frequently. From time to time team must usually take a step back to planning phase and revise the plan and make changes if needed. Active risk management has an important role during this phase as managers have to determine risk responses in order to minimize risks. During the implementation phase, there must also be reporting towards the key stakeholders, so that they are aware of everything that is happening. Checklists are important tools during this phase so that all the preparations are done before the actual event starts. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 269; Egger & Lux 2014, 215; Williams 2012, 87.)

One of the differences' of regular project management and event project management is that a project manager is working during the deliverable. When the event takes place the process must be managed to ensure that every activity is done in correct order, on time and with proper quality. Once started the event will flow forward on its own pace and staffs duty is to make sure that everything goes as smoothly as possible. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 270; Williams 2012, 87-88.)

5.1.4 Shutdown

The final phase is often called shutdown or event closure and it contains many processes. Usually, the first process includes waiting for the attendees to leave and make sure it happens safely. Then is time for cleaning and collection of equipment. In small events on-site shutdown is usually quite straightforward: making sure that all the equipment are back where they belong, the site is clean and lights are off. "Idiot check" is recommended; a member of staff goes one more time on site to check if something was left behind. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 370-371; Williams 2012, 88.)

In addition to on-site shutdown, there is also an off-site shutdown. This means that management is scaled down, bills are paid and receipts collected. An evaluation should be done in order to prepare for the possible next event. Management should think what has been learned during the event and include it in reports in order to improve event planning and delivery. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 370-371; Williams 2012, 88.) Evaluation is discussed later in this paper in detail.

5.2 Design

Event design is considered as a key activity in the event management by many authors of event management literacy. When creating the design there are many elements, all which revolve around the theme, that need to be taken into consideration. Depending on the type of event some of these elements are more important than oth-

ers, and some might be completely irrelevant. (Ali 2012, 51-52; Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 386.)

The theme is one of the major decisions when creating an event creating an emotional connection with the event. It is a core that keeps the event together as the theme should be part of every aspect of the event. The event cannot be fully successful if the theme is used only in some aspect of events. Therefore, it is important to use and see the theme from the invitation to content and after sales. (Ali 2012, 57; Silvers 2007; Vallo & Häyrinen 2014, 198-199.)

Catering is an important part of events as the quality of food and beverage affect the experience of the event greatly. There are different options how to arrange a catering; it is possible to do it by yourself or buy the service completely or partly from a catering service. Catering can be driven by a certain theme, and it can change according to the environment. It interrelates with also other facets such as content and program in many occasions. Vallo & Häyrinen emphasizes the importance of a setting as a part of making the event successful (Vallo & Häyrinen 2014, 156). It is also important to remember who the participants are and how long the event is, and there should be enough food for everyone, offered often enough. Special diets are something event planners must take into consideration early enough and ask the participants to inform possible allergies or other special diets. This way it is ensured that everyone can safely and pleasantly enjoy the food offered. (Ali 2012, 58-59; Vallo & Häyrinen 2014, 155.)

The content of the event depends on objectives and target group, and it should be planned considering the theme and intended message of the event. One of the key points is to determine the topic for the event in order to achieve communication goals and educational obligations set for participants. It is also important to consider the format of the event: is it a business or entertainment-related event or perhaps a combination of both? Business-related events should be planned considering the target group carefully and it might be a good idea to split the target group to even smaller target groups with a slightly different content if there are a lot of participants' i.e. from a big company. Entertainment events, on the other hand, have a wide range of options to choose for content, but it is still important to keep in mind the target group

and the message of the event. The combination of both types of events combines work and fun in a way that they are balanced well in a matter of timing and scale. (Silvers 2007; Vallo & Häyrinen 2014, 197, 213-215.)

Another important matter is the selection of speakers and presenters for the event. It is possible to choose a speaker from the own organization or someone from the outside. However, it is necessary to consider the options carefully, keeping in mind the type of the event and risks involved. Vallo & Häyrinen point out, that generally, it is better to see the performer perform before making any decisions, since it is important to see the skills of the performer and analyze how well the performer fits into the objects of the event and support it (Vallo & Häyrinen 2014, 208). Silvers reminds that speaker selection not only interacts with other facets, but also with areas such administration, marketing, operations, and risks. This means that the event planner must consider a number of factors such as financing, time, materials, site, and insurances to name a few. (Silvers 2007.)

Entertainment has a big role especially in combination events as a communicative device and the first step is to determine the purpose and the objectives for it. Depending on these objectives, entertainment can be educative, move people both in physically or mentally, inspire people or introduce something new to the participants. There are a lot of options for entertainment as it can take form in activities, attractions or performers. Activities have a possibility to let people try to do something that they have never done and therefore they are a "memorable" part of events, as Vallo & Häyrinen like to say (Vallo & Häyrinen 2014, 216). The second step is to identify possible options for entertainment and where you can find them and select the entertainment that fits best the specific event. When the type and style of the event have been decided, it is necessary to consider what actions need to be taken in order to conduct the entertainment. This includes consideration of logistics, materials needed, accommodations and monitoring of the performance or activity. As anything can happen anytime, it is important to analyze the need of a backup plan and support activity for everything, including entertainment. In order to satisfy every participant, it is necessary to think entertainment for everyone, even accompanying persons that might not find the main activity interesting. (Ali 2012, 59; Silvers 2007.)

Silvers explains that production is about choosing the lighting, sound, visual presentations and special effects and its purpose is to meet communication objectives. The event planner must think what type of equipment is needed, ensure the compatibility of chosen equipment, make sure there are sufficient power sources and ensure that everything is working well. Production is an important part of the experience since a proper lighting and music can make the atmosphere nice and enhance participants' experience. When everything is working well participants can see that everything is taken care of and they can enjoy the event without any disturbance. (Silvers 2007; Vallo & Häyrinen 2014, 175-176.)

While ensuring what equipment are needed and technical compatibility are important in any event, lighting and special effects are not as relevant to the case study and therefore not discussed fully in this paper.

The program is closely interrelated to content, as it is also focusing on activities and elements of the content. The program is more focused on the formation and shaping the event and meeting the ceremonial requirements. Event planner should think the agenda of the event and in what order, everything is done to meet all the requirements. The program can be pictured as a flow of elements such as lectures, catering and other activities where there is a time for intensity and time for rest. Once the event starts, there is little that can be done to change anything. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 388; Silvers 2007.)

5.3 Project Team

The resources needed in the event include also human resources. Determining the project team is something that should be done as early as possible. In small events, the project team tends to be rather small and organizational structure simple. This means that all decision-making is done by the project manager who has control over every activity. This kind of simple structure is flexible and it has clear accountability as the project manager carries the responsibility for every activity. The simple structure offers benefits, but it also has disadvantages. If a number of people working for the project grow beyond a certain point, decision making becomes more slow and

difficult, because only one person is making all the decisions. There is also a risk that project manager is doing everything alone and people getting sick in inappropriate time. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 122.)

When deciding on the project team, it is necessary to think how many people is enough, what skills are needed and what time people need to be available. For small events, there might not be a need for a huge amount of people, but there might be a need for some specific skills. If project team need to be available for a certain time in a month, the organization should not naturally consider people who are not available during that time. Small events might be organized completely with organizations own staff or there might be volunteers involved. When managing staff and volunteers, it is important to remember that they need to be managed separately. However, the key to success is to let the staff and volunteers both know what they need to do and they should possess the ability and motivation to do everything that is required. (Heitmann & Roberts 2010, 115; Johnson 2012, 95.)

Volunteers have a different level of commitment to the event and it is, therefore, important to keep up their motivation. Different people are motivated in different ways, but it is project managers' duty to identify and satisfy every project members needs. Motivation can be tangible such as pay, benefit or other material goods, or intangible such as satisfaction, status or development. Volunteerism is rarely based on monetary motivation since the idea of volunteering is that one does not get paid for that. Therefore, it is important to recognize other reasons and motivation that drives volunteers. These motivations can be categorized into five different kinds of motivation: affiliatory, altruistic, instrumental, egotistical and solidary motivation. Affiliatory motivation is associated with previous experiences that link the volunteer to the event. Altruistic motivation is linked to charity as the volunteer has a genuine need to help people, while instrumental motivation revolves more around persons own self-interest such as new skills or experience gathered during the event. Egoistic motivation refers to being in an important position and satisfaction of achieving goals. (Heitmann & Roberts 2010, 125-127.)

Rewards can be considered something that will most likely increase motivation. In many occasions, a non-financial reward is required and this can be done in many

ways. While some volunteers might feel that the event itself is a reward, some might want recognition and appreciation towards the completed tasks and feedback on performance. Whatever the reward is, it should satisfy the needs of the people in order to lead to increased motivation. (Heitmann & Roberts 2010, 127-128.)

Recruiting of staff and volunteers starts from good job analysis and description. This way the organizations can better decide what kind of candidates they want to attract, and what skills and other competencies are required from the applicants. Next step is to advertise the job and it can happen through many channels. The Internet is nowadays the most popular channel for this, but a referral by other employees is also one choice of channel. Organizations have usually online notice boards that can be used to post the ad and attract applicants. In the ad, it is important to tell what the job is about and what the selection criteria's are. Usually, in small-scale events, it is enough for applicants to send a short application indicating their skills and other qualifications. As for selection, the main object is naturally to choose the best candidate amongst the applicants. The selection process can include interviews or tests to help make the decision. Sometimes it might be good observe the person attitude and approach to the work rather than rely only on person qualifications. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 152, 154; Heitmann & Roberts 2010, 120-121,123; Johnson 2012, 100.)

5.4 Schedule

When the resources are known and it is clear where they are obtained, it is possible to estimate the duration of activities and decide the order in which the activities take place. These activities can happen parallel to each other, but some activities can only be done after some other activity has been finished. After this, it is possible to draw a draft schedule for the event and the most used tool for that is the Gantt chart. The Gantt chart is a graphic illustration of activities that need to be done. It uses horizontal and vertical axis in order to display duration and work packages to be done. Duration is shown in a horizontal line with start and end dates and work packages are listed on a vertical axis. There are specific programs that can be used to create the

Gantt chart, but it is possible to do it manually as well. Gantt chart helps the project team see the chronological order of activities that need to be done in a graphic way. Another option, especially for smaller events, is to create a simple task list in order to organize thoughts and data. (Egger & Lux 2014, 218; Williams 2012, 84.)

In addition to Gantt chart, that is meant to help the project team to understand what needs to be done and by when in order to deliver the event, it is necessary to draw a draft run sheet for the event. The run sheet is the actual schedule for the event and shows the schedule of activities during the event staging. For small events, it is enough to create a chart that is showing the main activities and their timing. (Williams 2012, 84.)

5.5   Budget

In every event, there should be at least some kind of budget. Budget is about predicting costs, categorizing them and allocating funds. For small events, the budget can be done quickly by manager relying on experience and judgment. If a similar event has been arranged before, it is a good idea to check previous costs and use that information to create the budget. The budget relies always on estimations, and therefore there should always be contingency funds for unexpected expenses. A budget can be divided into fixed costs and variable costs. Fixed costs are costs that are fixed no matter how many people will attend the event, while variable costs vary depending on how many people will attend. It is always important to estimate the budget as accurately as possible, but it is better to overestimate expenditure and underestimate income. Small events have a lot of opportunities to reduce costs. They don't require a lot of publicity, so people can advertise the event without depending on media. Volunteers are also used regularly instead of paid staff decreasing the overall costs. WBS can also be used to estimate the costs as it easy to see from the work packages what is needed and how much. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 306-310; Kitchin 2012, 137; Vallo & Häyrinen 2014, 150.)

5.6 Risk Management

Events are something that has a high potential to generate risks. Risks vary depending on the type of event, but there generally are two types of risks; internal and external risks. Internal risks include lack of event planning, finances, and organizational structure, while external risks include health and safety, environmental risks and legal risks. Primary reason for event failures is the lack of planning. Particularly in events, risks can be defined as the likelihood of an event not fulfilling its objectives. Risk management identifies, anticipates and assesses risks, and priorities and controls them. The purpose is to prevent and minimize costs, losses, and problems in the safe and affordable way. (Kocholl 2014, 182; Ritchie & Reid 2012; 153.)

The first step in risk management is to understand the type of event and then identify hazards. Hazards are something that can potentially be harmful to the event. There are several techniques that can help identify these threats. One of them is before mentioned WBS, work breakdown structure. Other possibly helpful techniques include scenario development, testing of the event and consultation. Depending on an event, the potential risk might be fire, health, and safety, human errors, reputation, and an environment. Fire is something that can happen anytime almost anywhere, so it is good to prepare for that. Events are great places for communicable diseases as they tend to spread easily in crowds. Crimes can happen and reputation might be at stake if there are allegations of safety deficiencies. (Kocholl 2014, 182-185.)

Once the potential risks have been identified, they are assessed by the likelihood of occurrence and the magnitude of the consequences. It is possible to create a matrix using these factors. Probability is usually assessed from 1 to 5 (unlikely to highly likely) and magnitude the same way from insignificant to catastrophic. (Ritchie & Reid 2012; 162-163.)

Likelihood	Consequences				
	1	2	3	4	5
5	Medium	High	High	Very High	Very High
4	Medium	Medium	High	High	Very High
3	Low	Medium	High	High	High
2	Low	Low	Medium	Medium	High
1	Low	Low	Medium	Medium	High

Figure 6. Risk Assesment Matrix (Ritchie & Reid 2012; 163).

The risks are treated differently according to how they are situated in the matrix. For example, risks that are very high should be completely avoided and it is something that should be considered always first, but low risks might be tolerated. Sometimes damage reduction strategies might come handy if avoiding the risk completely is impossible. Damage reduction strategies aim to lessen the impact and damage the risk would cost. Risks can also be transferred to other parties who are contracted to perform some duties. (Ritchie & Reid 2012; 164-165.)

5.7 Quality and Evaluation

The measurement of quality in events can be tricky as events rarely produce a physical product. The result of the event is usually intangible and it means that usually, the result is the experience itself, and anticipation and the memories of the experience. This means that event is high quality when participants are satisfied. (Egger & Lux 2014, 207-208.)

When considering the quality of execution of an event, there are three main points to consider: results meaning goal achievement, management meaning quality of the management process and procedures meaning the technical quality of execution. In post-event evaluation, there are many points to consider including quality of planning, customer satisfaction, safety and total impact. (Egger & Lux 2014, 208-209.)

In order to have a quality event leadership should be visionary and inspirational. The team should be picked carefully, and people must work together towards common goals. Communications has to be effective between all units, the internal group working in the event, suppliers and other stakeholders and event attendees. The event process has to be controlled at every phase and it is important to remember to learn from the previous events. (Oriade 2010, 174-177.)

Evaluation is done in every phase of the event process. It is done by critically observing, measuring and monitoring the event in order to decide whether the event has been successful or not. Evaluation has a positive effect as it helps to understand the lessons to be learned thus creating room for improvement. Evaluation wants to find answers to what went right or wrong, and how can the positive outcomes be made even better or negative outcomes improved. However, before an evaluation can be done there is a need to consider what is actually evaluated. There is a possibility to evaluate event elements such as patron satisfaction, quality of event programming and quality of service. Other options are event organization elements and event context elements containing volunteers' perceptions working on the event and for example internet presence. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 413-414; Tull 2012, 178, 190.)

Evaluation can be done in many ways and when evaluating especially event elements there are many methods to consider. These methods can be qualitative or quantitative, but it is good to remember that their mix is recommended when doing an evaluation. Secondary data can be obtained from reports from previous events and do a comparison. Primary data can be obtained through staff observation and stakeholder observation especially during the event itself. After events are finished, it is possible to arrange de-briefing meetings where staff can give feedback and tell what went well and what might have gone wrong. It is possible to make questionnaires and surveys for participants to answer in order to receive their opinion on various aspects. Interviews are also good option both for attendees and staff, even though they might take a lot of time. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 416-420; Tull 2012, 180, 188.)

Above mentioned methods are important tools, but cannot be utilized without considering the limitations of them. Staff and stakeholder observation can be biased if they are too close to the event both physically and emotionally. Interviews are not only time consuming, but they lack also flexibility because every participant should be asked the same questions. Questionnaires are easy but it does not tell the content of the results. (Tull 2012, 188-189.)

Evaluation should always end with documenting and reporting. When proper documenting is done, it is possible to improve the next event based on the information on the evaluation report. The report should tell what methods were used and why, how was the evaluation done findings and recommendations. This report should be given to every stakeholder after finished. (Bowdin, Allen, O'Toole, Harris & McDonnell 2006, 427; Tull 2012, 186.)

6 CULTURAL DIFFERENCES

In order to create successful events for Japanese students, it is important to understand what kind of people we are dealing with and what differences there are between Japanese and Finnish cultures. This cultural knowledge will help to create an adequate event both for participants and event workers. In this research, cultural differences are observed mainly through Geert Hofstede's cultural dimensions. Hofstede's cultural dimensions offer a way to understand various cultural aspects of different societies and compare the results easily between different countries. In terms of communication and concept of time, theories by Edward T. Hall are used to reinforce aspects that Hofstede is not covering fully in his dimensions.

6.1 Hofstede's Cultural Dimensions

Hofstede's cultural dimensions are based on survey data of people working in a large multinational corporation, International Business Machines, in more than fifty countries. The survey observed the values of people and offered a chance to compare the answers of people around the world. There were already theories suggesting that so-

cieties face common problems, but they tend to create different solutions for them. Based on the survey, Hofstede was able to prove this true and define four common problems that are the basis for the first four dimensions to be discussed in this paper. The fifth dimension was added later after a modified survey for Asian people revealed values that are related to orientation to the future and the past. (Hofstede, Hofstede & Minkov 2010, 30-31, 37-38.)

6.1.1 Power Distance

Power distance is one of the dimensions of national culture. It tells us how less powerful people in different countries perceive inequality in their society. Inequality can be found from any country but how people handle it can differ greatly. Inequality is usually seen in the form of different level of power, wealth, and status, and it is possible for them to go together or separately. One might have power and therefore status, but it is also possible to have power without status. Power Distance Index tells us how every country scores in this dimension. A high score indicates that a country has a large power distance while small score indicates naturally the opposite, small power distance. Power distance can be seen in families, school, workplace and everyday life as how less powerful people take contact with people with more power, wealth or status. (Hofstede, Hofstede & Minkov 2010, 54-55, 61.)
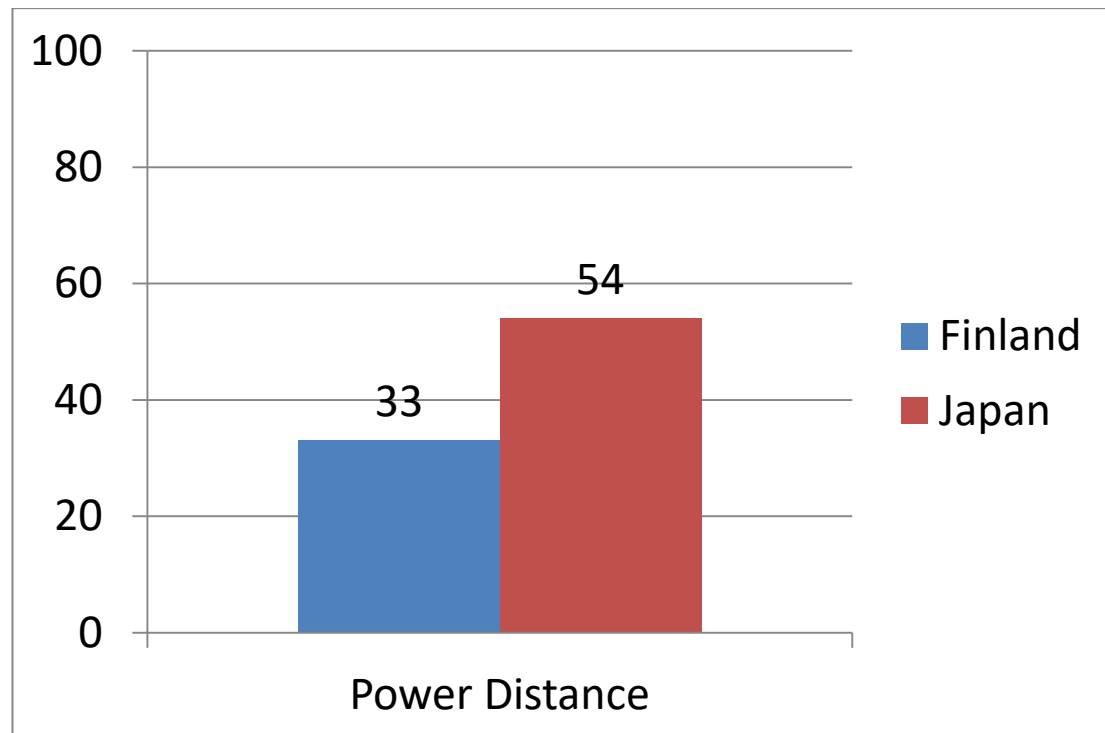
Figure 7. Comparison of Power Distance between Finland and Japan.

In large power distance countries like Japan (with a score of 54), people are expected to be obedient and respect the elderly even outside their own family. Parental control continues through adulthood and children should support their parents financially and practically when they get old. In school, teachers are respected and educational process is not about student but teacher. This means that quality of students learning is depended on teachers' skills. In a classroom, students should not interrupt teacher and there is always a strict order. Corporal punishment is also more acceptable in large power distance countries. This is clearly visible in Japan; even though corporal punishments are illegal, it is not rare in Japanese schools. Parents might even praise a teacher who has punished their children because they believe it will help their children become good citizens. In Japan, an age-based hierarchy is visible starting from secondary school. Younger students (*kouhai*) are expected to respect and show obedience to older students (*senpai*) inside and outside of school. In general, people tend to read less newspaper and discuss politics rarely. Income can be unequally distributed resulting in a large gap between rich and poor people. Japan has usually had a large middle-class but in recent years it has been deemed as *kakusa shakai* meaning society that has been divided into rich and poor people. Still, major of Japanese peo-

ple place themselves in middle-class. (Hofstede, Hofstede & Minkov 2010, 67, 69-70; Sugimoto 2014, 38-39, 143.)

In small power distance countries such as Finland (with a score of 33), all people should have equal rights. Independent behavior is encouraged as early as possible and social relationships are treated with care. As adults, parents' advice is not generally asked and everyone is as independent as possible. Parents generally cannot expect their children to take care of them when they are old nor live with their children's family. In school, teachers should treat everyone equally and expect to be treated with same equality. First name basis is possible and students can make questions during the class if they do not understand something; this is actually something that the teacher expects. Students can disagree and criticize teachers and there is no need to show respect for them outside of school. Students success in school is highly depended on students own motivation and excellence. (Hofstede, Hofstede & Minkov 2010, 67-68, 69-70, 72, 83.)

6.1.2 Individualism vs. Collectivism

The second dimension is about whether a society is more individual or collective. Individual societies are more "I" centered, where ties between individuals are loose; one is expected to take care of himself and only the immediate family. In collective societies, people are more group oriented and think of themselves as "we". They have a close connection with their family, extended family, and other groups they belong to, and expect groups' protection in exchange for their loyalty. Most of the countries are collective societies, but in Europe for example, there are many individualist societies. Individualism is measured with Individualism Index where high scores indicate individualism and low score collectivism. (Hofstede, Hofstede & Minkov 2010, 90-92, 95-97.)
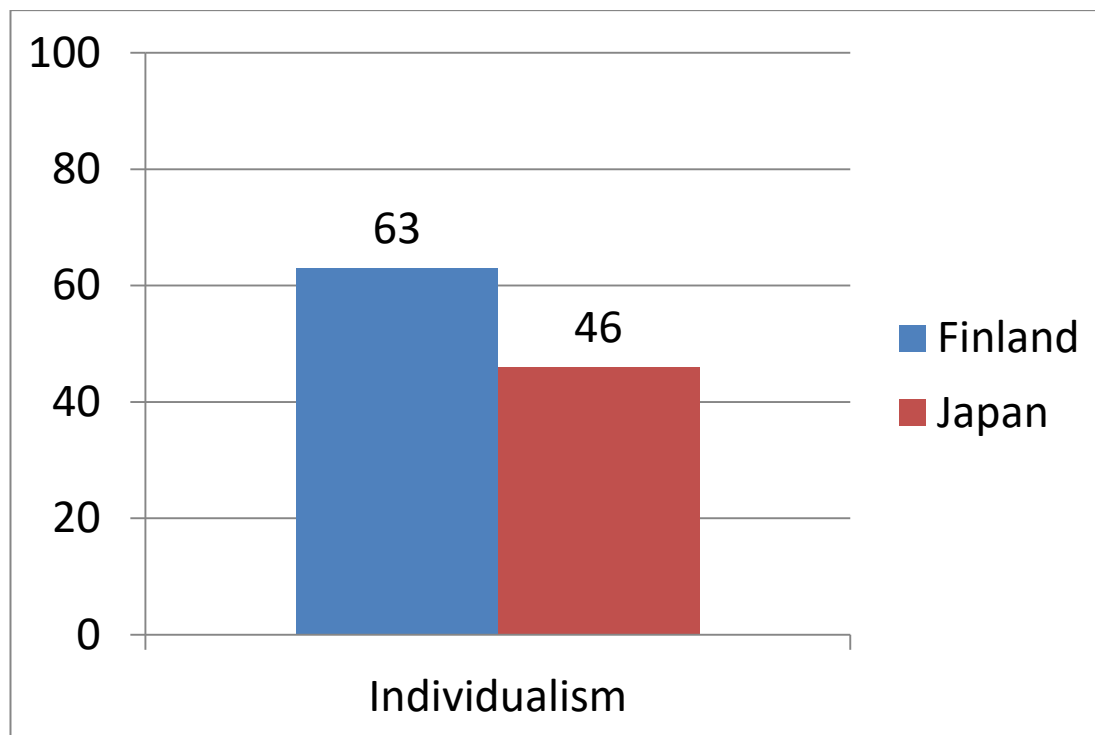
Figure 8. Comparison of Individualism between Finland and Japan.

In individual cultures such as Finland (with a score of 63), nuclear families are common and children learn to think themselves as "I". Personal identity is different from others and people are judged according to their personal characters. People choose their friends based on personal preferences and they learn to speak their mind as it is considered a virtue. People are encouraged to speak the truth and adults are expected to be able to handle direct feedback. Children move out from their parents' house as soon as possible, usually at least when starting higher education. Individualist societies are often called as guilt cultures. This means that individuals feel guilty if they break the rules because they have their own conscience that reminds them of their bad choices. A study of the walking speed of people from different cultures showed that individual cultures tend to walk faster; Hofstede interpreted this to mean that people are more actively trying to get somewhere. At school, individuality can be seen when a teacher asks a general question not directed to anyone and does not get a response. Students in individual societies need to be addressed directly. However, students form groups' better and open discussion work well with them. (Hofstede, Hofstede & Minkov 2010, 91, 107-108, 110, 115, 117-118.)

In collective cultures, families tend to be big and children learn to be part of the group and to think themselves as "we". There is the in-group were one belongs to and other groups. Harmony is maintained and direct confrontation is avoided as it is considered rude and undesirable. Personal opinions do not exist; instead, the group shares their opinion. Resources are shared between the group members. This means that if some people in the family are without a job, those who are working are expected to share their income with everyone. Collective cultures are considered as shame cultures. In case that individual or someone from his group does something wrong feel collective obligation to be ashamed. At school students do not like to speak up individually and therefore they should be able to discuss in smaller groups in order to come up with an answer. Students tend to form easily sub-groups based on their ethnics and in-groups. In general, collective cultures encourage the showing of sadness rather than happiness. (Hofstede, Hofstede & Minkov 2010, 91, 106-108, 110, 118.)

Japan scores 46 in individualism index and by western standards is considered a collective culture. However, in Asia, Japan scores highest marks making it the most individual Asian country. Japanese people divide people into *uchi* and *soto* people, meaning people of in-group and out-group, which is a sign of collectivism. Harmony is important in Japan and direct confrontations are avoided as is characteristic of a collective society. The number of extended families has declined recently and nuclear families are more common in Japan nowadays. Children are still expected to help their parents, but living under the same roof is not so common anymore. In Japan, the oldest son and his family are expected to take care of the parents, so in the case of an extended family younger sibling still move out. Hofstede argues that this is one of the reasons why Japan does not have as a collective society than in other Asian countries. Sugimoto notes that Japan is gradually shifting from collectivism to individualism as rising numbers of higher education students are prepared for individual thinking. (Hofstede, Hofstede & Minkov 2010, 95-97, 106; Sugimoto 2014, 4, 25-26, 34.)

6.1.3 Masculinity vs. Femininity

Social roles differ from culture to culture and they have little to do with our biological gender. The common way of thinking is that males are supposed to be tougher and focused on material success and females should be more tender and concerned with the quality of life. This dimension is based on these gender roles; masculine society has clear gender roles as defined above, while feminine society has overlapping gender roles. People learn to fit into these roles through socialization that everyone receives in their family. (Hofstede, Hofstede & Minkov 2010, 137-138.)

Interestingly, it is possible to see differences in female and male values. In feminine countries female and male values are the same but as we go to more masculine countries both female and male values get tougher (more masculine), and the gap between male and female values get bigger and bigger. This means that in a feminine country like Finland, male and female possess a lot of same values, while in Japan, which is a highly masculine country, not only both male and female have tougher values but their values also differ a lot based on their gender. (Hofstede, Hofstede & Minkov 2010, 148.)
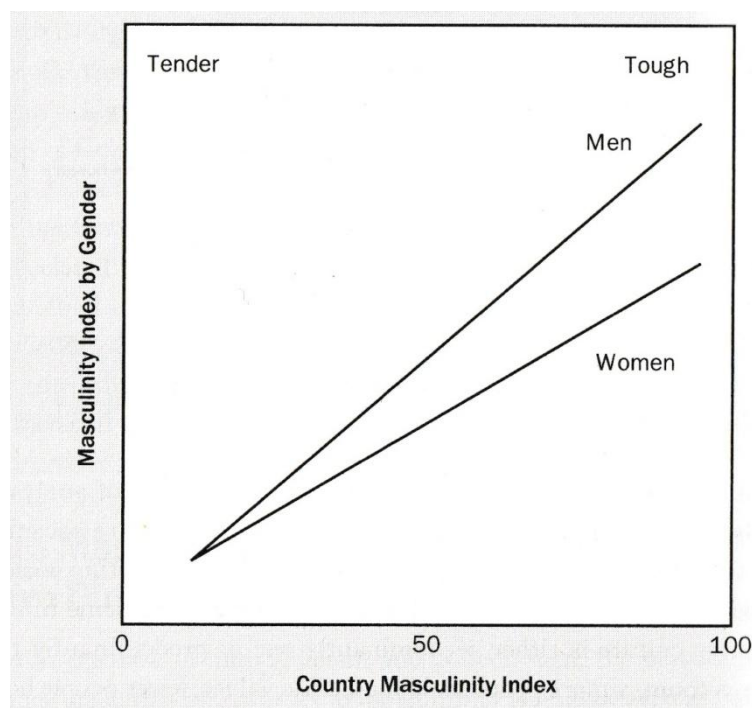

Figure 9. Country Masculinity Scores by Gender (Hofstede, Hofstede & Minkov 2010, 148).

In a masculine society like Japan, life is driven by competition, achievements, and success. Individual competition is rare, because of Japan being mildly collective society, but it is common for groups to compete against each other. Boys are allowed to fight, while girls should not. At school, students want to be excellent and are ready to re-do their exams in order to get good grades. Best students are considered as a norm and failing in school is considered terrible. (Hofstede, Hofstede & Minkov 2010, 151-152, 161.)

In feminine cultures such as Finland, both boys and girls are allowed to cry, but fighting is not encouraged. At school, teachers tend to praise weaker students to make them feel better. Friendliness in teachers is more appreciated than excellence. Students in a feminine country are happy to just pass the courses and average students are considered the norm. Excellence is something one should hide; otherwise, other students might make fun of the better one out of jealousy. (Hofstede, Hofstede & Minkov 2010, 151-152, 159-160.)
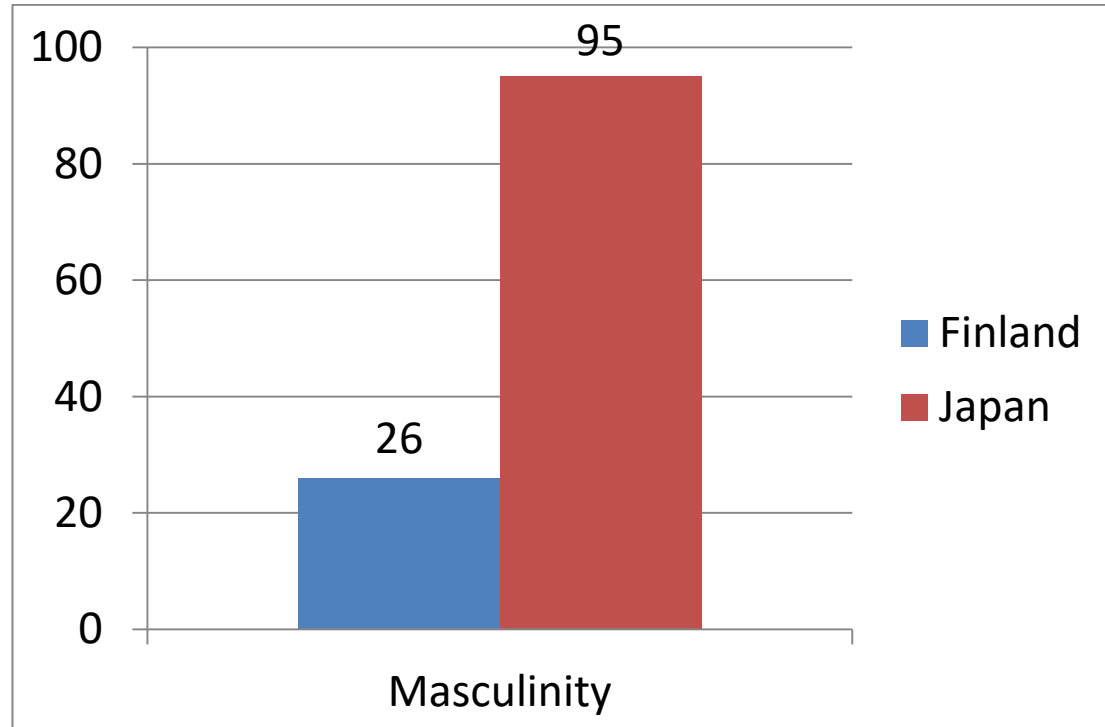

Figure 10. Comparison of Masculinity between Finland and Japan.

6.1.4 Uncertainty Avoidance

The fourth dimension describes how people from different cultures handle ambiguous and uncertain situations. Uncertainty can be described as a subjective experience and a feeling that one feels. It is subjective because everyone feels uncertainty differently in different situations. Uncertainty creates anxiety and stress, feeling that does not have an object. Therefore, it is not to be confused with fear that has a clear objective. Uncertainty avoidance is also different from risk avoidance same way as anxiety and fear; risk avoidance is about avoiding concrete events rather than uncertain situations. Uncertainty, as other dimensions, is transferred and reinforced at home, but also in school and by the state. Societies have different ways to reduce uncertainty, but usually, it is done with a use of technology and by laws and regulations. Religion can also be considered as a tool for reducing the anxiety of the uncertain future. (Hofstede, Hofstede & Minkov 2010, 189, 191-192, 197.)
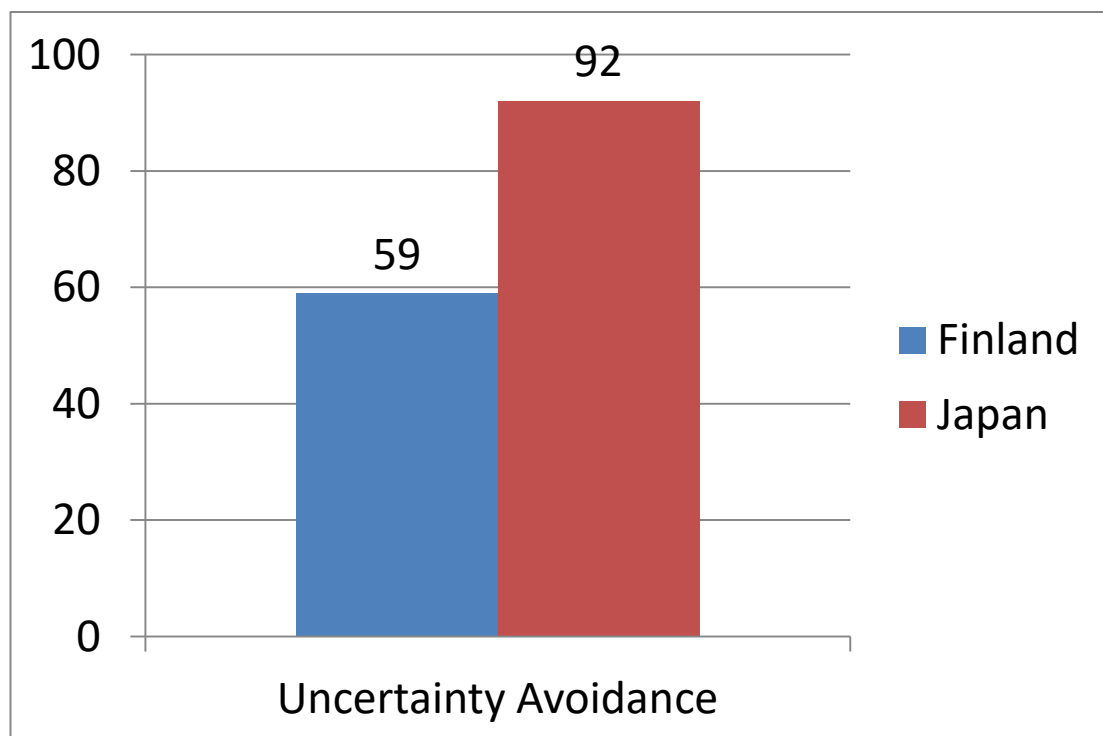

Figure 11. Comparison of Uncertainty Avoidance between Finland and Japan.

Strong uncertainty avoidance countries such as Japan and Finland try to avoid uncertain situations as much as possible. This can be done with clear structures and a strong system of rules and norms. People are likely to learn that outside world is a

dangerous place. When it comes to food, people value pure and basic foods. They also tend to prefer mineral water over tap water. At school, students prefer structured learning situations with clear objectives, detailed assignments, and precise timetables. Students expect teachers to be experts and to use academic words in their speech. In general, more people feel unhappy and they have worries about health and money. Anxiety can be released with aggression when the place and time are correct. Suicide rates are also high among strong uncertainty avoidance countries due to a high level of anxiety. The high position of Japan in uncertainty avoidance index might be due to the fact that Japan faces a variety of natural disasters from earthquakes to typhoons every year. (Hofstede, Hofstede & Minkov 2010, 195-196, 198, 204-205.)

In weak uncertainty avoidance countries, rules are more flexible and people are open for unexpected happenings. They accept that uncertainty is unavoidable so they have low anxiety and stress levels. Highway speed limits tend to be higher and people learn that the world is full of opportunities. At school, students like open-ended learning situations where there are no clear objectives and no time tables. Students like to have an opportunity to give multiple answers rather than only one and accept teachers who admit they do not know everything. In general, people have fewer worries about health and money, and they feel happier and healthier than high uncertainty avoidance cultures. (Hofstede, Hofstede & Minkov 2010, 196, 198, 203-204, 206.)

6.1.5 Long-term Orientation

This dimension focuses how culture is attached to its past and how they deal with the present and the future at the same time. Cultures foster different values and these values give us a hint if they are long-term oriented or normative cultures. Values such as persistence and money saving attitude are part of long-term oriented cultures because they prepare one for the future. Short-term oriented cultures respect their traditions and fulfilling social obligations; a sign of orientation towards present and the past. In long-term orientation index, countries that score high are long-term oriented while countries scoring low have a normative culture. (Hofstede, Hofstede & Minkov 2010, 239.)
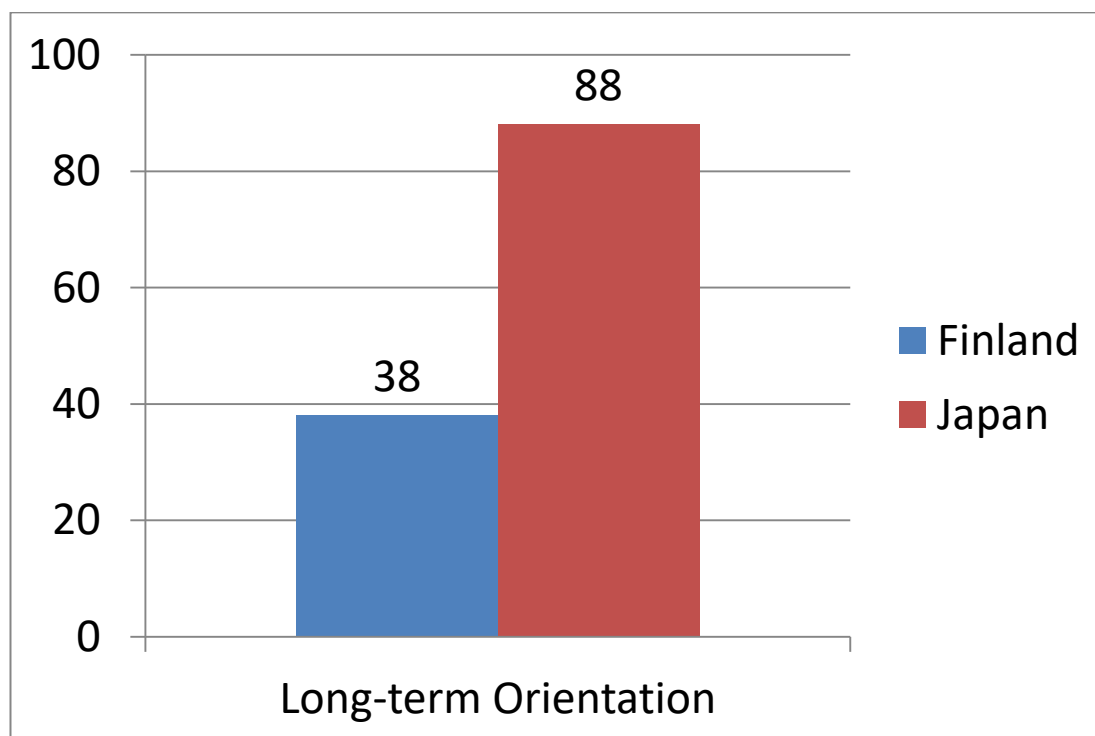
Figure 12. Comparison of Long-term Orientation between Finland and Japan.

Japan is one of the most long-term oriented countries right after South-Korea and Taiwan with a score of 88. This means that people living in Japan learn as a child to save money for the future and be patient because they cannot always have everything right away. Persistence is considered as a virtue of a person and people accept that they need to learn all the time in order to survive in the future. This is why studying hard in school is considered a must, as it prepares one for the future. Success in considered as a result of hard work and those who are not successful should work harder for their goals. (Hofstede, Hofstede & Minkov 2010, 242, 255, 275.)

Finland is considered as a normative culture with a score of 38. Traditions are respected and people want to maintain them rather than try something new. People expect to have results quickly with less effort and they spend more money than long-term oriented societies. At school, students work hard but success is considered to be the result of luck rather than effort. Leisure time is considered important and people value freedom and self-expression. (Hofstede, Hofstede & Minkov 2010, 251, 275.)

6.2 Hall's Cultural Theory

Edward and Mildred Hall are famous for their key concepts in order to improve intercultural communication. Two most relevant key concepts to this research are explained in this paper.

6.2.1 High- and Low-Context Communication

When talking about communications, context is a part of it. It is information that surrounds the message all the time. Each society has a different way to mix the message and the context. A famous anthropologist Edward T. Hall divided communication into two groups based on the form of communication: high context communication and low context communication. In societies where people use high context communication, people have all the time information about the context readily available, so they do not need much background information when communicating. However, in low context societies, detailed information is necessary for people to understand the actual message, because otherwise, they do not have the picture of the whole context. Information does not flow freely as people tend to divide their contacts into segments that do not share information. (Hall & Hall 1990, 6-7.)

Hofstede's dimension Individualism vs. Collectivism strongly correlates with Hall's High- and Low-Context Communication. Individualist countries are more prone to use low context communication while high context communication is more widely used by collectivist societies. This means that Finland being an individualist country is also using lower context communication where detailed information has an important function because the context is not otherwise clear for them. Japan, on the other hand, is a collectivist country, at least compared to Western countries, which indicate that Japanese people use high-context communication. They have wide information networks where information flows freely and is available to everyone so the context is clear for them. When the context is clear there is also no need to explain everything verbally because the listener can get the message from the context. (Hofstede, Hofstede & Minkov 2010, 109.)

There are problems that can arise when people using different context level have a conversation. People who use high-context communication can get easily irritated if they receive a lot of detailed information that they do not need, while people using low context communication are easily at a loss when they do not receive enough information. If a Finnish person (low-context) explains something to a Japanese person (high context) and the message is not going through, the reason is most likely that the Finnish person is giving details that the Japanese do not need to understand the message. Making the message more simple and detailed is not going to help, but instead giving some context to the message might be the solution. On the other way around, when Japanese person explains something to a Finnish person, there might be a lot of information (context) that the Finnish person considers irrelevant and obscure making it hard to understand the actual point of the message. (Hall & Hall 1990, 9; Nunez, Nunez Mahdi & Popma 2007, 15.)

6.2.2 Perception of Time

Hall has also written about how different societies have a different perception of time dividing cultures into monochronic cultures and polychronic cultures. Monochronic cultures think that time is a tangible object and experienced linear way. They focus on one task at the time and do not like to be interrupted. In polychronic cultures, tasks are performed simultaneously with great involvement with other people. People value more the completion of human interactions rather than following strictly the timetables. (Hall & Hall 1990, 13-14.)

Finland is considered as a monochronic culture where time is money. In cultures like this, people focus on their work and separate themselves from other people, because they do not want to be interrupted. Japan is an industrialized country that has a mix of monochronic and polychronic time. While Japanese people follow schedules like Finnish people, they build long time relationships more easily than Finnish people and have many friends who they spend a lot of time with. (Hall & Hall 1990, 13-15.)

7 ANALYSIS OF INTERVIEWS AND QUESTIONNAIRE

Interviews were conducted with Ms. Marina Wikman, a senior lecturer and international coordinator of SAMK, as well as with Dr. Daryl Arakaki who came to Finland in 2014 as a chaperone. All six Japanese students who came to Finland in 2017 were also interviewed. A questionnaire was sent to all students who have participated Winter School and whose contact information was available (see Appendix 1). 6 students answered the questionnaire from which five were girls and one student unknown. Two of the students participated Winter School in 2015, two of the students in 2016 and two in 2017. Interviews of three students from year 2016 were also used. As the total number of participants is 22 students, the interviews and questionnaire covered around half of the total amount of participants. Students were advised to think only of the part of Winter School that was arranged in Rauma or Kankaanpää, but some answers were still about the part that has taken place in Helsinki. These answers are not taken into account when analyzing the data. Secondary data was collected from previous interviews and reports of previous events.

7.1 Event Management

7.1.1 Event Phases

<u>Initiation</u>

As Winter School is a concept that is applied every year with minor changes, it can be said that initiation phase has happened only once completely when the idea for Winter School was created.

SAMK is a partner university of OGU, situated in Osaka, Japan. For years, SAMK had sent students to Osaka, but due to lack of language skills, no Japanese could come to study in SAMK. A few years ago, SAMK was asked to offer something for Japanese students so that OGU students would benefit also from the partnership. Ms. Wikman together with the Director of International Center from OGU at that time came up with an idea that SAMK would arrange a winter school, especially for OGU students. This idea was then refined and the general idea for the event was created together. (Wikman, personal communication on 21.4.2017.)

First Winter School was done in co-operation with a colleague from Pori campus, with who the concept was created. The staff member from the OGU had already provided information on their expectations and demand for the Winter School, so it was possible to base the event objectives on those ideas. It had been agreed that Japanese students would pay for everything, but teaching would be free of charge as SAMK and OGU are partner universities. There would not be many actual classes since the language skills of the students are not so good, but there would be then another program to compensate that. OGU also wanted the students to have both English and Finnish classes. (Wikman, personal communication on 21.4.2017.) The chaperone from the year 2016 also mentioned in her interview that the main objective for students is to motivate the students to study English (Savila 2016, 1).

When it comes to evaluating the objectives through feasibility, viability, desirability and stakeholder expectation, Ms. Wikman told that the conversations she had with the Director of International Center from OGU were used as a guideline when creating the event concept. (Wikman, personal communication on 21.4.2017.)

<u>Planning</u>

The planning starts every year in autumn, but until it is known how many students are coming and what they are studying, the planning cannot start completely. When planning the Winter School, previous Winter Schools work as a guideline on what has been working well and what has not. Project assistant/coordinator has regular meetings with the teacher and during these meetings, the content, schedule and the source of resources are discussed. The content is refined to fit the participant's degree programs in some extend and draft schedule and run sheet are created early on. There is always the need to think of transportation for the students and search for host families for them as well. When the author was working as a project coordinator for Winter School in 2015, she did not use PBS and WBS the way described in theory. However, the event and all the actions that had to be done were thought separately and checklists and notes were used to keep track with the progress. It can be said that PBS and WBS were used in a simple non graphical way. There is no information what tools other students have used for planning.

As team members have not been using PBS or WBS, but still managed to create a successful event it seems that it is possible to plan an event of this size without this specific tool. PBS and WBS, however, could work well as a help during the planning process and make the planning more structured and fast.

Implementation and event

During the implementation phase, everything that needs to be done is done. For example in 2015 during this phase, reservation of tickets to Moominworld and reservation of bus was made and invitations to International Night were sent among other things. Communication towards participants through Facebook becomes more frequent to let them know about Finland and prepare for the Winter School. There has not been any direct contact with the participants as all the information has gone through International Center or chaperone. A checklist was used to ensure that everything is done before the event starts.

One of the aims of this research was to find out if there are enough communications towards the participants before they come to Finland and do they wish for direct contact from SAMK. Most of the students agreed that there was enough communication towards them and only one student felt that there was not enough communication. Most of the students were also fine without direct contact from SAMK. Relative small number of students was asked this question so it is hard to tell if it will represent the opinion of most of the students. However, based on this information we can assume that there was a good amount of communication towards the participants and students are mostly fine even without direct contact from SAMK. This can be seen as a good thing as taking direct contact to all participants would be time-consuming and there is no proof that the participants would understand all the information sent to them in English.

As SAMK mainly communicated with the students in Facebook it was natural to find out whether or not the participants find the Facebook useful for them. Most of the students found the Facebook page useful, while two students stated that they do not use Facebook at all or rarely. The author herself has also noticed during her stay in Japan, that Facebook is not as commonly used there as in Finland. Dr. Arakaki told in his interview that he thought the Facebook page was a good idea and the infor-

mation was quite useful. However, he also told that Japanese students had confessed to him that they could not understand everything that was posted on the Facebook. (Arakaki, personal communication on 24.4.2017.)

The findings indicate that the Facebook is a good idea, but the content might be too hard for the participants from time to time. As some do not use Facebook at all or rarely, SAMK cannot communicate with all of the students equally.

Shutdown

Shutdown as such is more about a single, short event such as music festival that has a clear ending. However, Winter School ends when the students leave and there is not a single place that has to be cleaned and checked before leaving. Of course, it is important to remember to check that no one leaves their belongings behind and that the participants get back safely. This is usually ensured by escorting the students to bus or train. Off-site shutdown includes a collection of possible receipts, paying of possible bills and some years de-briefing meeting has also been arranged in order to evaluate the Winter School.

7.1.2 Design

Theme

The fact that makes Winter School interesting but also hard to analyze is that it does not always have a clear theme or the theme changes year to year. OGU never demanded any theme so the possible theme is usually planned after SAMK has information on how many students are coming and what they are studying in Japan. In 2014, many of the students studied event management and especially wedding planning. During that Winter School, students had a chance to see a Finnish church wedding and visit wedding dress shop among other things related to weddings and events. In addition to this, Finnish culture was introduced in many forms as well as important cultural points related to Rauma such as bobbin lace and seafaring. In 2015, there was no clear theme other than an introduction to Finnish culture. In 2016, Japanese students were in Rauma for only five full days and Ms. Wikman pointed out that the program was really tight and only most essential content was applied. In

2017, Winter School was exceptionally arranged in Kankaanpää Art School and this was the first time that the location of Winter School affected the theme that naturally was art. (Wikman, personal communication on 21.4.2017.)

However, Japanese students were not able to see the theme around the Winter School and they all answered that they did not see a theme in Winter School. Dr. Arakaki did not also see any theme either, but he felt that the theme for Japanese students was "Winter Wonderland" (Arakaki, personal communication on 24.4.2017).

Based on these findings it is visible that the students did not have a clear idea if there was a theme or what it might have been. This might be because it was not emphasized at any point. From the SAMK point of view, it can be said that the main theme every year is Finland, Finnish culture, and winter as all other elements revolve around it every year. If the theme for Japanese students truly is "Winter Wonderland", then there is also the possibility that students do not see it as a theme because it is considered self-evident.

<u>Catering</u>

The lunch has been eaten at school every year. Participants have a chance to eat basic school lunch with other students at the school cafeteria. Dinner is provided by the host families as well as breakfast and evening snack. The Winter School does not have an opportunity to influence the food, the setting of the food, nor the time when the lunch is eaten because school lunch is available only a certain time in a day and planned by the school cafeteria. In the school cafeteria, there is usually always enough food for everyone and different choices what one can have.

According to Ms. Wikman, she has been surprised how well Japanese students have enjoyed Finnish food (Wikman, personal communication on 21.4.2017). This was also clearly visible in 2015 when the author herself was working with the Winter School. This is also confirmed by the interviews made for this research: most of the students told that they were satisfied with the food provided at school. One of the students mentioned that the food was a bit tasteless, but otherwise, there were no complaints. One of the students was also positively surprised to see vegetarian food offered at the school. The author observed in 2017 how some of the students brought

their own lunch from time to time. The reason for this was not discovered during the interviews or from the questionnaire answers.

Every year, one dinner in a restaurant has been offered for the participants (Wikman, personal communication on 21.4.2017). In 2015 and 2016 the dinner was eaten in Hesburger, and 2017 in a local restaurant called Bar & Grill Varikko. Hesburger is an excellent way to provide a taste of Finnish version of McDonald's. Hesburger has also a long history in Finland so it can be seen as a part of Finnish culture and the Winter School theme as well. While the food in Bar & Grill Varikko was not traditional Finnish food restaurant, there were still foods that offered Finnish tastes such as smoked salmon inside a burger. The interior of the restaurant was dedicated to Finnish rally, so there was also an opportunity to explain about Finnish rally culture to the participants. Based on authors' observation, the students have enjoyed the food in the above-mentioned restaurants.

When asked if there was often enough food, almost all the students that were interviewed and who answered the questionnaire agreed that food was offered often enough. Most of the students who answered the questionnaire felt that lunch was eaten just the right time, while most of the interviewed students felt it was eaten a little too early. Many of these students noted that it still did not bother them too much. It was mentioned that compared to the amount of exercise there was too much food offered.

Content

As mentioned earlier, the content of the Winter School has been designed usually depending on what participants are studying. The format of the event is a combination of business and entertainment event as there is time for studying and lectures, but also entertainment. According to the results of the questionnaire, students thought that there was a good mixture of studying and fun in general and daily basis. Dr. Arakaki also told in the interview, that he thinks that there was a good mixture of studying and fun to remind the students that it was an academic exchange but still creating good memories. Speakers and presenters have been picked from SAMK as there is no financial support for Winter School and therefore no money to hire outside speakers and presenters. Speakers have been picked based on the likelihood that

they would agree on giving a few lectures and Ms. Wikman has also given lectures by herself. All of the speakers are known so there is also less risk included. (Arakaki, personal communication on 24.4.2017; Wikman, personal communication on 21.4.2017.)

<u>Entertainment</u>

The purpose and objectives of the entertainment in Winter School is to be educative, but at the same time interesting and fun. As Ms. Wikman noted, there is usually some kind of hidden agenda behind different entertainments. For example, the wedding theme and activities that surrounded it was educative for the participants but at the same time entertaining. Same way the experience with bobbin lace making was educative, but at the same time activity that allowed the students to work themselves and enjoy their time without actually studying anything. (Wikman, personal communication on 21.4.2017.)

One of the main aims of this research was to find out what kind of activities Japanese students like and what could possibly interest them in general. Ice hockey was the most liked among the answers. Based on the answers, it is something that they have not experienced yet and is, therefore, fascinating to them. Sightseeing and tour around the town came second. Students seem to like it because they have a possibility to see winter landscapes that are different from Japan and enjoy playing with the snow. Moominworld was also liked because it was possible to see the Moomins in their own world. One student also mentioned how in Japan Moomins are strongly associated with Finland and it was, therefore, something worth seeing. Other activities that were mentioned as favorites were baking, classes at school, Finnish day-care center and International night, but it is impossible to tell which ones are more liked than others since everyone likes different things.

Most of the students who were interviewed during last Winter School told that their favorite activity was visiting Jämi. Another activity that was liked a lot was the trip to the day-care center. One of the students said that it was a rare opportunity to meet kids like that and be able to spend time with them. Some of the students also enjoyed art, but most of them felt that clay works were a little hard to do. Sauna and International night were also mentioned as their favorite activity. During the interview, stu-

dents had also a possibility to tell if there was an activity they did not like, or considered otherwise hard or weird. Some of the students were surprised by the amount of art while some students hoped for a little bit different content for the art classes.

For this research, it is also important to know what else participants would have wanted to experience in Finland. Most of the students wanted to see Santa Claus or his cabin, and northern lights, even though some of them expressed that they feel it would have been difficult. Some students wished for more sport and exercise, and especially skiing was mentioned. Dr. Arakaki told that he often thinks that it would be nice for students to experience Finland also during the summer time in order to experience camping without worry about frostbite (Arakaki, personal communication on 24.4.2017).

Program

The programs of all four Winter Schools follow a similar pattern: usually, the day starts with lectures and studies sometimes continuing after lunch. The afternoon is usually reserved for the entertainment part and after that students go back to their host families and spend time with them. During weekends, there are usually no classes but only other activities. There is clearly a flow of elements every day. One of the students gave a comment in the questionnaire, that it was good that the morning was reserved for studying and afternoon for other activities. In order to find out if the program starts at the right time in the morning, the students were asked to tell their opinion in the questionnaire. Most of the students thought that the days start just the right time, while few felt they started too early or a little too early. Dr. Arakaki felt that the days started just the right time (Arakaki, personal communication on 24.4.2017). The interviewed students were mostly satisfied with starting time. When it comes to a number of activities all the students and Dr. Arakaki agreed that there was just the right amount of activities. One big part of the Winter School is host families and time with them. Most of the students felt that there was enough time with them, while few of them felt that there could have been even more time with them. Students who were interviewed in 2016 during the shorter Winter School hoped more time with their host family. (Arakaki, personal communication on 24.4.2017; Savila 2016, 6)

Project Team

The Winter School project team tends to be small as is generally normal for small scale events. According to Ms. Wikman, the core team is usually around 3 to 4 persons. There is always one teacher or another staff member that takes the responsibility for Winter School and works as a project leader. Usually, one student is chosen to be a project assistant or coordinator depending on student and his or her workload. The students are chosen usually during autumn, around September and October, according to Ms. Wikman (Personal communication on 28.4.2017). There might be other staff members also in the team. When considering what kind of student should be chosen, there have been some criteria for that. The student should be able to speak fluent English, be able to work as a part of a group, be able to participate the Winter School and commit to the tasks that need to be done. Japanese language skills and knowledge of Japanese culture has been considered as an advantage. There are usually also other students who help with the Winter School, but they are not part of the core team that makes decisions. In 2017, their role was exceptionally big. The author herself participated also in the latest Winter School and based on her observation there was no clear project assistant/coordinator. Compared to three first Winter Schools, there were also many more people involved. (Wikman, personal communication on 21.4.2017.)

Students do not get paid for their work with Winter School and therefore they can be considered as volunteers. Volunteers usually have something they want to gain from the work, something that keeps them motivated. SAMK offers some non-financial rewards for the students working with Winter School. In all years students earn credits based on how many hours they work. They can also ask for employment certificate. In 2014 and 2015, one study place in OGU was reserved for the student working as a part of the core team of the Winter School. There was no need for this reward in 2016 since the student had already been in exchange and in 2017 most of the students had already been in exchange in Japan also. One of the Finnish students working with the Winter School in 2017 said that her motivation was to meet students from the same school where she had gone for student exchange. This can be described as an affiliatory motivation, where previous experiences affected her willing to volunteer. The author herself feels that in 2015 her motivation was to gain ex-

perience in event management and working with Japanese people, but the main motivation was the chance to go exchange to Japan. The author has also studied Japanese language and culture before, so it affected also the will to work with this project. During the interview, Ms. Wikman told that reserving a place for a student is not easy and requires a lot of hard negotiations. According to the questionnaire answers, Japanese students felt that the Finnish students were highly motivated and they worked professionally. Some of them felt gratitude towards them and credited them for being able to enjoy Finland without any worries. Dr. Arakaki also felt that the volunteer students were highly motivated and worked professionally (Arakaki, personal communication on 24.4.2017). (Wikman, personal communication on 21.4.2017.)

In 2014, there was an open application for students in SAMK website and around 5 students applied to it. All of the applicants were interviewed by two staff members and the best one was chosen. In 2015, the author was asked for the position, because she fulfilled the criteria. In 2016, there was again open application for the job and student who wanted to make his thesis about Winter School was chosen. In 2017, Ms. Wikman was working with a certain project where she was looking for students to work. There were so many applicants that two of them were offered a chance to work with Winter School instead of the other project. However, their role was much smaller than students from previous years. (Wikman, personal communication on 21.4.2017.)

7.1.3 Schedule

Gantt chart has not been used for scheduling the event by SAMK students (Wikman, personal communication on 28.4.2017). Simple lists and notes were used in order to remember what needs to be done by what time. The run sheet is created every year and given to participants. The layout for the run sheet is quite similar every year, with only minor changes in design and how much information is provided. Days usually start around 8-10.30 pm and end between 5-8 pm.

In this research, it was also important to find out did participants feel that the run sheet was clear and easy to understand. Most of the students felt that it was clear. One pointed out that even though there were a lot of changes, it was clear. Only one student from the year 2016 felt that the run sheet was hard to read. Dr. Arakaki also felt the schedule was clear even though there were minor changes (Arakaki, personal communication on 24.4.2017).

Based on the findings it seems that there are no big problems with the run sheet as it seems clear to almost all students. The usage of Gantt chart when creating the schedule might not be necessary as Winter School is a relatively small project.

7.1.4 Budget

The budget for Winter School is interesting, because there is no exact budget and because all of the money that is spent to arrange the Winter School is charged from the participants. This means that the expenses are calculated and then informed to OGU. The Winter School is a nonprofit event so all of the money is used for the benefit of Japanese participants. The contingency fund is also charged from the participants and if there are funds left, they are usually used to offer a dinner at a restaurant. The contingency fund is around 100€ for the whole group. If this amount is exceeded SAMK will pay the rest. (Wikman, personal communication on 21.4.2017.)

The approximate cost of Winter School has usually been 800-900 euros excluding the year 2016 when Winter School was slightly cheaper, because of the shorter time in Finland. Half of the students who were asked about the price of Winter School felt that the Winter School was a little expensive. Two students felt the price was just right and one student felt it quite cheap. Students' own budgets for the Winter School were quite high; half of the students had more than 50000 yen (approx. 430€) with them and half of the students 20000-49999 yen (approx. 170-430€).

Based on findings, there is no need to worry about the budget too much as the price of the Winter School seems quite reasonable for the participants. Of course, it is important to keep the costs as low as possible so that many students could afford to par-

ticipate. There are no problems when it comes to contingency funds as there is enough to cover sudden costs. There are no costs when it comes to advertising and volunteer students are used so there are no costs when it comes to the worker. It seems that students have very different opinions about the price of the Winter School. This can be due to the different level of income in different families that affects how they perceive the cost.

7.1.5 Risk Management

Risk management for Winter School seems to be really simple. There is no actual risk management plan because the event is small scale event, but risks are still managed by i.e. requiring participants to have insurance when coming to Finland. Interview with Ms. Wikman did not uncover any big risks but there are always some risks that need to be considered. (Wikman, personal communication on 21.4.2017.)

Internal risks

Lack of event planning is a primary reason for event failures, but is not a problem for Winter School as planning is done every year carefully considering the students who are coming. The participants have been happy about the content and program of the Winter School which indicates that the planning has been done well every year. Ms. Wikman noted that the planning has taken less time every year because the program does not change much every year. This is also because OGU and Dr. Arakaki have provided information on what works well in the Winter School and what not. Ms. Wikman and other staff members are also familiar with the concept, making the planning easier. However, Ms. Wikman noted, that the planning taking less time might be a slight mistake since having new people working with the project would have required to have a closer look at the content of the Winter School in order to everyone know what the Winter School is about. (Wikman, personal communication. 21.4.2017). With less planning time and with new volunteer students there is a higher chance that the students do not have time to familiarize themselves with the concept in order to be able to plan the event accordingly.

Finances or budget has not been a problem for Winter School. There is however always a chance that something happens that are going to produce extra costs. In order to cover these extra costs, contingency funds have been used. Usually, the contingency funds are not needed and are used for something else with the Japanese students in the end. If the contingency funds are not enough, SAMK has to pay for the extra costs. (Wikman, personal communication on 21.4.2017.)

There can be many risks involved with organizational structure, but for Winter School the biggest risk is that the project team grows too big and causes troubles or there is no clear person who takes responsibility. The likelihood for these to happen is quite high, because in 2017 the project team was quite big causing some minor problems with communication and decision making. There were also problems first on establishing who is going to be responsible for the event. The consequences of this kind of situation can be quite big because it can directly affect the quality of planning and the event process thus affecting the quality of the whole Winter School.

Other risks, especially in the case of Winter School, are the lack of uniformity with Haaga-Helia program, lack of common rules for the cooperation and difficulties with communication. Based on interviews and reports there have been challenges with these areas. The lack of uniformity can directly affect the quality of the event; if the program is too similar or too different, participants might feel bored doing the same thing again or feel that the Winter School is not one big event but two smaller events. The lack of common rules can make planning much more difficult when another party is acting without consulting the other party first. This affects also the reputation of Winter School as OGU staff members might feel annoyed when they see that the two schools are not working well together. Project assistants/coordinators have reported some difficulties with communication with Haaga-Helia students. This affects the planning and can prolong it considerably taking away time that could be used to effective planning and other preparations.

External Risks

Health and safety of the participants are naturally a top priority. There has not been any case where a student would have hurt themselves, but there have been minor flu cases since the event takes place in winter. The likelihood for someone to hurt them-

selves badly is quite low, but the consequence for that kind of situation would be very high. All of the participants have an insurance to cover costs if they hurt themselves and all the Finnish students are insured by the school. Allergies are confirmed before participants' arrival to avoid any risks involved with them. (Wikman, personal communication. 21.4.2017 & 28.4.2017)

Environmental risks contain many hazards that can be harmful to the Winter School. The weather can be bad so it is not possible to do the activity that was planned. There might be a sudden blackout and it is not possible to use any devices.

One risk that was visible from the previous reports was that the host families are not found or the host family backs out right before the participants are coming. It seems that every year there has been some challenges in finding host families and one year one family backed out so one student was left without family until a new family was found. This critical situation can have big consequences as it affects directly how the event starts and the feeling students have. In order to avoid this kind of situation, it might be a good idea to start finding the families early enough and if possible to have one or two extra families ready in case that someone changes their mind at the last minute.

7.1.6 Quality and Evaluation

One of the main objectives of this research was to find out how Japanese students feel about the Winter School and how we can improve the quality of this event. It is, therefore, important to know what kind of expectations the participants have and has Winter School been able to fulfill those expectations.

Most of the students had different expectations. There was a clear expectation for communication with Finnish students and host families, as well as improving their communication skills. Many students wished to learn about Finland and experience Finnish culture and traditional ways personally and some students were expecting new learning experiences. Students also wanted to try skating, taste Finnish food, see Moominworld and take photos. Most of the students answered that their expectations

were met. One student said that she experienced more than she had imagined. Out of 6 students, 5 students gave a rated Winter School as excellent and one student rated it as very good. Dr. Arakaki told that his wish was to see Japanese students and Finnish students form lasting friendships. He feels that this expectation was met, based on birthday wishes he has seen on Facebook. He also felt that students own expectations were met and students enjoyed their time in Finland. (Arakaki, personal communication on 24.4.2017; Savila 2016, 5)

Ms. Wikman felt based on her observations that the first Winter School went well because everything was checked thoroughly since the event was arranged for the first time. The hardest in her opinion was the third Winter School in 2016 because there were some problems considering the time when the students came. Apparently, there was a lack of communication from both sides (SAMK and OGU) and the information that the timing was not good for SAMK and Haaga-Helia, was not registered in OGU. By the time this was noticed it was already too late to change the time. This is why in 2016, the Winter School was much shorter and there was no time to have many extra activities. In 2017, the author observed how the Winter School did not have clear project assistant, which made many aspects hard to handle. There were some communication problems between team members and information did not flow as well as it could flow. (Wikman, personal communication on 21.4.2017.)

There are reports from three first Winter Schools but there is no report from the fourth Winter School yet. The reports vary a lot by their design, and the content is also a little bit different depending on the report. The first report from 2014, written by the project assistant, contains information on how the preparations were done, the actual event, evaluation of the event and self-evaluation. The report from 2015 is mainly evaluation of the event and the report from 2016 is a bit different, because it is not written by the project assistant, but a different student who participated in the Winter School. This third report describes the actual event and contains an interview with three Japanese students and their chaperone.

Good points that were pointed out in the reports were flexible schedules, a successful trip to Moominworld, excellent help from teachers and other students, the project seemed to please the participants even though there might have been some minor er-

rors, and knowledge gained through the event arrangement. Issues that came up from the reports were problems with communication and instructions that were not clear enough, the importance of documentation and receipts, pick-ups, communication with Haaga-Helia and host families and getting the host families. (Ketonen 2015, 1-2; Palola 2014, 3.)

The quality of the Winter School is visible through how students feel about the event, how they anticipate it and what kind of memories they have about it. Based on the findings, students had a lot of different expectations for the Winter School and those expectations were mostly met, even surpassed. Winter School was rated very well and students clearly had good memories about it. Based on this, it is safe to say that Winter School has been successful in terms of satisfaction among Japanese students. Since the Japanese students have been very pleased with Winter School, it can be said that Winter School has been successful when it comes to goal achievement. The quality of the management process has varied a little from year to year, but there has not been any serious problem. Most of the challenges have been in years 2016 and 2017. In 2016, mainly because the timing was not good and there was little time to create a nice program for the students. In 2017 there were some issues on the management side. The quality of the execution seems to have been fine, as Japanese students have not noticed anything going wrong.

Evaluation has been done yearly at least in some form, but as mentioned earlier, the 2017 Winter School Evaluation is yet to be done. The report's content varies a lot and they do not always provide all the necessary information. There have been de-briefing events where project members have had a chance to tell what went right and wrong.

7.2 Cultural considerations

Cultural aspects and how they might affect the event planning are discussed in the following paragraphs. The aim is to find confirmation for the theory and/or reasons why the theory might not apply for the Winter School.

7.2.1 Hofstede's Cultural Dimension

<u>Power Distance</u>

In order to know if there are differences in power distance, it is important to know how the students felt taking contact with staff members and how they felt about teachers. Most of the students felt it was easy to take contact with teachers. Most of the students also indicated that there were differences when comparing Finnish teachers and Japanese teachers. They noted how Finnish teachers seem to make the class fun and interesting for the students, and stress the positivity and creativity of the students. Many expressed that the Finnish teachers are friendlier and kinder than what they are used to. One student told how she liked how teachers and students felt like family and how there was little distance between them.

Ms. Wikman told in the interview, how it is a cultural challenge for herself too when Japanese students show respect hierarchically to teachers (Wikman, personal communication on 21.4.2017). Teachers are respected in Finland as well but it is not shown as hierarchically as in Japan. The author herself has also noticed during Winter Schools how Japanese students look up to teachers and volunteer students. For example, last Winter School students called her "oneesan", which means big sister in Japanese. They said this because they felt that she was taking care of them like a big sister. Other older students are also treated with respect by the participants and this is especially visible in the way Japanese students use more polite Japanese if speaking with their mother tongue. The author has also noticed how Japanese students never interrupt teacher during the classes.

These results indicate that there indeed is a difference in power distance between Japan and Finland as Hofstede has claimed in his study. Japanese students have clearly experienced lower power distance in Finland as they feel it is easy to take contact with people who are hierarchically higher to them. They have also seen differences on what teachers emphasize in Finnish schools that indicate that participants are used to higher power distance in the classroom in Japan. The reluctance to interrupt the teachers during the class here in Finland as well indicates that participants are not used to it. The fact that older students are treated with respect also confirms the ex-

istence of age-based hierarchy that can affect the communication and relationship between the event organizers and participants.

While there is clearly a difference in power distance, it seems that there are no big issues when considering how it might affect event management. From the event planning and quality point of view, it is still important to recognize these differences and the fact that participants are coming from higher power distance country where they are not so used to speak frankly to the teachers and other people hierarchically higher to them.

One small challenge that has been visible in Winter School considering the power distance is the communication with host families. As Japanese students are used to respecting older people and family, there seems to have been times when the participants have been unable to convey their message properly. For example, in 2017 the volunteer students were supposed to pick the Japanese students up from their host families, but one host father gave a ride for some of the students because he thought that the volunteer students were late. Participants knew what time volunteer students were supposed to come and that they would pick them up, but were not able to tell this to their host family. However, there might have been also challenges with language skills that contributed to this event.

<u>Individualism</u>
When designing the classes and activities for Japanese students it is important to know what they like, but also if they are individual or collective people. This can affect the participants wish to do more individual work or group work and the activities that might interest them. Most of the students expressed their happiness or wish to do activities together as a group. It seems that there has been a good amount of individual and group work as students have been satisfied with the amount of them.

Ms. Wikman told that she has noticed how Japanese students quite rarely start to work alone and like to work more in groups. She noted that it might be also because of the lack of English skills. She said that the collectivism has been visible in different assignments where Japanese students usually want to work as pairs or groups rather than alone. (Wikman, personal communication on 21.4.2017.)

The author also noticed when interviewing the students that many said that they enjoy having fun together and being able to do different things together. She has also noticed during the lessons that Japanese people tend to discuss the problem together and then choose one person to tell the answers that they came up together, while Finnish people generally prefer to think the answer by themselves. Students do not argue with the teacher either.

Above-mentioned aspects prove that Japanese people are more collective people than Finnish people as Hofstede argues. They are, however, fine with some amount of individual work as well, and that might be a sign of the gradual shift to more individual culture in Japan. As mentioned earlier, the level of individualism can affect the content of lessons and activities that work best for Japanese students. The level of individual and group work seems to have been fine for the students and they have been otherwise satisfied with the Winter School, which is a good sign.

Masculinity

As Winter School is a relatively short event, it is hard to tell the differences in masculinity between Japanese and Finnish people. There has been also a relatively small amount of male participants, so there has been no good opportunity to compare the values of male and female students.

There are, however, some indications that Japanese students are more masculine than Finnish students. For example, the way the students respect authority is a clear sign for this. Japanese students take lectures quite seriously during the Winter School even though they do not get a grade for it. The fact that the day-care center was popular among the students might be a sign of feminine values, but it is good to remember that most of the students have been female and in masculine society the gender roles are clearer, meaning that women usually take care of the children and house. Therefore, it would be natural for female students from masculine society to be attracted to activities such as the visit to the day-care center. Teachers' excellence is usually more appreciated in Japan, whereas in Finland teachers' friendliness is more important. However, participants have been pleased with the friendliness of the teachers indicating softer values than generally in masculine society.

Based on this limited information it is hard to say if Japanese students really have higher masculinity rate or not, but either way, the masculinity is not highly visible during the Winter School and therefore, from the event management point of view does not affect the event planning much.

Uncertainty Avoidance

Understanding how Japanese students feel before coming to Finland and how they prepare for the Winter School is important in order to provide sufficient information for them before coming to Finland and help them prepare for the Winter School. It is also always good to know what kind of aspects might worry the students or their parents in order to help them overcome any uncertainties.

All of the students had prepared for the Winter School one way or another. Most of the students prepared for the Winter School by studying English more actively. Some students were searching information about Finnish history and culture as well as information about student exchange in Finland. Others reported that they had studied little Finnish, listened to western music and watched some western movies and asked advice from people who had been studying or working in Finland. There was also a case where a student wanted to come to Finland before deciding whether to go for a longer exchange to Northern Europe.

Students had to have travel insurance and some students told that their school provided the insurance. Some students informed that the travel insurance was from a travel agency and one specified it was both for injury and for belongings.

All the students felt nervous before coming to Finland. Most of the students were worried if they will get along with the host family and/or other people in Finland and if their English skills are good enough to be able to communicate with them. Other worries that came up were the ability to follow the program and pickpocketing. The author had a chance to tell about Finland to the Japanese students in 2016 before they came to Finland and students had a chance to ask questions. The students wanted to know what could be dangerous in Finland. Most of the parents had also some worries. Half of the students answered that their parents were worried about their health. Par-

ents were also worried about money, food, and general safety. It seems that even though Finland has a reputation as a safe country, parents were still worried about the student's safety as there has been a lot of dangerous situation around the Europe. By dangerous situation, the parents most probably referred to the terrorist attacks.

The participants have had a chaperone every year except for the year 2017, which was the first year when students came to Finland by themselves. This research is also trying to find out if this arrangement is affecting the quality of the event. All of the students who had a chaperone with them felt that it had been necessary to have one. However, those who did not have chaperone felt that there had been no need for one. There were also no worries among the students in 2017 before coming to Finland about this matter. This would suggest that this new arrangement is working well at least for the students.

From the results, we can see that communication challenges were something that the students felt nervous about and they also prepared for these situations by learning English and/or Finnish. It is also interesting how parents were worried about the situation in Europe and this might be something that can directly affect the participation rate if parents do not want to let their students come to Finland. The fact that OGU requires the students to have travel insurances also indicates strong uncertainty avoidance. Students have also indicated their wish to follow the program as well as they can and their parents have been worried about their health and money; all of these and before-mentioned aspects prove that Japanese people truly want to avoid uncertain situations like indicated in the theory. When planning and implementing the Winter School it is good to know about these worries and try to ease students' minds with good communication with a relevant content.

Long-term Orientation

Finding out the reasons behind participant's decision to participate in Winter School can help the event planners to target the event even better for the Japanese students. It is also important to know how much Japanese students value free time and if there has been enough free time in the previous Winter Schools.

Most of the students told that they wanted to go abroad and that was the reason they decided to participate in Winter School. Some students had an interest in Northern Europe and there was a mention that this was an opportunity to see Northern Europe before deciding whether to go there for longer period. Other reasons that were mentioned was broadening one's view of English conversation and coming because a teacher had recommended the Winter School. Most of the students also felt that there was enough free time provided for them during the Winter School. However, a few of the interviewed students wished for more free time. Dr. Arakaki felt that there was enough free time for students especially on weekend, but he would have liked to have at least one more day for himself. (Arakaki, personal communication on 24.4.2017.)

Based on the responses it seems that the main reasons to participate Winter School were the chance to go abroad and see Northern Europe. Students did not provide information whether they think that going abroad would benefit them in the future or not, but going abroad and practicing languages might indicate their will to learn new things all the time and at the same time prepare for their working life. Considering the relatively small amount of free time the students have during the Winter School, students are quite happy with the amount of it. This can be seen as a proof that Japanese people, in general, do not value free time as much as Finnish people do as suggested by the theory. The author has also noticed that participants do not spend much money during their stay with SAMK, which could indicate that they are careful with their money and thus long-term oriented, but this might be also because there are not many good shopping opportunities in Rauma or Kankaanpää. Students are also going to Helsinki and they are told that Helsinki has better shopping opportunities.

7.2.2 Hall's Cultural Theory

High- and Low-Context Communication

This research is trying to find out how to improve Winter School and in order to find a solution to this, it is important to understand also what kind of challenges there might be when it comes to communicating with the participants. In order for them to

get the most of the event, they need to be well informed and it is important to ensure that the information the event team tells them is understood by the students.

Most of the students reported that they have not felt that there have been any challenges when it comes to communication. This is a good sign and indicates that there have not been big challenges even though Hall describes that Finnish and Japanese people use a different kind of communication. The language skill level might also affect the conversation. If the language itself is a challenge, there is a possibility that the students have no option but to give more detailed information than normally or more obscure information because he or she cannot find words to describe the message the way they would with their own language.

The author has noticed though, that when Finnish people are working with the event, the information does not always flow freely as people categorize the event workers. Host families are considered separately, project team separately and sometimes there are categories inside the team as well. This is a classic example of low-context communication that Hall argues is the way Northern Europeans communicate. This might affect the Winter School if project team members do not all have the same information.

<u>Perception of Time</u>

In order to understand the cultural differences and how they might affect the event planning, this research is also trying to find out if there are differences how Japanese students perceive time.

Following the schedule seems important to Japanese students. This has come up on several occasions. Some students were nervous before coming to Finland whether or not they are able to follow the program. Some students were brought to school by their host family because both parties were worried about the schedule. This proofs that both Finnish and Japanese people tend to follow timetables strictly, indicating the monochronic view of time as suggested by Hall in the theory. Since the event is relatively short, it is impossible to tell if Japanese students build long time relationships more easily than Finnish people, but it seems that at least some of the students do have contact with their host families and some of the Finnish students in social

media long after the event suggesting slightly more polychronic culture than in Finland. Students have been happy with the content of lectures and activities, which indicates that they are used to focusing on one task at the time. Teachers are not interrupted in Japan and this can also have something to do with the monochronic view of the time, as people from monochronic cultures do not like to be interrupted.

8 CONCLUSION AND RECOMMENDATIONS

Winter School is already a successful event with well-working content and there is no need to change completely the way the event is planned and implemented every year. The research revealed that the event process is working well and the event is planned every year taking into account the participants. The planning is, however, taking slightly less time every year, which could pose a risk to the quality of the event. Therefore, it would be good to take this matter into account during the next Winter Schools. The design of Winter School has been successful as the participants have enjoyed the content and activities that have been offered. There has been also a good mixture of studying and fun. The research revealed that activities that students enjoy are closely related to nature and winter such as sightseeing, playing with the snow and winter sports. Students are also interested in traditional Finland and our people, and famous aspects such as Santa Claus, northern lights, and Moomins. As there has been no activity involving Santa Claus, it could be a good idea to add it to the program in some way.

Recruiting of students for the Winter School has been done in two ways; by open application and by offering the position to students who fulfill the criteria. Both ways have been working well, as students have been able to arrange successful event together with other staff members. Participants have been also satisfied with the quality of the volunteer students, which indicates that the students have been motivated and have worked professionally. The project team itself has been quite small in almost every Winter School, but there have been signs that too big project team can cause communication and decision-making issues. In the future Winter Schools, it is essential to establish who belongs to the core team and who are in a supportive role. It also

needs to be ensured that the team does not grow too big compared to the size of the event.

When it comes to risks, there are many multiple ways how the event can go wrong. Winter School has mainly internal risks but also some general external risks. Financial risks with contingency funds and some health and safety risks are prepared for by having insurances. The risks have not been officially assessed before and this research covered only essential risks that Winter School has faced or might encounter in the future. Much deeper research on the risks could be beneficial for the Winter School.

The part that cultural aspects affect the event management most is the planning of the design. The content and entertainment should be planned according to Japanese students' tastes and include activities that clearly interests them. Cultural differences also play a big role when it comes to the dynamics in the classroom and what kind of exercises Japanese students are most comfortable. The way Japanese students interact with teachers and older students is also different because hierarchy has a big role in Japanese society. There have not been any big challenges when it comes to cultural differences and that might be because Japanese and Finnish people have also many things in common. Not only do they both want to avoid uncertain situations as much as possible, but they also share their view of time in many ways. During the Winter School, everyone tries their best to follow the schedule as best one can and tasks are performed one at the time.

The quality of the event is ensured by making sure that the event process goes on smoothly and participants expectations are known and fulfilled as well as possible. Winter School has been working well for the last four years and the quality can be kept high by ensuring that the most important interesting classes and activities that are most liked by the participants are kept in the program and possibly refined to be even better. The reports from the previous Winter Schools have been quite different from year to year not necessary including all the necessary information, so it might be a good idea to create a framework for the students to make the reports more uniform. This would make the reports even more useful and helpful for students working with the Winter School.

9 FINAL WORDS

Working with this thesis was a challenging yet rewarding experience. From the start, it was clear that there was a lot of work to do since I had two main theories instead of only one. This made the research not only time-consuming but also quite long. However, I received help from many people, especially when doing the empirical part, which allowed me to complete this thesis smoothly. I have been able to practice my academic writing skills when doing this research, but most importantly, I have been able to work with a topic that truly interests me. I hope it will be useful to me in my future, but also to other people who find themselves working with Japanese students.

Some points that came up, but were not fully discussed in this research might need further researching. There has not been a research on cooperation between SAMK and Haaga-Helia and some challenges in this cooperation came up during this research. A proper research of this cooperation could help find a solution to these challenges. Another point that Japanese students felt important, but was not discussed deeper in this research was host families. Host families and relationship to them came up on many occasions and further research on this relationship could be useful for Winter School and to the future host families. As promotion is completely handled by OGU it could be also beneficial to research if SAMK could help with that promotion and thus attract more people to participate in Winter School.

Finally, I would like to thank all of the people who have helped me to complete my research and have supported me along the way.

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This questionnaire is part of my thesis "Arranging an event for Japanese students. Case Study: Winter School". My main objective is to provide suggestions for Satakunta University of Applied Sciences (SAMK) on how to arrange a high quality Winter School for Japanese students. This questionnaire is part of the thesis and I hope to gain in-depth knowledge of how students perceive Winter School. **I hope to receive answers as soon as possible**, in order to move on with my thesis, **but at the latest on Sunday 23.4.2017**.

This questionnaire is done online and you can find the link to the questionnaire below. It will take about 20-30 minutes to answer to all questions. The questionnaire is written in English, but **I recommend everyone to answer in Japanese to all parts where possible**. There is going to be space for comments and I hope you take your time to fill in all the details.

My thesis focuses on the part of Winter School that is arranged by SAMK in Rauma or Kankaanpää. Therefore, **consider only your time in Rauma or Kankaanpää when answering the questions unless advised otherwise**. I am also looking for individual opinions, so **please refrain discussing the questions with other participants** when you are filling the questionnaire. Answers are analyzed so that anonymity is guaranteed for everyone.

Thank you for your help.

1. Gender:
   o Girl
   o Boy
2. Degree Programme:
3. Year of participation:
   o 2014
   o 2015
   o 2016
   o 2017
4. Why did you decide to participate in Winter School?

5. The price of Winter School was:
   - o expensive
   - o a little expensive
   - o just right
   - o quite cheap
   - o cheap
   - o (Space for detailed answer)
6. How did you prepare for Winter School?
7. What kind of travel insurance you had when coming to Finland?
8. How much did you take money with you? (also for the time in Helsinki)
   - o 0-19999 yen
   - o 20000-49999 yen
   - o more than 50000 yen
   - o (Space for detailed answer)
9. Did you feel nervous before coming to Finland? If yes, what about?
10. Were your parents worried about you coming to Finland? If yes, what about?
11. Was there enough communication towards you before you came to Finland?
12. Would you have liked direct contact from SAMK before coming to Finland?
13. Did you find the Facebook-page of Winter School useful?
14. Was the schedule clear?
15. Do you think it was necessary to have a teacher with you when coming to Finland?
    - o Yes, it was necessary
    - o No, it was not necessary
    - o We did not have teacher with us, but I would have preferred to have one
    - o We did not have teacher with us and there was no need for one
    - o (Space for detailed answer)
16. What were your expectations for the Winter School?
17. Were those expectations met during your stay in Finland?
18. Did you see a theme in Winter School? If yes, what was it in your opinion?
19. Winter School is arranged with the help of volunteer students. Did these students seem motivated to you?
20. Did they work professionally?
    - o Yes
    - o No
    - o Sometimes
    - o (Space for detailed answer)
21. Was it easy to take contact with the staff members of Winter School?
22. How were teachers compared to Japanese teachers? (teaching style, how they talk to you, how you talk to them)
23. What do you think about the content of lectures? (amount of new information, was it easy to understand teachers' English, assignments, amount of group work/individual work)

24. Was there a good mixture of studying and fun during the Winter School?
    o   Yes, there was a good mixture of studying and fun
    o   No, there should have been more studying
    o   No, there should have been more fun
    o   (Space for detailed answer)
25. Was there a good mixture of studying and fun daily?
    o   Yes, everyday
    o   No, there should have been more studying
    o   No, there should have been more fun
    o   (Space for detailed answer)
26. Name three of your favorite activities and tell why you liked them.
27. Would you have wanted to experience something else in Finland?
28. Days started:
    o   Too early
    o   A little too early
    o   Just the right time
    o   A little too late, too late
    o   (Space for detailed answer)
29. There was:
    o   Too many activities
    o   A little too many activities
    o   Just the right amount of activities
    o   A little too few activities
    o   Too few activities
    o   (Space for detailed answer)
30. Time with host families:
    o   Too much
    o   Enough
    o   Too little
    o   (Space for detailed answer)
31. Was there enough free time?
    o   Yes
    o   No
    o   (Space for detailed answer)
32. Food was offered:
    o   Too often
    o   A little too often
    o   Often enough
    o   A little too seldom
    o   Too seldom
    o   (Space for detailed answer)
33. Lunch was eaten:
    o   Too early
    o   A little too early

- o   Just the right time
- o   A little too late
- o   Too late
- o   (Space for detailed answer)

34. Were there any problems with communication between you and Finnish people during the Winter School? If yes, please describe the situation.
35. Were there any challenges during the Winter School? If yes, what kind of?
36. Did you feel anxious at any time during Winter School? If yes, why?
37. Rate the Winter School from 1 to 5, where 1 is the lowest and 5 is the highest grade you can give.