



How Broader External Environment Factors Along with Covid-19 and Ethical Dilemmas

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Executive Summary

This assignment focuses on the external environment factors and its ethical dilemmas and how these are affecting the University of Wales Trinity Saint David (UWTSD), Students' Union (SU), culture and its performances. Consequently, this report depicts the external factors of the organisation in the light of Covid-19. As a result, a pestle analysis for the SU will be executed followed by the Porter's Five Forces then observed by a SWOT analysis. Subsequently, analyse the SU's organisational structure and its elements while comparing them with another organisational structure. The different types of structure will be assessed, in this case, the hierarchy culture where the advantages and disadvantages will be discussed. Consequently, the Mc Kinsey 7's Model applied to expedite change if any, while enforcing the Culture Web followed by recommendations and conclusions.

TASK 1

Introduction

The aim of this report focuses on the external environment factors and its ethical dilemmas and how these are affecting the University of Wales Trinity Saint David (UWTSD), Students' Union (SU), culture and its performances. However, in the light of the Pandemic, (Covid-19), a lot has changed in the workplace culture as organisations worldwide.

This report is evoked from my workplace, where I have recently been appointed as a Group President at the Students' Union (SU), working in partnership with the University of Wales Trinity Saint David (UWTSD). I have chosen this organisation as its external culture would be a good culture to assess and while their internal culture is new to my knowledge, it is a good opportunity to understand their mission and vision while ensuring that they abide by their them.

This report will be covered by five segments, firstly, this report will introduce three key and appropriate environment techniques such as PESTEL and Porter's Five Forces Models, and the Culture Web observed by a SWOT analysis. Secondly, the report will evaluate the students' Union within its broader environment by identifying the key drivers for the changes within the students' Union In the light of Covid-19. The report will further, critically assess and analyse the SU's culture by answering the questionnaire of the culture web (see appendix). In addition, using the Mc Kinsey Model, the report will critically evaluate the relationships between the SU and its economy while focusing on its ethical dilemmas by identifying any dilemmas which may challenge the SU's performances by justifying actions if any from an ethical standpoint. furthermore, to support and a create a new cultural environment within the SU.

As a result, I aim to demonstrate my skills acquired in this module while eventually, be able to apply those skills in future career paths. As a result, I will begin, by giving the SU's recommendations, suggesting ideas or a road map focusing on challenges and ideal benefits for the organisation growth. Finally, this report will conclude, in brief my findings proceeding evaluation and investigation on the students' Union Culture and performance.

Company Background

The students' Union (SU) are an independent led charity, who work alongside the University of Wales Trinity Saint David (UWTSD) while ensuring that all students are heard. The SU after merging with other students' union have been effective since 2016. Their role is to promote democracy, they achieve this by empowering students, while supporting and enhancing their experience across the campuses and beyond. In addition, the charity is led by a symbiotic approach, ultimately, through democracy which focuses on the political decisions on how the students' interest is being represented along with the union's governance which focuses on how the charity functions (student union, 2021).

The SU create activities around freshers' such as welcoming old and new students, by encouraging them while expressing that university life is beyond the classrooms and learning. The SU is also an advocate for students who support and guide students with academic advice where possible or signpost accordingly. In addition, one of the SU main priority is the student's mental health, they ensure that activities are in place for students who may need support with their mental health as well as their wellbeing and lots more (Student Union, 2021).

In addition, the SU through their elected sabbatical officers, ensure that the student values relating to change are discussed and expressed. As a result, the SU are members of many panels such as the governing board, where decisions are made by the institution (UWTSD) to improve the students' academic experiences. The SU is also members of the senate and members of council within the governance of the University (Student Union, 2021).

However, although this process has not changed, in the wake of the pandemic (Covid-19) a lot has changed for the workplace, primarily, for the students in which they represent. This multiplex has taken place around learning, socially distanced, experiences a financial imperativeness for students, shareholders and stakeholders involved such as risks assessments and Covid prevention facilities, which may have affected the organisation culture and its performances.

Similarly, the SU has been a crucial body during these unprecedented times, the SU are proficient and skilful in gathering information, and can have an impact on students through platforms, such as social media, via their officers and activities which the university may not always be able to reach. The SU is the headstone and reliable to student engagement which is paramount in problems solving and decision making. However, the pandemic, has had a

great impact on how the SU engages with the students, and how often. In addition, this pandemic has affected the relationships with shareholders and stakeholders in their approach and services by doing things differently.

Environmental Management Techniques

An environmental management technique are a set of processes and practices which enables organisations to reduce its environmental impacts and increases its operating efficiencies; It is a framework to help a company to achieve its environmental goals through consistent review, evaluation, and improvement of its environmental performance. This approach can help organisation to reduce the risk of non-compliance and improve health and safety practices for employees and beyond (EPA, 2021).

Similarly, the organisational environment, has cause an effect to what happens within the organisation (Internal) and what influences the organisation (external). Consequently, in the next segment environment tools will be introduce.

The PESTEL Framework

A Pestel analysis is an acronym tool exploited to identify the macro (external) forces faced by an organisation, it provides a comprehensive road map which influences the potential success or failures of strategies. PESTEL indicates, Political, Economic, Social, Technological, Environmental and Legal, and Pestel framework is shown in figure 1.

- Political – focuses on highlight of the government.
- Economic – focuses on the micro-economic factors such as business cycles and different economic growth rate globally.
- Social – focuses on the changing cultures and demographics.
- Technological – focuses on the innovations, such as the internet or the rise of new composite materials.
- Environmental – focuses on sustainability such as pollution and waste.
- Legal embraces legislative constraints or changes, such as health and safety or restrictions on the company mergers and acquisitions

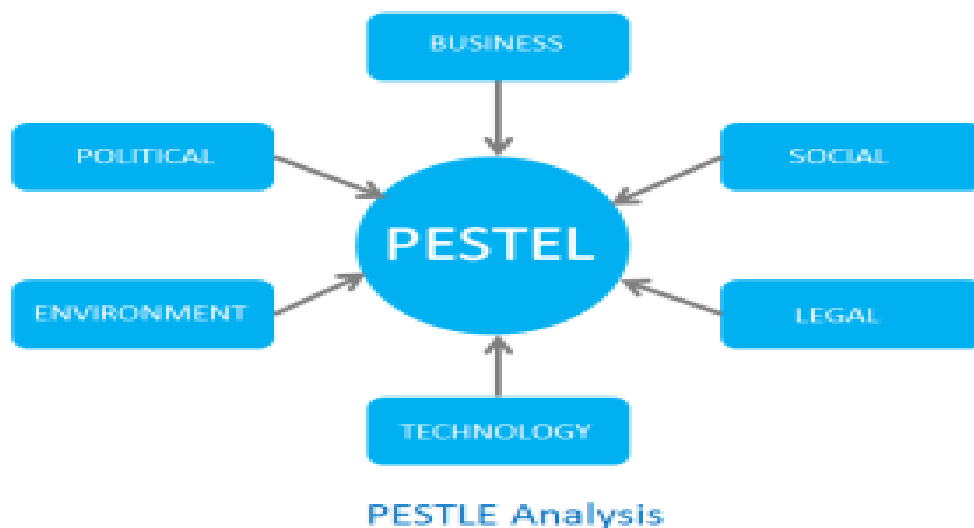


Figure 1 by Vanessa Liverpool

Porter`s Five Forces Framework

Developed by Michael E. Porter, in his book *“Competitive: Strategy Techniques for Analysing Industries and Competitors”* in 1980, emphasised as a vital tool in analysing the industry structure (Porter,1980). This tool essentially helps companies to understand the forces in their environment that can potentially affect their profitability. The model identifies the forces that configures an industry as shown in figure 2.

Porter`s Five Forces as follow:

Supply power- an analysis of how easy it is for suppliers to raise prices, this is determined by the number of suppliers respective of requisite input, despite the uniqueness of their services or product, regardless of the size and strength of the supplier (CGMA, 2021).

Buyer power- an analysis on how easy it is for buyers to lower prices. This is determined by the number of buyers that are in the market, and how valuable each buyer is to the organisation (CGMA,2021).

Competitive rivalry – the main component is the number and capability of competitors in the market. Offering comparable products and services, which will reduce the market (CGMA, 2021).

Threat of Substitution – focuses on close substitute products exists in the market, in increases. This reduces both power of supplier and the attractiveness of the market (CGMA, 2021).

Threat of new entry – whenever markets are profitable, they attract new entry, which erodes profitability. Unless there is a strong barrier to entry such as government policy, then profitability will reject to a competitive rate (CGMA, 2021).



Figure 2 by Vanessa Liverpool

The Cultural Web Framework

Developed by Gerry Johnson and Kevan Scholes in 1992, the culture web is an approach which is looking at changes within an organisation`s culture. When used, the exposure to cultural assumptions and practices and set to work aligning organisational elements with one another and with your own strategic plan (Mindtools, 2021).

The Cultural Web distinguishes six elements that will enhance what Johnson and Scholes call a Paradigm, or model of the work environment, as shown in figure 3.

Stories – the past events and people talked about inside and outside a company, who and what the company choses to remember, says a lot about the values and perceives to be a great behaviour (Mindtools, 2021).

Rituals and Routines – the behaviour and actions of people that can signal acceptable behaviour. This determines what is expected to happen in given situations, and what is valued by management (Mindtools, 2021).

Symbols – the visual representations of the company including logos, and the formal and informal attire (Mindtools,2021).

Organisational Structure – This is the structure which is defined by the organisation chart and the unwritten lines of power and influence that indicate whose contributions are most valued (Mindtools, 2021).

Control Systems – these focuses on the financial systems, quality systems, and rewards (Mindtools, 2021).

Power structures – the pockets of the real power of the organisation, this can include one or more key senior executives, even a department. The focus here is that these people have great influence of the direction of the company such as operations (Mindtools, 2021).

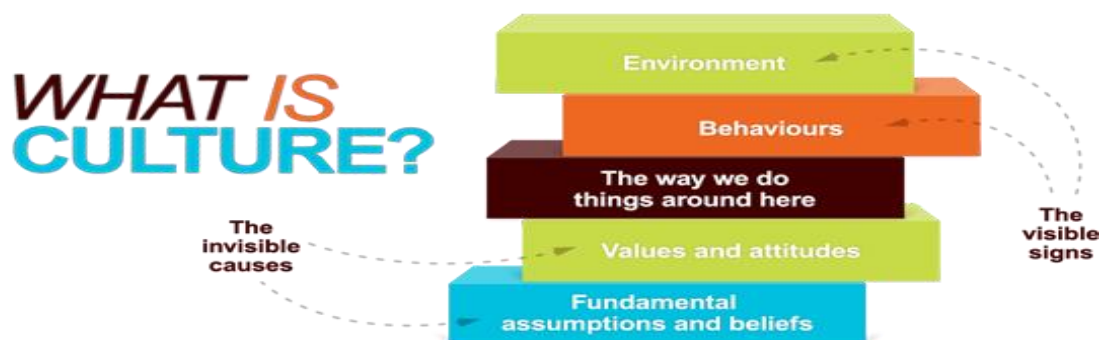


Figure 3 by Vanessa Liverpool

Environmental Analysis (PESTEL)

The students` union is charitable company. There are two ways in which the company is led firstly through the union`s democracy which in essence makes political decisions and secondly through the union`s governance, which focuses on how the charity is run, democracy focuses on how the student`s interest is represented (Student Union, 2021).

This segment will focus on the Pestel analysis on UWTSD students` union external environment:

Political – Due to the referendum, concerning the United Kingdom leaving the European Union, (Brexit), most European students within the UK were affected, by their statuses and eligibility to pursue their education. As a result, the government has set a substantial policy framework for the immigration, UK Border Agency (UKBA), which can be affected by political directions (). Notably, there is no doubt that there is political disagreement which has reduced but could further reduce the number of foreign students in the UK (Weberience, 2020).

Public funding can partially be subsidized by the government, currently the UK government is cutting down on the budget for education which could be a serious problem for universities moving forward.

Economical – Over the past year, due to Brexit, not only did international had to pay more for their tuition fees. These students make up many funds to the education sector. For example, Chinese students spent a large amount of money to study in the UK, however due to rumours around the pandemic that the virus was initiated in China, has caused a lot of frictions. While these rumours have almost died out, these students are still unable to travel as financial the sector has become more costly, and they were also unable to travel due to restrictions. Home students were told to study from home which has caused a controversy on rather they should pay for their full fees. Similarly, with the restrictions somewhat still active, this may well continue to affect Universities financially. In addition, for home students, in England, are forced to take one large amounts of student debt to pay for their degrees.

Environmental – Over the past year, we have seen a change in students' behaviours, as they tried to focus on the government guideline such as social distancing and from their university household. Moreover, students have avoided friends coming to their homes; they focused on washing their hands while using hand sanitizers. Most students only left their residing home only for essentials such as groceries, and exercises. The students also needed to wear a face mask each time they meet which for some was very uncomfortable. The pandemic has also affected students' mental health. For some unable to see their loved ones, had a great impact on their wellbeing, students complained about anxiety and stress (Tinsley, 2021).

Sociocultural – the culture of the student experience is no longer the same, as most on campus activities were put on hold, while some activities are reopening, some are still under review. Students once they had left the campus, were told to stay home in their bubbles and shouldn't leave their homes unless it was for essentials. In the last year, we have also seen how the UK had been affected in a demographic manner, relating to the tiers which were between one and four, depending on how affected an area was, students were unable to see their families, an arrest was even a likelihood at the time if a valid reason wasn't given (Tinsley,2021).

Technological – within the learning environment, focusing on higher education, the students, have had to learn using technology. Students were asked to if they felt equipped with the virtual learning environment. IT has developed and improved and has helped organisations such as the university to support their students, so that they could not make a lost on their learning. For those who managed to learn online, the connection had been poor at times, due

to a vast majority of people working and studying online. However, students who has clinical courses were unable to successfully complete the placement aspect of their modules.

Legal – We have seen, how the rules had been changing from guidelines to laws. As a result, starting in education this academic year can be tricky, but not strange as following the government guidelines and policies will be paramount to attend classes on campus. Some lectures may continue be online due to health and safety of students and staff. Testing facilities will also be available on most campuses and might be encouraged to take a test prior to starting lectures. Face covering will also be mandatory on all campuses in the UK although there may be exemptions (The University of Law, 2021).

Key drivers of change: Focusing on the external factors which surrounds my organisation, political factors are one of the main driving forces relating to the main decisions made, moreover, it is politically, that students are funded abroad and home. In the light of the pandemic, all the rules are again political, focusing on the demographic side of the variant the government may order the area to go on a location lockdown. The economic segment focuses on the deficit found due to lack of student coming to the UK, in addition, students are demanding a partial refund on their education which may cause some financial strain on universities.

The Porter`s Five Forces Analysis

Similarly, there are some key aspects to the Porter`s Five Forces within the higher education, as they are faced by many challenges, notably in the light of the pandemic Covid-19. There are various issues such as admin, budget challenges, technical issues due to student and staff are having to use technology to go through these unprecedented times. With the focus being the pandemic, the day-to-day life as we know is no longer applicable to any of the shareholders, specifically, focusing on the government guidelines which all parties must adhere too. Below will be explain the challenges that the education industry is facing in the light of the pandemic applying the Porter`s Five Forces Model. Shown in figure 4.

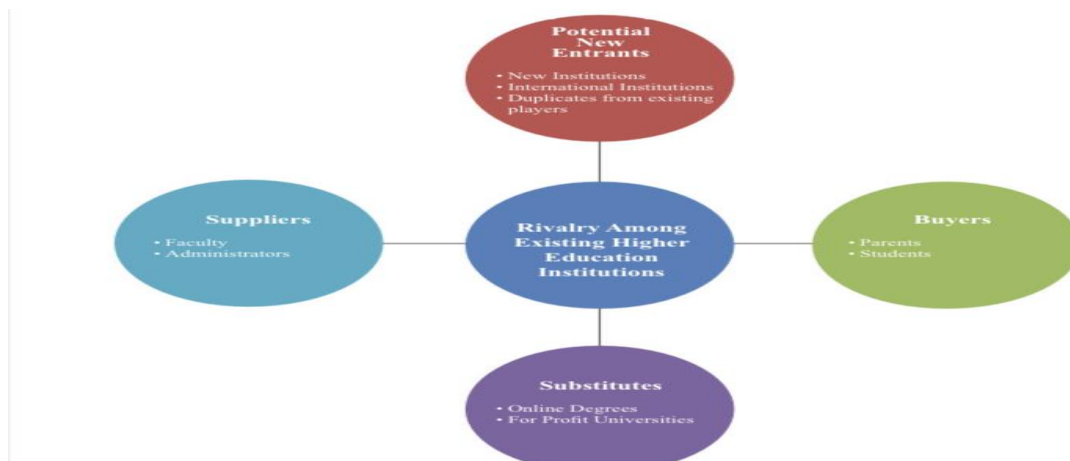


Figure 4 by Vanessa Liverpool

Supplier Power – as someone in the industry, it is easy to think that your main suppliers are lecturers and framework, with the shortage of lecturers, the institution may need to focus on a pay rise, especially when lecturers work at an hourly rate, they will go elsewhere. Focusing on the framework, due to covid-19 some institutions may have to relocate, as some might not meet the health and safety measures returning on campus, as a result, the new location might not be conducive for some lecturers considering that some might be hit with extra travel fees, these fees might be transferred to the institutions by demanding for a raise of salary. Consequently, this might affect the institutions budget plan as their aim is to always keep learning at its highest standards.

Buyer Power – In the year or more, institutions have been hit by international students, with the tuition fees almost doubled due to Brexit, has given universities the ideas to give scholarships to other students, which had a negative impact on foreign countries economy. The students are now shopping around for value.

Competitive Rivalry – Suddenly, covid-19 has changed the entire aspects competitiveness has risen, colleges and universities are competing for students increasingly, student are shopping for value, they are also considering more suitable online learning with the best lessons delivery.

Treat of Substitution – Increasingly, students are focusing on education with a consumer mindset. The usual process of a degree is now taken with a gap year as at times students are seeking for extra money. Two years programs are now being focuses online, summer break learning with mature students with families with the only chance to achieve a certificate. Similarly, these competitive approaches are enabling an increasing rise in tuition fee, the rise in debt and the increase pressures that the institutions face by accommodating a wide range of students with various needs.

The threat of New Entry – Certificates and access courses are getting increasingly popular as employer pay to educate their staff to enable them to be more productive at work. Meanwhile, most people are not too keen to study for too long if they are already employed. In essence, the market is at stake for new entries in the improvement of personnel achievement.

These examples have demonstrated how the economic value is facing divisions, such as how much is maintained by the institutions oppose to how much bargain can a customer shop around for given flexibility. Restricted by substitutes, and restraint by new entry. The porters five forces have enabled universities and beyond, to understand the framework of their institutions, while ensuring that they are less vulnerable from competitors (CJHE, 2011).

Similarly, in the next segment focusing of the evaluated techniques, using a questionnaire to investigate the culture of the student union.

The students' Union Culture

An organisational culture is defined as the collective programming of the mind that distinguishes the members of one group or category of people from others (Hofstede, 1980).

According to, Shein, E (1996), this culture refers to a system of shared meaning held by the members that distinguishes the organisation from other organisations (Shein, 1996).

Similarly, there are various types of organizational cultures, however, while answering the questionnaire (see appendix) I have discovered that my organisation has a hierarchical culture here is why:

There are many advantages to this culture, a hierarchical culture has a place for everyone, with the formality of the leaders at the head of the chart with a chain of command. Focusing on the transparency of the roles and responsibilities alongside the coordination and structure. This culture focuses on policies, process, and planning. Similarly, the model tends to run smoothly with an increment of stability. However, there are many disadvantages to this working environment, this model can come across as controlling, there is a small capacity for instinctive innovative ideas, moreover, without those ideas the SU can be reluctant to acclimate and compromise becoming less emulous. Similarly, this culture can potentially fail to welcome personnel need for adjustment, such as childcare, or potential working from another city. As a result, the SU needs always comes first.

There are steps following the cultural embodiment, such as defining the core value of the SU while ensuring that managers in line can create a cultural shift for the organisation. In addition, ensure that the vision is shared with the team by receiving feedback.

SWOT Analysis

Focusing on the evaluation, of the external factors, a swot analysis is followed to further assess the internal aspects of the student union. In this culture, the focus is control and structure, while the principles and procedures are well defined and everything the employees do have to follow these procedures. The structures which focus on rules and policies keep the SU functioning, and the chief executive embraces this. The values that are important for the SU are consistency, stability, bureaucracy (business term. Org, 2018).

Clan • Extended family • Mentoring • Nurturing • Participation	Adhocracy • Dynamic • Entrepreneurial • Risk-taking • Values Innovation
Hierarchy • Structure • Control • Coordination • Efficiency • Stability	Market • Results Oriented • Gets the Job done • Values Competition • Achievement

Figure 5 by Vanessa Liverpool

Student Union Efficiency and Performance

This segment of the report focuses on the efficiency and performance within the SU. This report will help support alignment to by further detailing the 7s Model. This model was introduced by Mc Kinsey in the early 1980`s. his approach focuses on analysing strategic change within an organisation. The 7s model focuses on the available assets which your organisation may possess (Agrawal,2020). As shown in figure 6.

The seven elements are as follow:

1. Strategy - a plan developed by an organisation to achieve sustained, competitive advantage and successfully compete the market.
2. Structure – this is the organisational chart of the organisation it is in essence the most visible and easy to change elements of the structure.

3. Systems- these are processes and procedures of the company which reveals businesses daily activities and how decisions are made.
4. Style- this represents the way the company is managed by the top-level managers, how they interact, what actions do they take and their symbolic value.
5. Staff- is an element which is concerned with what type and how many employees and organisation will need and how they will be recruited, trained, motivated, and rewarded.
6. Skills- these are the abilities that the company employees perform well, they also include capabilities and competences.
7. Shared values- these are the core of McKinsey 7s model. They are norm and standards that guide employee behaviour and company actions and thus, are the foundation of every organisation.

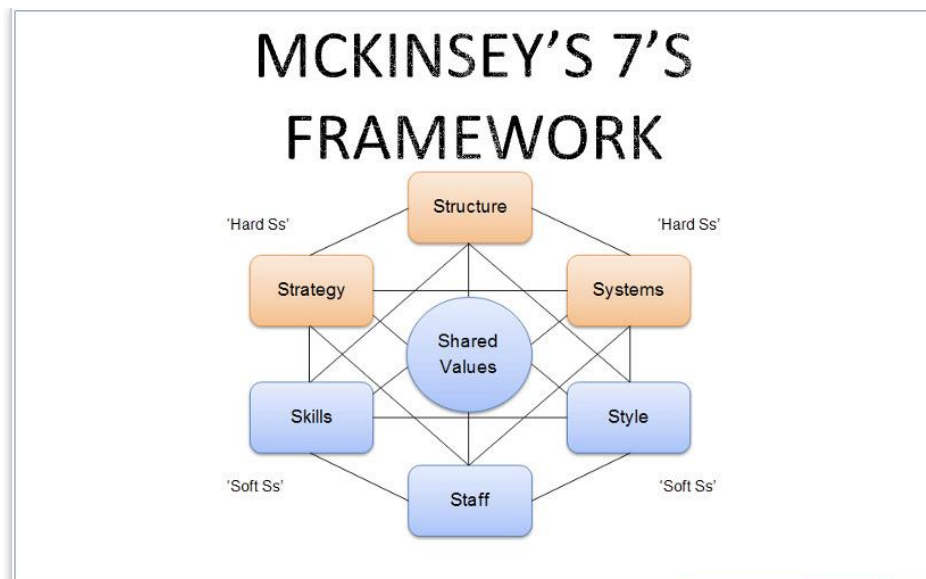


Figure 6 by Vanessa Liverpool

The students` union has a good focus on their vision statement which they adhere too. Their mission statement states: "we are your students union, and we are here to enable you to make the most of your education and your time at university." "Were alongside you for the duration of your university experience, making it fun and helping you out when times are though. We will talk to you, stand up for you and empower you" (Students union, 2021). See figure 7.

Vision Statement

We want to be the Students' Union that you deserve.

We know that being a student can be a life-changing experience and is also hard work. We want you to know that we are here with you every step of the way.

Between 2018 and 2021 we will:

1	Strengthen your influence over decisions that affect you
2	Ensure that you understand your rights and have help when you need it
3	Invest in activities and opportunities to enable you to develop your skills
4	Campaign for a fairer and more inclusive society
5	Make it easy for you to direct our work and resources

Ethical Dilemma within the Student union

Similarly, an ethical dilemma is a conflict between alternatives where, no matter what a person does some ethical principles will be compromised. Analysing the options and their consequences provides the basic element for decision making (Forbes, 2021).

There are approached which focuses on how to solve an ethical dilemma such as, analysing the situation, in some cases the information may well be false. Secondly, value theory approach is need, to choose other options that offers good or less negative. Thirdly, sometimes, the issues can be reconsidered, while avenues of solutions may become available (CDF, 2021).

For example: being a student myself while representing students on a board, I will possess information, which I might no be able to disclose, while it might affect me or someone that I care for directly, it would not be ethical do discuss any changes unless I have been told to do so. Essentially this approach will be wrong.

There are private issues which has been shared with me by one on the sabbatical officers, it would be unethical of me to share this information without his/her consent.

These dilemmas can potentially cause trust issues between myself and the governing board which may lead to my dismissal, and the same applies to the privacy of the sabbatical officer. However, as I have integrity and respect for others, I would always keep my end of the contract, furthermore, it is the right and appropriate this do. While it can be difficult at times, especially, relating to student which I am meant to represent, to continue to represent them, I

might not always have the answers they require, however, if I share confidential information with them, they too, might to trust me.

Recommendations

A lot has changed in last year for the SU, as a group president, I am the very first member since the university partnership with the SU coming from the London Campus. Which is essence, it is great news, however, the learning in between being a sabbatical can be challenging. It is my recommendations, considering the factors learnt in this term, that the SU continues to work in Partnership with the University to ensure, that students learning does not affect their appointment in office. This is a great opportunity, to apply skills learnt in lectures.

Conclusions

The globe is wrapped up around so much uncertainty, with a humongous economic strain, where organisations have been struggling to understand the new norm of their external and internal environment. Similarly, institutions are faced with the same problems and are focusing on adjusting with these problems without having to change any part of their culture while maintaining being ethical towards staff and stakeholders. While the chief executive ensures that the SU ethics, values, and belief are being maintained the environment has been challenging for everyone, considering staff and student wellbeing at the forefront of his mind. Consequently, constantly reviewing the environment as suggested in the Porters five forces to prevent competitive attack would be a vital tool, to stop students from going elsewhere.

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Appendix

8. Equal Opportunities	No	Nearly	Yes
8.1 We have an Equal Opportunities policy that applies to all areas of our work	☐	☐	☒
8.2 We comply with the Equality Act (2011) legislation, including for recruitment of staff and volunteers and the provision of services	☐	☐	☒
8.3 We monitor Equal Opportunities and use this information to develop our services	☐	☐	☒
8.4 We include Equal Opportunities in our induction and offer training on equal opportunities to all staff, volunteers and trustees on a regular basis	☐	☐	☒
Notes:			

9. Staffing	No	Nearly	Yes
9.1 All staff have an up-to-date contract of employment, job description and terms and conditions	☐	☐	☒
9.2 We comply with employment and equal opportunities legislation and inform staff of relevant changes	☐	☐	☒
9.3 All staff receive regular reviews, support and supervision	☐	☐	☒
9.4 All staff are offered training and development activities	☐	☐	☒
9.5 There is a personal file with records of review and supervision sessions and other information tracking personal development	☐	☐	☒
Notes:			

10. Volunteers	No	Nearly	Yes
10.1 We have a volunteer induction pack and procedure with information on our organisation and its policy	☐	☐	☒
10.2 We offer to reimburse our volunteers expenses	☒	☐	☐
10.3 Volunteers are covered by our insurance	☐	☐	☒
10.4 Volunteers receive a clear task description and their situation is reviewed informally or formally through regular support and supervision	☐	☐	☒
10.5 We offer training and development opportunities to all our volunteers	☐	☐	☒
10.6 We invite volunteers to social events	☐	☐	☒
10.7 We hold exit interviews with volunteers	☐	☐	☒
Notes:			

11. Training and Development	No	Nearly	Yes
11.1 We identify the training needs of staff and volunteers through regular reviews or supervision	☐	☐	☒
11.2 We have an adequate budget for training and development	☐	☐	☒
11.3 We have an IT policy with a code of practice, which includes the use of internet, email and social media	☐	☐	☒
11.4 We evaluate training for the benefit of the trainee, the team and the organisation	☐	☐	☒
11.5 We have a written training policy linking training expenditure to our development or business plan	☐	☐	☒
Notes:			

12. Monitoring and Evaluation	No	Nearly	Yes
12.1 Our services or projects have clearly defined outputs, including those agreed with funders	☐	☐	☒
12.2 We monitor our activities and collect information on 'soft outcomes' (case studies, anecdotal feedback etc.)	☐	☐	☒
12.3 We evaluate the results of our monitoring activities	☐	☐	☒
12.4 We measure our performance against indicators or quality standards	☐	☐	☒
Notes:			

13. Planning our Service Provision	No	Nearly	Yes
13.1 We use monitoring data and user feedback to plan our services	☐	☐	☒
13.2 We have a work-plan or development plan and review it regularly (short, medium or long-term, as appropriate)	☐	☐	☒
13.3 We have a business plan (if applicable) and review it regularly	☐	☐	☒
13.4 Our planning process involves staff, volunteers (as appropriate) and trustees	☐	☐	☒
13.5 We involve service users in the planning process (indirectly, through feedback or directly, through representation)	☐	☐	☒
Notes:			

14. Networking and Partnerships	No	Nearly	Yes
14.1 We actively network with other organisations	☐	☒	☐
14.2 We work in partnership with other organisations	☐	☐	☒
14.3 We evaluate our partnership working and include this info when planning	☐	☐	☒
Notes:			

15. Resources and Information Technology	No	Nearly	Yes
15.1 Overall, we have sufficient resources to deliver our services effectively	☐	☐	☒
15.2 Our premises have been assessed for health and safety	☐	☐	☒
15.3 We use computers in several areas of our work (not just for typing letters)	☐	☐	☒
15.4 We back up our work on a regular basis (at least monthly)	☐	☒	☐
15.5 We have adequate technical knowledge or support, to cope with problems	☐	☐	☒
Notes:			

Please use the space below to list other things in your organisation which you feel are relevant: This could be particular areas that require support/and or issues you feel have not been covered in this Healthcheck.

Organisation Name: UWTSD Students' Union

Name of person completing this form: Vanessa Liverpool

Contact details: 1917235@student.uwtsd.ac.uk

Date: 05/09/2021

Task 2

Individual Reflective Essay

As a Group President of the student union, it is paramount for me to understand the internal and external aspects of an organisation. This report has also brought to my awareness, that whatever change that I may seek on the student's behalf may not always be feasible due to these factors. At times we all have ideas or a vision as to how things should look like or should be, considering the external factors which we all have in common at this time, there is only so much anyone can do. I believe, that from now on, in my approach and campaign, while there is always room for improvement and change, it is vital that I focus on understanding or having the factual weather forecast of the company, campaign, and in all my very own decision making and problem solving that I may encounter.

At times, students might want to have outdoor activities and perhaps trips, which may not be possible due to the economic factor or perhaps Covid-19 restrictions such as, social distancing and hand sanitising.

I have learnt that at times the leadership team might just not be horrible in their decisions, in trying to support staff with individual needs. Consequently, using the Models has enabled me to have another perspective and approach to how an organisation is functioning in its totality. It is like a weather forecast, however, due to the company organisational culture there are things which they may continue to promote and due to their ethics, they chose to keep their side of the contract.

As a result, I now realise that having a hierarchical organisation, while this might have some strict rules due to policies and much more, it can be a difficult task to support every team member wishes, as each one focuses on their role. However, through the process I have learnt that organisations might have factors which are beyond their control and might never be able to assist, as they to, might be figuring a road map for the organisation. I think that I will be more patient in my further request in my future career path and who I will further represent as those can cause potential dilemmas. I am also pleased to have learnt such models with understanding of their environmental impact which I may use in my future reports and everyday life.