Communication plan

Oxford Brookes University Sustainability Team

Graduation assignment

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402D

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Preface

I am proud to present the final graduation assignment of the final year in the course Advertising, Marketing & Communication. This dissertation is written by Charley Smeets, student of the University of Applied Sciences of Amsterdam.

I would like to thank Oxford Brookes University and in particular the Oxford Brookes University Sustainability Team. They have given me the opportunity to perform a research within my field of work, which both contributed to meet my study assignment and provided Oxford Brookes University with an applicable communication plan.

I personally would like to thank Wendy Vrij, my supervisor at Oxford Brookes University. And I would especially like to thank Eline van der Wal, my academic supervisor, who helped me to complete this report throughout the semester.

Amsterdam, 5 July 2014
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Het Oxford Brookes University Sustainability Team wordt steeds belangrijker en ontwikkelt een bredere en blijvendere positie binnen de algemene strategie van de universiteit. Om een zo hoog mogelijk invoerings- en toepassingsniveau van duurzaamheid te kunnen bewerkstelligen, is interactie met de doelgroep noodzakelijk. Desk- en fieldresearch zijn uitgevoerd om de volgende probleemstelling te kunnen beantwoorden:

“Wat is de kennis en houding van de doelgroep van Oxford Brookes University aangaande duurzaamheid en hoe kan het Oxford Brookes University Sustainability Team de kennis en houding van studenten verbeteren, door middel van een cross mediaal communicatieplan, met als doel hen bij al haar activiteiten te betrekken en deel te laten nemen?”

Uitgebreid onderzoek leverde belangrijke inzichten op betreffende de doelgroep, studenten van Oxford Brookes University. De belangrijkste inzichten laten zien dat studenten:

- het belangrijk vinden dat Oxford Brookes University een bijdrage levert aan een positieve invloed op het milieu,
- niet weten dat Oxford Brookes University actief is in het leveren van bijdragen aan een positieve invloed op het milieu,
- slecht geïnformeerd zijn en daardoor onzeker zijn over of en hoe ze de universiteit kunnen helpen door activiteiten uit voeren,
- het belangrijk vinden om zelf in actie te komen of activiteiten uit voeren,
- het lastig en te veel werk vinden om activiteiten uit te voeren,
- een hoge betrokkenheid belangrijk vinden bij het uitvoeren van duurzaamheid,
- wanneer studenten een stem krijgen en beslissingen kunnen maken voelen zij zich betrokken bij campagnes rond duurzaamheid,
- om duurzaamheid te communiceren naar de doelgroep is het beste om een informele en non-commerciële toon aan te houden.

Bovendien kent maar 8% van de studenten het Oxford Brookes University Sustainability Team. De redenen hiervoor zijn: gebrek aan informatie, zichtbaarheid en feitelijke aanwezigheid op de universiteit.

Ten einde kennis, houding en gedrag van de doelgroep te veranderen, worden er twee communicatiedoelen geformuleerd:

1. “Verbeter de reputatie van het OBUST van 8% naar 28% in een periode van 3 maanden, van 15 september 2014 tot 15 December 2014.”
2. “Verbeter de bereidheid van studenten om de universiteit te helpen van 36% naar 56% in een periode van 3 maanden, van 15 september 2014 tot 15 December 2014.”

De start van het academische jaar markeert een nieuw startpunt voor het Oxford Brookes University Sustainability Team, ten eerste om haar aanwezigheid te vergroten en ten tweede om een actievere aanpak uit te dragen ten opzichte van duurzaamheid op de universiteit. Het effect concept: Get Active, Get Sustainable zal de directe positieve effecten op het milieu en op een duurzamere levensstijl tonen die de bijdragen van deelname hebben. Dit concept omvat het principe dat het OBUST studenten kan informeren en studenten uiteindelijk kan binden aan en betrekken bij het team en duurzaamheid op de universiteit. Tijdens dit proces is het van groot belang dat OBUST voortdurend de boodschap continueert dat activiteiten voor duurzaamheid gemakkelijk en moeiteloos zijn. Dit effect concept houdt een informatiepositionering aan.

“Freshers’ Fair presents the Sustainability Team” vormt het uitgebreide concept en vindt plaats tijdens de start van het nieuwe academische jaar. Het Oxford Brookes University Sustainability Team zal gedurende dit evenement aanwezig zijn om haar activiteiten te presenteren. Twee medewerkers en twee hulpstudenten zullen de studenten elke dag informeren. De hele week zal vol zitten met interessante en informatieve activiteiten. Studenten kunnen informatieve colleges, workshops en documentaires bezoeken. Om studenten op de juiste manier te benaderen zullen de passende communicatiemiddelen moeten worden ingezet. Tijdens de week, maar later in het semester, zullen studenten via Facebook, Twitter, direct mail, guerrilla marketing, affiches en narrowcasting door het Oxford Brookes University Sustainability Team benaderd worden. Aanvullende promotiematerialen zullen in samenwerking met het media centrum gemaakt worden. Het
Oxford Brookes University Sustainability Team blijft ook gedurende de rest van het collegejaar zichtbaar en aanwezig in het informatiecentrum en op alle campussen van de universiteit.

Het evenement “Student switch off”, op de helft van elk semester, zal studenten actief betrekken bij de universiteit en het Oxford Brookes University Sustainability Team. Het doel is om studenten in hun woonhuis het elektriciteitsgebruik omlaag te laten brengen. Het is een wedstrijd waarmee studenten een prijs kunnen winnen als hun huis de meeste deelnemers heeft en aantoonbaar de meeste besparing heeft gerealiseerd. Het evenement wordt door email, Facebook en Twitter gepromoot. Tijdens de “Student switch off” kunnen studenten ook meedoen aan een fotowedstrijd. Studenten kunnen gedurende de week de leukste foto’s van hun “switch off” insturen. Er kunnen prijzen voor diverse activiteiten in Oxford gewonnen worden, zoals kaartjes voor concerten, musea of films, maar ook buskaartjes naar Londen.
1 Introduction

This chapter will introduce the principal, the problem situation, the problem statement and the main objective. In order to supply a well readable report a bookmark with all abbreviations will be given first.

1.1 Bookmark

Throughout the whole report one format is applied, so all chapters have the same lay out. All chapters start with a short introduction about the subjects of the chapter and all chapters end with a clarifying, brief conclusion. To enhance the quality and to provide a well readable report, abbreviations are used. The following abbreviations are used (as of chapter 2):

- Oxford Brookes University = OBU
- Oxford Brookes University Sustainability Team = OBUST
- Corporate Social Responsibility = CSR

1.2 Description of the principal

The client of this dissertation is Oxford Brookes University. This research is directly performed for the department of the Oxford Brookes University Sustainability Team. This team is part of the directorate Estates and Facilities Management, but works independently on its own goals.

Name and address details:
Oxford Brookes University | Sustainability Team
http://www.brookes.ac.uk/

Headington Campus
Gipsy Lane
Oxford
OX30BP

1.3 Problem situation

This report tries to answer to the problem statement, which derives from the problem situation.

1.3.1 Who

Oxford Brookes University has been active in sustainability since 1990. To support and enhance the university's strategies the Oxford Brookes University Sustainability Team was started.

1.3.2 What

In order to deliver the highest possible impact on the environment, the Oxford Brookes University Sustainability Team strives towards a change in attitude with its target audience; the students of the university. For this moment it remains difficult to raise awareness and actively engage students with the activities of the team.

1.3.3 Where

Oxford Brookes University is based in Oxford and delivers the highest possible positive impact within the community of Oxfordshire.

1.3.4 When

A marketing communication department was set up four years ago to reach and engage more students with the activities of the Oxford Brookes University Sustainability Team.
1.3.5 Why
Despite the fact that the Oxford Brookes University Sustainability Team has been active for several years, a strong and prominent position with its target audience is almost absent for the time being.

The full problem situation can be read in appendix I, on p. 51.

1.4 Problem statement
This statement derives from the previous problem situation and for this reason the following problem statement applies:

“What is the knowledge and attitude of the target audience at Oxford Brookes University concerning sustainability and how can the Oxford Brookes University Sustainability Team improve the knowledge and attitude of students, through a cross-media communication plan, in order to engage and participate them in all its activities?”

The full problem statement can be read in appendix I, on p. 51.

1.5 Objective
The ultimate objective is to contribute in a positive change of attitude of students from Oxford Brookes University towards sustainability and to enhance the environmental positive impact of Oxford Brookes University and the wider community of Oxford.

In order to deliver a solid and extensive research, the following objective is formulated:

“Gain knowledge and insight in the organisation of Oxford Brookes University in regards to sustainability, the attitude of the target audience and the trends and best practices; with the main goal to give advice on how the attitude of students can be improved by the means of communication put down in a communication plan.”

The full objective can be read in appendix I, on p. 51.

1.6 Research questions
To be able to answer the problem statement and objective, 4 research questions have been formulated. The research questions are as follows:

1. What is Oxford Brookes University and how do they operate on sustainability?
2. What are the communication strategies concerning Corporate Social Responsibility?
3. What is the attitude of the target audience of Oxford Brookes University Sustainability Team?
4. What is the market of Corporate Social Responsibility in higher education and general in general, and which best practices are there?

The questions are divided in sub-questions, which can be found in appendix I, on p. 51. The research questions will be answered by means of extensive desk and field research. The matrix below shows how the research between desk and field research has been split per research question.
1.7 Method of research

As can be seen in Figure 1, the research has been composed in desk and field research. In the desk research pre-existing sources will be consulted. The field research is divided in quantitative research and qualitative research. The qualitative research consists of eight in-depth interviews with students. The insights from the qualitative research have been processed in the surveys. In this way the questions of the surveys are refined. Following this a bigger crowd retests the outcomes of the in-depth interviews. This can also be seen as a satisfactory survey, on a big scale. To deliver static and representative statements a big crowd is interrogated. The survey calculation shows that 377 students have to be surveyed in order to acquire the right validity. Later the conclusions of both desk and field research will be analysed and one overall conclusion will be produced.

The full accountability of the desk and field research can be seen in appendix I, on p. 51.

1.8 Lay-out

The standard lay out of a research and advisory report is applied. This means that this report starts with an internal analysis of the organisation. Secondly, a theoretical background of the definition Corporate Social Responsibility is given. Last an external analysis of the target audience, the trends and best practices follows. Deriving from this, the final conclusion shows the most important insights and ligatures. In the conclusion recommendations will be given.
2 Internal Analysis

This chapter describes the organisation OBU and the OBUST. Desk and field research will be used as research methods. An online research of the website and micro websites of the university provided much of the information. A conversation with Wendy Vrij, marketing communication manager of the OBUST, was held in order to provide full information. The chapter includes an analysis of the university as an organisation, the OBUST and its vision, services and current means of communication. The chapter ends with a conclusion of the internal analysis.

2.1 What is Oxford Brookes University?

As one of the leading modern universities in the United Kingdom (UK), OBU occupies a strong and prominent position in UK higher education. The university has a sound and growing international reputation for the quality of teaching, learning, innovation and research. Moreover, the university is a vital part and contributor to the local and national economy and society. The strong bonds which the university has with the business industry makes OBU a strong and trustworthy educational institution. The university will always aspire to be a distinctive player through its individual students and staff.

The mission that OBU carries out, reads: “Oxford Brookes University is committed to leading the intellectual, social and economic development of the communities it serves through teaching, research and creativity that achieve the highest standards”. Additionally the university’s vision is as follows: “Oxford Brookes University will provide an exceptional, student-centred experience which is based on both internationally significant research and pedagogic best practice. We will build on a tradition of distinction in academic, professional and social engagement to enhance our reputation as a university which educates citizens for lives of consequence”. As can be seen OBU aspires to be a university, which makes a commitment to an educational culture.

The university states that: “In the development and nurturing of intellectual creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable”. In fact, OBU has been active in social responsibility within the university and the wider community of Oxfordshire since 1990. As one of the leading modern universities in the UK, OBU was the first fair trade university in 2003. (OBU, 2014)

2.2 Oxford Brookes University Sustainability Team

Since the mid 1990’s the OBUST was set up and the team became active within the university. The team is becoming increasingly important and is growing and gaining a wider and more permanent place within the overall strategy of the university. As said before the team is part of the directorate Estates and Facilities Management, but works independently on its own goals.

Nowadays the team consists of five employees; a sustainability manager, carbon and emission reduction manager, sustainability assistant, marketing communication officer and transport administrator. Together these five employees are responsible for helping the university becoming a net positive institution, “this means we’ve got a wide reaching role covering aspects of how OBU operates” says the OBUST.

Four years ago a marketing communication department was set up to carry out all the sustainability activities, but most importantly to change the attitude of students regarding the subject of sustainability by reaching and engaging them through the means of communication. (OBU, 2014)

2.2.1 Vision and Net Positive Impact

OBU makes and will continue to make, a clear and objective contribution to all stakeholders. The following formulated vision of the OBUST emphasizes this: “OBU will make an explicit and verifiable contribution to staff, students, society and the environment by recognising,
managing and being accountable for its positive and negative impacts to ensure a net positive result”. This results in what is called a Net Positive Impact and comes forth from the NETpositive Initiative. This partnership is designed for educational institutions and transforms sustainable thinking into tools and approaches. In essence “a Net Positive Institution takes an explicit and verifiable overall positive contribution to society and the environment”, thus NETpositive (2014).

In order to achieve the ultimate Net Positive Impact, the university must increase their positive impact and decrease their negative impact. The first step to understanding this process is providing sustainability reports, in which the measurements of the activities are elaborated and analysed. (OBU, 2014 & NETpositive, 2014)

2.2.2 Accomplishments
In the years that OBUST has been active for the university it has accomplished much and it put the university on the map as a sustainable player. The OBUST has won some important rewards: the GOLD Ecocampus award (as first university) in 2009 and a first place in the People and Planet Green League in 2011. These awards show a very high recognition of positive impact and CSR. Apart from the prizes that the university has won, the OBUST has released quite a few reports on corporate responsibility of the university. These reports include travel plans, low carbon transition plans and sustainability plans. All these plans include management decisions on how the university must imply its services, see §2.3. These plans also include the previously gained results.

2.3 Services
In delivering the highest possible Net Positive Impact, OBUST focuses on the environmental management, in which the following subjects are most important:

- Transport; aiming on the reduction of transport emission of staff and students on the local environment.
- Energy and water; improving campus equipment to reduce the use of energy and water.
- Waste and recycling; reducing waste by making recycling more easy and accessible.
- Purchasing and Fair-trade; create a more positive purchasing power by providing products that are for example Fair-trade or organic.
- Biodiversity; provide a safe, attractive and sustainable environment.

To give an extensive analysis, all sustainable services will be elaborated per subject.

2.3.1 Transport
Two thirds of carbon emission at OBU is caused by transport. Therefore a transport plan was produced to enable students and staff to use different modes of transport. To encourage people not to use single car journeys, the following transport options are promoted:

- Cycling: Cycle scheme for staff (buy a tax free bike), providing cycle maps on all campuses. The Bike Doctor (a maintenance service to repair your bike without labour costs), staff can claim 0.20p mileage for Bicycle Business usage.
- BROOKESbus that connects all campuses. Undergraduate students paying over 9000 pounds and students living in halls get a BROOKESbus annual pass for free.
- Liftshare Service: coordinating car sharing opportunities.
- Staff loans: the university provides loans for people who want to buy a new bike as well as seasonal transport tickets.

2.3.2 Energy and water
As a result of the Building Management System CO2 emission was reduces by 4%. This systems tracks how much energy and water the university is using and by improving the right data meters emission can be reduced. A series of projects are coordinated to reduce water and energy consumption. Water taps have been built in the buildings to reduce the use of water bottles. These taps make it easy to re-fill and re-use water bottles. In this way people cut down on packaging waste and carbon emission by the transport of water.
2.3.3 Waste and recycling
Recycling bins are provided across all sites. Staff and students recycle 62% of all their waste. A variety of reuse mechanisms are in place, including internal furniture re-use networks and charity collections.

2.3.4 Purchasing and Fair-trade
To deliver a positive consumer power the university makes sure that all the milk is organic; the eggs are free range and the vegetables from the UK. Also the university is Marine Stewardship Council accredited which means they safeguard the oceans. Fair-trade is an important issue for OBU. They became the first World Fair-trade University in 2003. Throughout the supermarkets, cafeterias and restaurants of the university Fair-trade goods can be found.

2.3.5 Biodiversity
All campuses of OBU have management plans which help sustain the environment for students, staff and visitors. The university accomplished having the best parks and green spaces in the UK. They even acquired The Green Flag Award, the benchmark standard for parks and green spaces in the UK. (OBU, 2014)

2.4 Current means of communication
In order to achieve the best implementation of the subjects, stated in §2.3, the communication of these activities plays a vital role. At this moment the OBUST does not implement one particular communication strategy but they use different means of promoting their activities.

2.4.1 Website
The website of the OBUST is a microsite which is part of the overall website of the university. On this microsite general information like the history, the activities and the team members can be found. A link to for email purposes can be found as well as a live Twitter feed.

2.4.2 Social Media
The OBUST uses various means of social media to reach its target audience.

Facebook
The Facebook page of the OBUST has a relatively small reach. The page has 857 likes. Compared to the overall Facebook page of the university (87,800 likes) that is not much. The Facebook page was set up late 2009, even though the audience is small, the page is very active, with generally several posts per week. The OBUST posts about travel updates, news concerning sustainability, news concerning their activities at the university and other useful information for students. There are few or no interactions towards these posts from the audience. The Facebook page is not linked onto the website of the OBUST.

Twitter
The twitter account of the OBUST has 1,158 followers and can be found as OBU Sustainability or @sustainableOBU. The Twitter account is less active than the Facebook page but still posts similar information and re-Tweets of other sustainable news. The account is linked on the microsite of the OBUST as a live feed.

2.4.3 Events
Throughout the academic year the OBUST hosts events.

Sustainability Week
During the last week of February 2014, a ‘Sustainability Week’ was hosted. During this week the different subjects of the OBUST were addressed. Each day of the week focussed on one of the subjects. For example Monday was Water day. Each day focussed on one of the problems active in today’s environment and activities were held to raise awareness with students. During the week different workshops were given: for example a tour around
campus to show where some services are implemented. Students were reached through email and social media. However the turnout of this event was very low.

Workshops
Throughout the academic year the OBUST hosts several workshops for the staff of OBU. These workshops include subjects on how the staff of the university can apply for the bike scheme and the car rental service. There are no workshops hosted for students. The turnout of these workshops for staff is relatively higher than the turnout to other events of the OBUST.

Student engagement group
In the course of Autumn 2013 the OBUST started a student engagement group. This group was set up to facilitate a series of focus group meetings about how they can increase student engagement. The group was mainly active in with thinking about the contents and the organisation of Sustainability Week and how this week could be brought best across to students. The group held 5 students that met twice a month. In these meetings brainstorm sessions should have produced concrete ideas and activities but unfortunately the final results were not included in the programme of Sustainability Week. After Sustainability Week the group didn’t continue.

(OBU, 2014 & Vrij, 2014)

2.5 Conclusion
OBU plays a leading role in taking responsibility towards sustainability. From an early stage it has implemented many sustainable services in the overall operations of the organisation. OBU has even won prizes. In order to carry out that positive impact on society, the university focuses on five subjects: transport, energy and water, waste and recycling, purchase and Fair-trade and biodiversity. Many of these services have been incorporated and centred in OBU’s overall operations. Some services however need more interaction with students and can only be positively acquired by the help and input of students. OBU uses all modern means of communication in order to reach both staff and students.
3 Corporate Social Responsibility

This chapter elaborates the term CSR. The information has been gathered through the means of desk research. The goal of this chapter is to get a better understanding of CSR and to gain knowledge that later can be applied in the best way possible for the OBUST. To fully understand the method of CSR, first the history is explained. Secondly, the definition will be described and next legislation towards CSR will follow. To understand which communication strategies the OBUST could apply this chapter looks at several strategies that the OBUST can take into consideration. Trends and developments that increase the demand for CSR and more sustainable lifestyles are described. Trends and developments in communicating CSR will be covered last. The chapter ends with a conclusion of the topic CSR.

3.1 History

"Creating a strong business and building a better world are not conflicting goals – they are both essential ingredients for long-term success" - William Ford, Ford Motor Company.

In the last decade the CSR framework gained much popularity, but it is not only since the last decade that CSR has been more widely implemented. The roots of CSR can be traced as far back as the 19th century. Even during the Industrial Revolution, corporations saw that they had responsibilities towards society and thus the late 1800's can be seen as a beginning of CSR. However, the time in which CSR grew and flourished widely was from 1960 onwards, when national environmental protection agencies were set up to manage rising environmental issues like air and water pollution, climate change and global warming. These changes were due to the cause of human activities such as industrial processes, burning of fossil fuels and the emission of carbon dioxide. And so “the requirements for ecological sustainable development were clarified”, (CSRQuest, 2004). From the early 1980’s more social issues were included into the terminology of CSR like poverty, population pressure and social inequity. It is in the early 1980’s that corporations began delivering social and environmental reports. These reports later progressed into quality systems and environmental management systems. However, non-financial reports were still criticized and were not linked to corporate performance. It was Greenpeace, the first NGO that began to adopt policies around 1970, which put the emphasis on direct actions towards companies instead of the many governmental policies that were made on CSR in that time. Now that the foundation of CSR was built, research (CSRQuest, 2004) shows that the time from 1990 to 2000 can be seen as a time to build upon on that foundation into a solid growth and integration of CSR. “The 1990’s saw the rise of CSR to unparalleled prominence in political-economic dialogue and momentum building. Increased transparency of business activities through the media and modern information and communication technologies have been important factors in the effectiveness of these forces.” The real foundation was set and from here on corporate sustainability gained a prominent place in corporate boardrooms making many companies extend their excising environmental reports towards sustainability reports. Many membership organisations and reporting initiatives were established to create principles and practices for companies. The Dow Jones Sustainability Index was the first financial performance index to track leading “sustainability-driven” companies worldwide and providing benchmarks and proofs of performance for other companies.

The era of a ‘mature market’ commenced and from 2000 onwards CSR became mainstream. Many companies were moving towards full integration in strategic management and corporate governance. For example, management and organisational mechanisms on reporting the business’s socially conscious policies and practices were developed, (A. Carroll, 2008). “Many business surveys during the last years, from different countries in the EU indicate that the majority of public companies believe that responsible business practice is the key to long-term success of a company” (CSRQuest, 2004). The research of Habisch (2005) tells that CSR was relatively unknown until a decade ago but is now one of the most important issues for business people, politicians, consumers, NGO’s and researchers.
3.2 Definition

As shown previously, CSR dates back to the late 19th century and the term has been used for many years. It is therefore logical that during different times, CSR had different terminologies and definitions before it became what CSR stands for nowadays. However, even currently CSR does not have one overall definition, and it is said that not just one definition can be given or prevails. CSR has to be adapted to the ambition, awareness and developments of organisations. This ultimately resulted in various concepts and definitions that are often therefore biased towards specific interests. Research states (Marrewijk, 2003) “that each company should choose which concept and definition is the best option, matching the company’s aims and intentions and aligned with the company’s strategy, as a response to the circumstances in which it operates.”

Nevertheless, it is possible to look at some of the definitions that are available now and see similarities in the level of values in all of them. The extensive research of A. Dahlsrud (2006), shows that whenever the term CSR is used, there is always a reference to five different dimensions. It is because of these referrals that research states that the lack of one overall definition might not be such a big problem, as all of the definitions are “predominantly congruent”. The five dimensions found in this research are the following: economic, social, environmental, stakeholder and voluntariness. As can be seen in Figure 1 the dimensions have logical example phrases. For example: the environmental dimension results in views on ‘a cleaner environment or environmental concerns in business operations’. When the OBUST applies a definition in which all five definitions are included, it can really strive towards the best implementation of CSR.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>The definition is coded to the dimension if it refers to</th>
<th>Example phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>The environmental</td>
<td>The natural environment</td>
<td>‘a cleaner environment’</td>
</tr>
<tr>
<td>dimension</td>
<td></td>
<td>‘environmental stewardship’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘environmental concerns in business operations’</td>
</tr>
<tr>
<td>The social dimension</td>
<td>The relationship between business and society</td>
<td>‘contribute to a better society’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘integrate social concerns in their business operations’</td>
</tr>
<tr>
<td>The economic dimension</td>
<td>Socio-economic or financial aspects, including describing CSR in terms of a business operation</td>
<td>‘contribute to economic development’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘preserving the profitability’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘business operations’</td>
</tr>
<tr>
<td>The stakeholder</td>
<td>Stakeholders or stakeholder groups</td>
<td>‘interaction with their stakeholders’</td>
</tr>
<tr>
<td>dimension</td>
<td></td>
<td>‘how organizations interact with their employees, suppliers, customers and communities’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘treating the stakeholders of the firm’</td>
</tr>
<tr>
<td>The voluntariness</td>
<td>Actions not prescribed by law</td>
<td>‘based on ethical values’</td>
</tr>
<tr>
<td>dimension</td>
<td></td>
<td>‘beyond legal obligations’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘voluntary’</td>
</tr>
</tbody>
</table>

*Figure 1 The five dimensions*

When looking at different definitions of CSR the definition of the WBCSD fits the OBUST best. The definition looks at CSR from quite a social point of view, thus showing many similarities in the mission of the university and the vision of the OBUST. The dimensions in the chosen definition can be found in the mission of the university (§2.2) and in the vision of the OBUST (§2.3).

For this reason this report will use the following definition of CSR:

- “Corporate Social Responsibility is the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large”. The World Business Council for Sustainable Developments (2014).
3.3 Legislation

“Europe needs modern and useful rules on transparency of non-financial information by certain large companies”, said Michel Barnier, Commissioner for the Internal Market and Services of the European Commission. He said this in the proposal of the Commission to the European Parliament and Council. On the 26th of February 2014, the Commission reached an agreement on the disclosure of non-financial information by certain large companies within the EU to improve transparency. “Companies concerned will need to disclose information on policies, risks and results as regards environmental matters, social and employee-related aspects, respect for human rights, anti-corruption and bribery issues, and diversity on boards of directors”. This new proposal will be relevant for large public-interest entities with more than 500 employees. These companies include banks, insurance companies and other companies designated by Member States because of their activities, size and number of employees.

Even though the legal regulations don’t necessarily influence the OBUST directly, it is important to keep up to date on changing regulations on CSR in Europe. OBU is a large company and thus will have to consider taking measurement to keep to the newest laws of CSR in businesses.

3.4 Communication strategies

Since the OBUST does not apply any communication strategy it is vital to look at some CSR strategies concerning communication. Because of the rising demand towards sustainability lifestyles a good communication strategy helps to target the right audience and bring across that change in behaviour. It is even said that, thus Futerra (2013) in the near future sustainability life styles will become increasingly important and will play a big part in everybody’s life. It is not only about having good intentions anymore. Nowadays only 2% of consumers is interested in a more sustainable lifestyle, whereas in five years’ time 98% of consumers will be interested in sustainable lifestyles, (Futerra, 2013). Providing sustainability reports only will not be enough for companies. Communication towards all stakeholders will therefore play a key part in a successful CSR strategy. In order to achieve a change in behaviour towards more sustainable lifestyles, communication will be key for consumers to act differently. A report published by Futerra (2005), for the United Nations Environmental Program (UNEP) on communicating sustainability, aligns three useful, applicable and important approaches that the OBUST can apply:

- Targeting the right segmented audience.
- Use inspiring and compelling aims. Link to other subjects people find important like health, wealth and jobs.
- Use a personal and practical approach.

The approaches can be applied on the surface of any strategy. It is therefore key to look at strategies that the OBUST can apply. Study of Schiefelbein (n.d) state: “Due to the high interest and positive consumer attitude companies should start or increase their engagement in CSR”. Her study shows that a more reactive communication strategy compared to a more proactive strategy has got a more positive impact on consumer attitude and behaviour. This is because it reduces consumer’s scepticism and increases the company’s image and motives. In addition it reduces the consumer’s perceived extrinsic motives. This then shows in positive consumer behaviour like an increase in word of mouth about the company in general but also about CSR engagement and consumers purchasing behaviour. If a company communicates a project that fits the company, the consumer is more positive and the attitude increases. According to Sheifelbein’s study it is advised that companies use a more reactive communication strategy because it has better effects on the attitude and behaviour. Additionally, when it comes to CSR, companies should try to communicate informational messages rather than commercial ones. CSR is known to be a sensitive subject and so companies also tend to be evaluated better when they invest more in their CSR activities than their advertisement to communicate about it. A challenge of CSR communication is to overcome the scepticism of stakeholders and express intrinsic motives in a company’s CSR activities.

The study of Schiefelbein (n.d.) provides quite a clear understanding in which way to bring across messages of CSR. However, how to communicate with stakeholders and most
importantly the relationship that the OBUST wants with its stakeholders is crucial as well. Therefore this research looks at the study of Morsing & Schultz (2006) which applies three different stakeholder communication strategies on CSR. This research dates back to 2006 and some of the arguments can be found a bit old fashioned. However they provide a clear and applicable argumentation. When implementing CSR communication they talk about three different stakeholder strategies; the stakeholder information strategy (one way communication), the stakeholder response strategy (two way communication) and the stakeholder involvement strategy.

- **Stakeholder information strategy**: this strategy is built to only inform the public as objectively as possible about the organisation. Therefore only one-way information is given, (telling, not listening). The company is active in press releases (brochures, websites, etc.) and in this way gives sense to its audience.

- **Stakeholder response strategy**: in this model communication flows to and from the audience, two-way communication. Communication is perceived as feedback in terms of finding what the public will tolerate and accept. This way the company engages stakeholders with corporate decisions and actions. This model is still sender based because it is still a one sided approach in which companies still have the sole intention of convincing the stakeholder of its attractiveness.

- **Stakeholder involvement strategy**: this method assumes a dialogue with its audience. Persuasion may occur but it comes from stakeholders as well as the company, each trying to persuade the other to change. This method invites a dialogue and negotiations to explore concerns of stakeholders, while also excepting changes for the company if necessary.

Since the target audience of the OBUST are students, what information can be found on a student engagement level of CSR? The article of Klen (2012) finds that part of the problem of CSR communication lies in the way that companies send their messages via various social media. The messages that are sent seem too many and according to the article a younger crowd prefers to like self-promoting advertising. Companies deem that messages through social media are more authentic than advertising but; “young people aren’t buying it”. According to the article “the most successful campaigns are when CSR initiatives go beyond broadcasting a message, towards becoming a platform where customers can take action”. Klen gives four guidelines to communicate CSR to a young crowd:

- “Engage your audience”: CSR programs must be highly interactive and linked to audience involvement. Involve young people by letting them select issues that they support and thus getting them directly involved.

- “Let real people do the talking”: by giving them a voice, the messages become authentic and better achieved than conventional top-down corporate communication.

- “Leverage multiple social channels”.

- “Emphasize results”.

### 3.5 Trends and developments

There are a few factors by which people become more aware of the need for CSR and more sustainable lifestyles. Even though these factors don’t directly influence the OBUST, they will result in an increase of the number of people changing their current attitudes and behaviour towards sustainability. For that reason they are interesting and vital for the OBUST to gain knowledge about.

#### 3.5.1 Climate change

The on-going unpredictable weather patterns as a result of global warming are starting to become evident to more and more people. They are finding their lives disrupted by the change of weather and climate and many people feel that this change is abnormal and begin to understand that a change is needed. (Restorick, 2014)

#### 3.5.2 Reducing waste

With the world population increasing over four times in the last decade, the amount of waste produced by humans has increased over ten times. It is predicted that this amount of waste will double by 2025 and that the world is re-thinking on ways to reduce waste. (Sadowski, 2013)
3.5.3 Threat of toxics
The use of agricultural pesticide and household items like plastics and cosmetics has shown a high amount of hormone disruptive chemicals. Over the last ten years this use has only increased. Governments should address this global threat now more than ever. (Sadowski, 2013)

3.5.4 Future of clean energy
New energy forecasts highlight the need of renewable energy sources. With lots of innovation in the energy space the future of resourcing energy will change. (Sadowski, 2013)

3.5.5 Reporting
As can be read in §3.3, the legislation for big corporations is to include reports on their CSR activities. It has become a trend for corporations to deliver internal reports as to show to stakeholders transparency and trust. (JLL, 2014)

3.6 Trends and developments in communicating CSR
In terms of communication of CSR trends will continue to appear and develop. The OBUST must be aware of these high speed trends. One trend that plays a big role nowadays is that consumers have become more critical. They want to know what they pay for and how the product they buy is made. Therefore transparency has become one of the biggest trends for companies to apply since recent years. But along with this trend, another trend occurred. Many companies are afraid to communicate about sustainability. In recent years many companies were accused of Greenwashing. Greenwashing means that companies appear to carry out sustainable activities but actually are only communicating CSR for good publicity. (MVO, 2014)

Some of the trends that have flourished during 2013 and will continue to be prominently active in 2014 are the ones below. The OBUST will take these into consideration when applying CSR towards their target audience. All trends show how the OBUST can implement different trends into their messages.

- “The empowered purchaser”: applications focused on purchasing decisions make consumers empowered and therefore more critical. For example the Slavery Footprint application helps consumers discover how many slaves were needed to produce a product.
- “Guerilla Marketing”.
- “Viral Visual Storytelling”: A picture says more than a thousand words. Powerful videos are produced by brands to inspire consumers about their environmental impact.
- “Add money for a good cause”: A good example comes from Amazon, who donated a 0.5 percentage from every purchase to a good cause.
- “Focus on Food Transparency”.
(DaSilva, 2013)

3.7 Conclusion
There is much to be said about CSR and its implementations. That is not strange since the definition dates back to the late 1800’s. During many years, businesses have applied CSR to their own needs and because CSR is a difficult subject to apply, it is still done in this way. The university shows to have similarities that can be found back in the definition of the WBCSD. Therefore during this research we apply CSR according to this definition. The OBUST must keep informed about changing legislations towards CSR. As a large company it has responsibility towards society by taking CSR seriously and therefore applying the law.

In terms of the communication of CSR, it can be said that it is difficult to bring across the right message. The OBUST should be careful not to over-do their communication and to stay informational and non-commercial, as the activities of CSR are never commercial. The OBUST must make the right decisions in order to work effectively on increasing the attitude and behaviour of the audience through a reactive communication strategy. This strategy

reduces consumers' scepticism towards the image and motives of the business. When looking at the study of Morsing & Schultz they show that three different stakeholder strategies can be applied: the stakeholder information strategy (one way communication), the stakeholder response strategy (two way communication) and the stakeholder involvement strategy. The motivations of the OBUST lie in having a deep involvement and engagement with students. The facts found in the article of Klen, show that when applying CSR to young people one must really interact and seek for high involvement. This is achieved by letting students make decisions and by giving them a voice. It must go beyond sending a message but by giving them a platform where they can take action. The stakeholder involvement strategy of Morsing & Schultz, applies the same characteristics as the article of Klen states as important and therefore is applied best for the demand of the OBUST.

Because of the increasing focus on the environment and especially the factors: climate change, reducing waste, threat of toxics and the future of clean energy the need for CSR and more sustainable lifestyles will increase. Another trend is companies having to report their sustainable activities, this results in transparency and trust with consumers. Many trends occurred and will keep developing in the future when we look at communicating CSR. The OBUST must be aware of these rapid changing trends. The chapter aligns a few trends that are active today and must be taken into consideration by the OBUST.
4 Target Audience

This chapter gives an elaborate analysis of the current target audience of the OBUST. The first part contains general characteristics gathered by desk research. Continuing from this the information is gathered by field research, the subchapters of the field research are first qualitative research and second quantitative research. This chapter ends with an elaborated conclusion of both the desk- and field research.

4.1 Desk research

This sub chapter holds the research that is done on the level of desk research and aligns several characteristics of the current target audience.

4.1.1 Geographical characteristics

In the college year 2012/2013 the total student body at OBU was 17,864 students. Of this number, 59% (10,540 students) is female and 41% (7,324 students) is male. Numbers also show if students are originally from the UK or from elsewhere. 82% (14,648 students) are from the UK and 6% (1,072 students) are from the rest of Europe. 12% (2,144 students) are from non-EU countries (132 different countries). When students come to study at OBU, they are placed in Halls of Residence in their first year. After the first year students find their own accommodation in shared houses and apartments all over town. (OBU, 2014)

4.1.2 Social economic characteristics

Of the total student body numbers show that 76% (13,577 students) follow an undergraduate (bachelor) degree and 22% (3,930 students) a graduate (master) degree. Only 2% of the total student body is at OBU to do research work. Of all the areas of study that OBU provides, the top three subjects are: allied with medicine (18%, 3,216 students), business and administration (17%, 3,037 students) and education (11%, 1,965 students). The university states that the students attending are from a broad range of social and cultural background. The university does not provide further information on these or other related characteristics. (OBU, 2014)

4.1.3 Media behaviour

It is said that students are a difficult and high demanding crowd because they are; “hyper-informed, easily distracted and critical”, (Noir Sur Blanc, n.d.). They are also very well known with all new technologies and they exist in the universe of mobile communication and the interactive web. They tend to have profiles on one or more social media accounts (increased to 98% in the last years). Finally the target audience is said to rely much on buzz, e-reputation, virals and word of mouth. (Noir Sur Blanc, n.d.).

4.1.4 Students supporting CSR

“Students in the UK are aware of sustainability and want this to be reflected in their institution, their studies and their overall experience”, the HEFCE (2013) states. This research also shows that 85% of first-year students think universities should actively promote sustainable development, and around 60% want to learn more about it. Overall students are willing to support CSR within a university. Regardless of the area of study, there is a strong interest to learn more about CSR. The GlobeScan (2003) survey resulted that over 1,000 students from around the world believed that CSR should be thought more at universities. T. Osburg (2011) states that his work has shown him how far CSR thinking is incorporated into students today. He states that students really embrace CSR concepts and learn from it with incredible ease.

4.1.5 Student involvement in CSR

Students are seen as our “future” and so their attitude towards CSR is considered important. When it comes to the behaviour of students a small research was conducted (Papafloratos, n.d.) which said that eight out of ten students were trying to recycle on campus and seven...
out of ten preferred products and packaging that were environmentally safe. Even 58% showed their willingness to pay more for these kinds of products. Students take a fairly serious approach towards CSR when they form an opinion about a company.

4.2 Qualitative research
The qualitative research includes in-depth, face-to-face interviews with eight students. Each topic which has been discussed with students is analysed below. These topics were chosen based on the desired knowledge of the interests of students. Per topic the most important quotes are given as well as a brief conclusion of all interviews. The order of the topics that are analysed are: behaviour, involvement, CSR and the OBUST. The topics are analysed though the pre-existing topics of the topic list which can be read in appendix II, on p. 61. All transcriptions of the interviews and their conclusions can be read in appendix II, on p. 61.

4.2.1 Behaviour
"Well it depends on what I am doing on the days but there are days where I spend almost all day on the internet, when there is nothing happening and there are days where all the internet I have is on the bus on my phone. It might come down to a couple of hours a day."
Bachmann, N (2014).

"Through email it is very useful, because it has got to do with my course and it is more direct. With information about the course, which of course is good because, you have to know this. And it is more professional than Facebook." Akselberg, S (2014).

"The information from email is pretty fast. All news I get is on email and that is why it is necessary to check it many times because you get a lot of info. Facebook is quite good also."

"Once you are enrolled you have this email account so I don't see why we can't use this as communicative tool. I would rather use that than that my Facebook is being spammed by Brookes."
Hagen, H (2014).

"I understand that nowadays also universities want to be present on social media with their audience."
Morkins, S (2014).

"Because it is super handy to have everything on your laptop or mobile."

Students use their smartphones and laptop mostly for social and informational purposes. They surf the web, use social media and use email. An average of 4 to 6 hours per day is spent using these platforms, including checking updates. They watch TV and movies, play games, listen to the radio and read or watch the news through online media. Students show a positive attitude towards the communication they receive from the university. They claim that OBU communicates well, both through email and social media. They find the information overall interesting. When emails don't apply to them they simply ignore them and go to the next email. Even when they are uninteresting they do scan them quickly. Students prefer the use of email for formal and course related messages, the reason being that they feel directly spoken to. Facebook is used for more social and informal communication. Most of the students understand why the university uses Facebook and they have "liked" the page. However, students don't actually go to the page themselves but only when they see a post that interests them. Students prefer email to Facebook in terms of being approached by the university. It is clear that students use digital instead of traditional media most to gather their daily information as well as for entertainment. Students claim that the accessibility and readiness of information on hardware devices is important and which is the reason they don't use traditional media.

4.2.2 Involvement
"Well obviously because I like it. But then also to meet people and have an active life."
"Well I have been in the rowing team since I got here and for me it is about the exercise as well as the social part. It is really fun to be in a sports team as you get really good relations with everyone.” Morkins, S (2014).

“Yes to meet people. But once you join a society and you get friends and a certain life, I didn’t join other societies because you also don’t need that many.” Payne, S (2014).

“I think for me, I would definitely do it to meet people because I have this interest for myself. I wouldn’t think about the CV at all but just because of my personal motivations and then maybe if all of my friends are doing it, that would be great.” Hagen, H (2014).

“Yeah that is difficult because it depends on the semester but maybe like 6 hours per day of free time.” Hanhimaki, E (2014).

“Well firstly the Fresher’s Fair is nice because you get acquainted with everything the university has to offer. Then after that through email.” Akselberg, S (2014).

“Twice per month would be ok but anything more than that I am too lazy for and not interested.” Bachmann, N (2014).

All the students that were interviewed say that they have been involved in some sort of activity throughout their time at university. This ranges from sports teams to societies. The reason for students to invest time in extra activities is motivated by personal interest; they even claim that this is the main motivation to join an extra activity. Another motivation to be active has a social aspect, when it is fun and they can meet people. Last some students find it important that joining an activity contributes to their CV or further career. Fresher’s Fair is organised by the university in the first week of the new academic year. Societies and third party organisations can display their offers to students. It is a great way to inform students about activities so they can later consider joining a society, club or sports team. Students say they find Fresher’s Fair a useful way of getting to know about extra activities. Later in the year students would like to be approached through email as long as they are not too many. First to third year students seem to have an average of 4 to 6 hours of free time per day. Students claim to be able to spend time on extra activity once per week, depending on the type of activity. If the activity is more serious and course related they would spend less time on it, for example twice a month. Students show to be persuaded into activities mostly by their friends.

4.2.3 CSR

“It is important in terms of large corporations having a lot of power and money so obviously it is important for them to set an example because they do affect politics and the environment. So they can make a change and just being about sustainability and thinking forward in terms of the environment, they have a lot of power to do so.” Hagen, H (2014).

“I just know that OBU is a really green university. And that is new for me but great to see what a university can do in this case.” Hanhimaki, E (2014).

“Definitely yes. I think for any company the size like this it is important to consider environmental issues.” Hawkins, N (2014).

“Well yes I recycle, but that is literally the only thing.” Payne, S (2014).

“To be honest I do mind certain things like being careful with water and my energy usage. But that is also because I live in a shared house and our bills can be ridiculous.” Morkins, S (2014).

“That is one of the things that Brookes is doing very right. As far as I know they are very environmentally right and very oriented towards it, which is a huge, plus for my personal case.” Morkins, S (2014).

“Well like other activities probably face-to-face. It might be interesting on Facebook as well if they tell it nicely. Through email the more serious result stuff.” Harrison, D (2014).
"I wouldn’t mind doing things alone but anyway it is easier to go to things together, when you have a second motivation to go." Harrison, D (2014).

"I don’t know, sometimes the events are not present. And maybe I am not that interested in those events to take part and actually going there." Hanhimaki, E (2014).

The students that were interviewed know what CSR is and why it is important for companies to be involved in CSR. All students show a very positive attitude towards OBU for applying CSR into their business operations. They think it is innovative and important. They think it shows a high involvement towards the environment. Students think OBU has a big impact on its community and that OBU should be considerate about that. Students claim that large corporations like the university can deliver a change towards a better environment and therefore should try to be more sustainable. Students seem fairly active regarding sustainability. In many cases especially when it is a win-win situation. They recycle because the bins have already been provided, they mind their use of energy and water for economic reasons and they cycle because it is also exercise. Students experience that OBU is sustainable and therefore they are as well, they see that as a benefit. A good example is when students take the BROOKESbus. Some students blame lack of information as a reason for not knowing how to contribute. They claim to be motivated and engaged better when the university would provide more information. Another factor that would make students more engaged is transparency and seeing the actual results OBU achieves. Students say that it is a definite must to create more awareness with all students of the university. Because CSR is an important and elaborated subject, students think that it would be nice to get information face-to-face and later get informed by email and social media. Even though students show a high recognition and a high involvement in CSR, when actually talking about joining activities and being active, they seem sceptical and begin worrying about time and a real interest.

4.2.4 The OBUST

"No I really did not know, but I could have guessed that they had that." Hanhimaki, E (2014).

"I would think they kind of imply on their bosses and the policy makers to be more sustainable and make better choices. But I would think that they have minimal amount of power so their job is to inform kind of, make sure that everyone is informed. Make a green image of the university." Hagen, H (2014).

"I find transport really important, that is why I cycle. Also reducing energy sources is very important to me because it affects the nature is so many ways most people are not even aware of." Harrison, D (2014).

"I guess maybe they should make people more aware of it because people have never heard of it, like me." Bachmann, N (2014).

"Wasn’t there a week where you could do things concerning sustainability? That was good but then I didn’t see it anywhere in school. So it completely passed me by." Hanhimaki, E (2014).

"Well as you can see I am poorly informed about this so maybe that is a start? I mean really speak to students about this and the necessity of it? Then later I think I would be more interested because in know it is important and it sounds good." Payne, S (2014).

"I am thinking like twice a month would be a well good amount for these kind of things because it isn’t really a social or fun thing, I mean it can be fun but it is not initially." Harrison, D (2014).

"Well maybe in school, that they are more present in school so I mean face-to-face, to start with." Hagen, H (2014).

"Yes because I feel personally addressed by." Bachmann, N (2014).

"So I mean with email and Facebook. Maybe more email though because it is more informative and this subjects needs that." Payne, S (2014).
The actual knowledge of students regarding the OBUST is low or absent. Only one of the interviewed students knew about the team. Because the knowledge of the students is low, they have no real attitude towards this team. Most students were not surprised that OBU has a team like this and it made sense to them that the university is investing. When students were asked which subjects the team supports they knew that recycling was on their agenda and they knew BROOKESbus. Students find the subjects energy, food and transport the most important. At the moment engagement of students with the OBUST is very low and they are not active in the team. Students claim they are badly informed and therefore not active. Some students for example knew about Sustainability Week but it totally passed them because of lack of communication about the event and actual presence within the university during the week. When the subjects relate to them personally, their course or their interests students point out that they are interested in joining activities. The combination of no real interest and lack of time are the main reasons for students not to get involved in the OBUST. If students would be interested they would join the OBUST twice a month. In terms of communication students would rather receive information through email than Facebook. They find that email is a more formal and direct way of communication and is more suitable for OBUST.

4.2.5 Most important insights
The most important insights that derived from the eight in-depth interviews are:
- Students show a positive attitude towards the communication they receive from the university. They claim that OBU communicates well, both through email and social media. But which of these means would they prefer to be addressed by in general and for school purposes?
- Students state that Fresher’s Fair is a useful way of getting to know the university’s activities. Would students like to be reached through other means?
- Later in the year students would like to be approached through email as long as they are not too many. With what frequency would students like to be approached?
- Students claim to be able to spend time on extra activities once per week, depending on the type of activity. Do students want to spend time on activities about sustainability or for the OBUST? And how many times per academic year?
- Students seem fairly active regarding sustainability. Which actions do they already carry out and what do they think about it?
- Even though students show a high recognition and a high involvement in CSR, when actually talking about joining activities and being active, they seem sceptical and begin worrying about time and a real interest. Do students want to help the university?
- The actual knowledge of students regarding the OBUST is low or absent. Does the bigger crowd know the OBUST?
- Students claim they are badly informed and therefore not active. How many times would students want to be approached by the OBUST? And by what means?
- The combination of no real interest and lack of time are the main reasons for students not to get involved in the OBUST. What are the main reasons for the bigger crowd not to be involved?

4.3 Quantitative research
The most important insights of the in-depth interviews have been processed into survey questions. In order to test the same or additional and more specified questions with a bigger crowd. The survey has been sent to all students through the database of the OBUST. The database of the OBUST consisted of 5,500 students, the survey was also posted in the university wide Facebook page of 80,000 people. Out of this database and Facebook the survey was held with a response rate of 250 students. This response rate is sufficient because eight in-depth interviews were held, so the target of the sample survey calculation made in the plan of attack, was met. It is important to note that not all questions were answered by all 250 students. Probably this is because sometimes respondents forget to answer every question. A list of the survey questions and its results, displayed in charts can be seen in appendix III on page 93. Per subject the most important results are described with corresponding charts.
Respondents
Of all 250 respondents, 159 (64%) are female and 91 (36%) are male. The average age of the respondents is 21.

Preferred use of social media
Figure 2 in appendix III shows that 247 respondents have a Facebook account. YouTube is the second most used social media network. Instagram is also a popular network, with 143 respondents saying that they have an account. The use of social media for school purposes shows slightly different numbers. Facebook is by far the most used medium, with 221 respondents saying that they use it for school purposes. Only 26 respondents use YouTube and only 15 respondents use Twitter for school purposes. See Figure 3 in appendix III.

Sustainability
Of all respondents 138 (55%) know what sustainability is and 112 respondents (45%) don’t know what sustainability is, (see Figure 1).

![Do you know what sustainability is?](image)

**Figure 1 Do you know what sustainability is?**

After a short introduction about sustainability, respondents were asked if they already carry out actions to contribute to a positive impact on the environment. The current behaviour of respondents is shown in Figure 2.

![Do you carry out actions?](image)

**Figure 2 Do you carry out actions?**
Respondents were asked which particular actions they already carry out. 233 of all respondents claim that they already recycle. Additionally already 98 respondents cycle. Reducing energy is done by 72 respondents, see Figure 6 in appendix III. Figure 7 in appendix III shows which actions students would consider doing in the future. The two most popular actions are reducing water usage (127 respondents) and reducing energy usage (118 students).

Of all respondents 158 claim that they find carrying out actions to contribute to a positive impact on the environment is important. 104 respondents find it difficult to carry out actions. Quite a large amount, 87 respondents, think carrying out actions is too much work and 43 respondents think it is too expensive. Only 23 respondents think it is easy to contribute to a positive impact, see Figure 3.

![Figure 3 Carrying out actions is:](image)

**Sustainability within OBU**

Figure 4 shows that the majority of respondents don’t know that OBU contributes to a positive impact on the environment. More than half, 147 respondents, don’t know that OBU contributes and only 78 respondents do know. Only 16 respondents show they don’t know the answer to this question.

![Figure 4 Did you know OBU contributes to a positive impact?](image)

The majority of students show a positive attitude towards the university contributing to a positive impact. Of all respondents 82 totally agree and 124 agree that it is important that
OBU contributes to a positive impact on the environment. Only 33 respondents respond neutral and only 2 respondents do not agree with this statement, see Figure 5.

![Figure 5 Students think it is important that OBU contributes to a positive impact:](image)

When asked if students would actually help the university to contribute to a positive impact on the environment more than half, 56% (136 respondents), say they don’t know or they have no opinion on this. 36% (87 respondents) say that they are willing to help the university and 8% (20 respondents) show that they are not willing to help the university, see Figure 6.

![Figure 6 Students are willing to help the university:](image)

The respondents show a positive attitude towards receiving information regarding sustainability and how they can help the university. 196 respondents prefer to receive information by email and 173 respondents prefer to receive information by social media. A slightly lower amount (82 respondents), would like to receive information face-to-face. Only 25 respondents claim they don’t want to receive any kind of information, (Figure 12 in appendix III).
The OBUST
The majority (221 respondents, 92%), claim they don’t know the OBUST and only 22 respondents (8%) do, see Figure 7.

![Pie chart showing knowledge of the OBUST]

**Figure 7 Do you know the OBUST?**

These numbers show a very low knowledge and recognition of the team with the target audience. Despite this low level of knowledge, respondents would still like to receive information about the OBUST. 109 respondents (45%), would like to receive weekly information and 83 respondents (34%) would like to receive monthly information, (Figure 15 in appendix III). When respondents would like to be reached by the OBUST the majority prefers that to be by email, 169 respondents (72%). The second preferred means of communication is social media, 53 respondents (23%), see Figure 8.

![Pie chart showing preferred means of communication]

**Figure 8 Preferred means of communication from the OBUST by students:**
In terms of actually helping and being active for the OBUST respondents show to be reluctant. The majority, 99 respondents (42%), claims to never want to help the OBUST and 80 respondents (33%) want to help only 1-2 times per semester. 60 respondents (25%) want to help the OBUST around 1-2 times per month and only 2 respondents want to help 1-2 times per week, see Figure 17 in appendix III. The main reason for not helping the OBUST is lack of time; 205 respondents. Together with lack of interest, 66 respondents. Lack of friends to go with, does not play a big role when helping the OBUST, only 22 respondents said this, see Figure 9.

Figure 9 Reasons for students not wanting to help the OBUST:

4.4 Conclusion

The desk research results show that students overall experience a high recognition of CSR and that CSR is becoming more important in their personal lifestyles. Regarding the subject of CSR in higher education, students think universities should be sustainable. Students are positive about and will even support this attitude. In terms of the media behaviour of students, it is said that they are a high demanding crowd and that they follow trends quickly. They are well aware of technical innovations and “live” with their smartphones and the internet. They have one or more social media profiles. On a more applicable level, characteristics of OBU describe that the majority of students follow an undergraduate degree at OBU. Roughly 80% of all students (17,864) are from the UK and 20% from other countries (EU and non-EU).

The various field research results show that students are indeed very much engaged in their smartphones and laptops. They use at an average time rate of 4-6 hours per day. They watch TV and movies, play games, listen to radio and read or watch the news through online means. Facebook is the most used social media network together with YouTube. Students appear to be fairly active in their free time, from visiting societies to sports teams. Their main motivation for this derives from a personal interest in the activity. In the process of getting acquainted with activities at OBU students find Fresher’s Fair a useful and good way of knowing which activities are on offer.

Both the interviewed and surveyed students show a positive attitude towards the means of communication by the university. They prefer email over social media when they are being approached by the university. Students feel that they are more directly spoken to through email and they will take the information more seriously. It is said that for the subject of sustainability a more formal way of communication is most suitable. Students say that email and face-to-face contact are best.
Students appear to have an average knowledge on the subject of sustainability, 55% know what it means and 45% don’t. The majority of students show a positive attitude towards the university contributing to a positive impact on the environment. They think that large corporations like the university can really contribute to the environment and deliver a change. Of all 250 surveyed students, 82 respondents totally agree that it is important that OBU contributes to a positive impact on the environment and 124 respondents agree with this statement. 65% of students claim that they already carry out actions to contribute to a positive impact. The reason for this relatively high number is that because the university provides recycle bins and this makes it the most carried out action. The actions of which students say they would consider to do in the future are reducing water and reducing use of energy. Even though the fact that students find carrying out actions is important, a large amount says it is difficult and too much work. Nevertheless, students show a will to help the university. 36% claim that they are certainly willing to help the university and a 56% show that they don’t know or have no opinion. Students are low informed and therefore unsure whether they want to help and if so, how they can help. Another factor that would make students more engaged is that they are able to see the actual results of OBU on sustainability. A transparent attitude towards students and staff will also contribute to a more positive image of OBU on sustainability. None of the interviewed students and only 8% of the surveyed students know about the OBUST. The reason for this is lack of communication, presence and actual visibility in the university. Students show a very positive attitude in receiving information from the university on the subject of sustainability and the OBUST. They like to be informed better, which may result in a better knowledge and understanding in the subject of sustainability and the OBUST. However, when actually talking about helping and being active for the university and the OBUST, students are not very willing to invest time. 42% say that the never would want to help the OBUST, 33% say that they would want to help 1-2 times per semester and 25% would want to help 1-2 times per month. So even though students say they want to help the university on the subject of sustainability, when it comes to actually contributing to the OBUST, only few want to invest time.
5 Trends and Best Practices

This chapter outlines trends and developments that influence the OBUST. In analysing trends, the DESTEP method is applied as a part of the desk research. This method focuses on the following subjects: demographical, economic, socio-cultural, technological, ecological and political-legal. The trends that influence the OBUST are described per subject. In this chapter best practices are described for the OBUST to learn from and apply in their own way. This chapter ends with a conclusion of the trends and developments.

5.1 DESTEP Method

Trends that influence the OBUST are described using the DESTEP method.

5.1.1 Demographical trends

In demographical terms we look at factors that influence the OBUST, such as the population and number of students.

Population and number of students

The Office for National Statistics (2014), explains that the estimated population of England and Wales was 56,567,800 in mid-2012. In this period, the population of England was 53,493,700. These statistics show that the population of England and Wales grew by 0.7% in the year previous to June 2012. There has been an average growth in the last ten years, (Office for National Statistics, 2013). However, a drop in numbers of young people. The number of 18 year olds in the UK is 1 % lower this year. Despite the falling population of young people in the UK, 35% of 18 year olds have applied for university.

The growth in applications was mainly due to women applying for university. 87,000 more women than men applied. Men are a third less likely to apply for university, (Grove, 2014).

5.1.2 Economic trends

In economic terms we look at factors that influence the OBUST, such as the raise of tuition fees of universities in the UK and the demand for a green economy and green jobs.

Tuition fees

Due to the strong demand for highly educated employees in modern society the number of students is likely to increase. The currently tough labour market also encourages young people to continue studying. The trend occurs despite the high tuition fees and big loans students have to take out. As of 2012/2013 the average tuition fee became £8,070 per academic year. This means that the UK has the second highest fees in the developed world and the highest in any ‘public’ system. The number of new applicants fell in 2012/2013, as it did when fees were raised in the past. However, these falls were always quickly reversed, thus Bolton, 2012.

Green economy and jobs

The development towards a greener economy will continue to grow. Along with the growth of a greener economy a higher demand for green jobs is created as well. As a result students and particularly graduates will have to be educated on sustainability. In this way it gets a more central place in higher education. Universities need to create awareness and engage with students on the subjects of sustainability. (Restorick, 2014)

5.1.3 Socio-cultural trends

In socio-cultural terms we look at factors that influence the OBUST, such as the increasing demand for more sustainable lifestyles.

Change in consumer behaviour

More sustainable life styles will become increasingly important in the near future and will play a big part in everybody’s life. It is not only about having good intentions anymore. Nowadays only 2% of consumers are interested in more sustainable lifestyles, whereas in five years time 98% of consumers will be interested in sustainable lifestyles, (Futerra, 2013). “Students in the UK are aware of sustainability and want this to be reflected in their institution, their studies and their overall experience”, HEFCE (2013). This research also
showed that 85% of first-year students think universities should actively promote sustainable development, and around 60% want to learn more about it. It is up to universities like OBU who are already active in sustainability to offer students the ability to be active in sustainability too.

5.1.4 Technological trends
In technological terms we look at factors that influence the OBUST, such as the volume and distance of technological usage in higher education. Furthermore a summary of the most important technological trends in higher education is given.

*Volume and distance*
Factual rapid rising of technological trends forces higher education institutes to adapt and review their approaches in communication. Universities now have “the ability to reach a much larger volume of students with fewer resources and the ability to reach students over much longer distances, while maintaining a direct interaction in real time through shared online spaces”, Universities UK, (n.d.).

*Popular trends*
The following summary shows the most important technological trends in higher education:
- Increasing use of mobile devices like smartphones and tablets.
- Implementation of social media.
- Online and collaborative learning.
- Use of information gathered by data.
- Students become creators instead of consumers.
(Parr, 2014)

5.1.5 Ecological trends
In ecological terms it is difficult to find trends that influence the OBUST and higher education. Ecological factors that were found fit the subject of CSR best and can be read in §3.5.

5.1.6 Political trends
In political terms it is difficult to find trends that influence the OBUST and higher education.

5.2 Best practices
The DESTEP method does not give many useful insights that are beneficial enough and the information that is provided remains slightly insufficient for the OBSUT to apply. For that reason the research will look at best practices that are available and so learn from comparable institutions.

5.2.1 Initiatives
Many different universities notice the increasing demand of sustainability in their university and they are investing in these demands. Below follow initiatives that other universities imply and the OBUST can consider.

*Sustainable building design*
Nowadays there are many ways to make buildings sustainable by using the right materials. Another way to design a sustainable building was done by The University of Texas, they designed their building to stay naturally cool and light so that the use of energy and lighting was cut down.

*Renewable energy*
By producing their own energy universities can reduce their traditional energy usage. The University of Copenhagen, Denmark is implementing renewable energy and generates its own energy from solar cells and panels. They store their produced energy underground.

*Locally produced food*
Even though Oxford hosts a farmers market in the Headington area, the university could consider bringing the farmers market to the university. The University of Northern British
Columbia hosts a weekly farmers market on campus. Another university, The University of Canterbury, even has an on-site garden for students to produce organics.

**Waste disposal**
There are many ways to dispose of the waste of food. The University of Lausanne sends its food waste to a farm nearby, where it is used to produce organic fertilizers. (TopUniversities, 2012)

5.2.2 University of Brighton
The University of Brighton designed a 5 yearlong campaign for sustainability engagement to reduce their carbon by 50% in 5 years. This campaign implemented new forms of communication, well-resourced engagement opportunities and elements of fun to engage, inspire and support students and staff to cut carbon and reduce their environmental impacts. The campaign was seen as a perfect example of how to run a communication campaign in the institution.

Their focus was upon carbon saving actions and advice and to change the small habits of students and staff. They made small resources to remind everyone on how their habits could be changed. These reminders are small stickers that can be placed at computers and lights, to not forget to switch them off. Another part of the reminders were posters that were placed throughout the campus to raise awareness on energy subjects. Together with this they made accounts on Facebook and Twitter to keep students up to date and let them discuss sustainability matters.

The results of this campaign were spectacular and recognition amongst staff and students has been high and never before did the university engage as many people with sustainability. (University of Brighton, 2014)

5.2.3 Nelson & Colne College
The Nelson & Colne College was already active in sustainability but students have shown to take initiative to reduce the College’s waste bill by 18% and provided additional revenue from recycling. “This revenue is then injected back into the student learning. Over the year 12 tonnes of paper has been diverted from landfill and has saved the College over £2,000 in waste disposal costs”. At the same time the College is hoping to improve the stream of sustainability information by implementing an ICT sustainability dashboard. Which will help record information on sustainability subjects. (Nelson & Colne, 2014)

5.2.4 South Essex College
At South Essex College sustainability was embedded into the student curriculum with the focus on waste management, energy and procurement to source equipment/resources from sustainable companies. All students have taken part in forums and online polls regarding sustainable issues to gain their views on what they would like to see. This leaded to the reduction of energy and maintenance costs by 10,000 per year and their reduction of mixed waste saved another 10,000. (South Essex College, 2014)

These initiatives and best practices show projects where the highest level of student engagement was achieved. They are projects on a slightly bigger scale but they are good examples of how the OBUST can apply to make that difference as a university and by its actions interact with students.

5.3 Conclusion
By using the DESTEP model, trends and developments that influence the OBUST are encountered. The overall population of England and Wales grew slightly over the last year, but the amount of young people declined. However, that does not affect the number of applicants for universities in the UK. Even though the tuition fees rose in 2012/2013, this did not affect the number of applicants in the long term in a negative way. This can be a result of
the high unemployment rate and the demand for highly educated employees. Young people seem to choose an education instead of entering the labour market without a degree. Due to the fact that employers are creating more green jobs the subject of sustainability will become more important in educating future graduates. The rising demand for sustainability over the past years has forced a development towards more sustainable lifestyles and a change in behaviour. In technical terms universities have to deal with innovative ways of communication. Especially in the volume and distance of communication, universities have a growing number of options to interact with their students and staff. On an ecological and political level there were no trends found that were applicable for the OBUST. Because the DESTEP method does not give sufficient information the research looks at best practices so the OBUST can learn from likewise institutions. By implementing the different initiatives that are stated, the OBUST can reduce its energy and waste on a big scale. Introducing the farmers market at campus is a fun and good way to get students acquainted with organic and local food. The three different examples of best practices show a number of ways and projects to get the highest level of student engagement in activities and as can be read these activities really make a difference. The campaign of The University of Brighton can be seen as an example in bringing across the right communication strategy. The OBUST could consider being active with large scale projects like the waist reduction of Nelson & Colne College. They are projects on a slightly bigger scale but they are good examples of how the OBUST can apply to make that difference as an university and by its actions interact with students.
6 Conclusion

OBU has been a leading player in sustainable responsibility since 1990. From an early stage it has implemented many sustainable activities in the overall operations of the organisation and some rewards have been won. In order to maintain this long time achievement and the positive impact it has on the environment, the university focuses on five subjects. These subjects are: transport, energy and water, waste and recycling, purchase and Fair-trade and biodiversity. Many of these services have been incorporated and centred in OBU’s overall operations. Nevertheless, some services need more interaction with students and can only be positively acquired by the help and input of students. In order to achieve the highest level of interaction between the target audience and the OBUST the following problem statement is formulated:

“What is the knowledge and attitude of the target audience at Oxford Brookes University concerning sustainability and how can the Oxford Brookes University Sustainability Team improve the knowledge and attitude of students, through a cross-media communication plan, in order to engage and participate them in all its activities?”

In order to attack and answer this problem statement different aspects of the OBUST have been considered.

As for the concept of CSR it can be said that there are many different definitions and implementations. During many years, businesses have applied CSR to their own needs and because CSR is a difficult subject to apply, it is still done in this way. Out of many different definitions the university shows to have similarities that can be found back in the definition of the WBCSD and therefore during this research that definition is applied. Even in terms of communication it is difficult to bring across the right message. The OBUST should be careful not to over-do their communication and to stay informational and non-commercial.

Increasing the knowledge, attitude and behaviour of the target audience is best achieved through reducing consumers’ scepticism towards the image and motives of the business. The motivations of the OBUST lie in having a deep involvement and engagement with students. Facts show that when applying CSR to young people one must really interact and seek for high involvement. This is achieved by letting students make decisions and by giving them a voice. It must go beyond sending a message but by giving them a platform where they can take action. The stakeholder involvement strategy also applies these characteristics and therefore is applied best for the demand of the OBUST. Because of the increasing focus on the environment and especially the factors: climate change, reducing waste, threat of toxics and the future of clean energy the need for CSR and more sustainable lifestyles will increase. Many trends occurred and will keep developing in the future when we look at communicating CSR. The OBUST must be aware of these rapid changing trends.

Trends that specifically influence the OBUST were encountered. The rising demand for sustainability over the past years has forced a development towards more sustainable lifestyles and a change in behaviour. Regarding communication it can be said that especially in the volume and distance of communication universities have a growing number of options to interact with their students and staff. The DESTEP method does not give sufficient information and so best practices show how the OBUST can learn from comparable institutions. These initiatives and best practices show projects where the highest level of student engagement was achieved. They are projects on a slightly bigger scale but they are good examples of how the OBUST can apply to make that difference as an university and by its actions interact with students.

What does the target audience of the OBUST have to say on these matters? On the whole the results of the desk research show that students have a high recognition of CSR and sustainability and it is becoming more important in their personal lifestyles. Students think universities should be sustainable and they do support this idea. When these findings were tested by field research it showed that students have a positive attitude towards the university contributing to a positive impact. Their involvement is high and they think that the university can really contribute to the environment and deliver a change. The big majority of the surveyed students agree that it is important that OBU contributes to a positive impact and already more than half of surveyed know what sustainability means. Students recognize
the importance of their involvement in OBU and the majority think that the actions which they already carry out are important. However, a large amount still finds it difficult and thinks it is too much work to carry out actions. One third of the surveyed say that they are willing to help the university, the majority of surveyed don’t know or have no opinion on this matter and luckily only a small percentage say that they are not willing to help the university. This is because students claim to be low informed and therefore unsure how and if they want to help the university. More than half of the surveyed students don’t know that OBU is active in contributing to a positive impact on the environment. Undoubtedly one can conclude that when students are better informed about the university and its activities their awareness will increase. By showing students that for example carrying out actions is easy and not much work, involvement probably will increase.

Another factor that would make students more engaged is that they are able to see the actual results of OBU on sustainability. A transparent attitude towards students and staff will also contribute to a more positive image of OBU on sustainability.

In order to prove the low awareness among students of OBU’s activities in sustainability, the results of the surveys and interviews show that a staggering low amount knows about the OBUST. Students claim that the reason for this is: lack of communication, presence and actual visibility in the university. Nevertheless, students show a very positive attitude in receiving information from the university on the subject of sustainability and the OBUST. They like to be informed better, which may result in a better knowledge and understanding in the subject of sustainability and the OBUST. Up to this point students do not want to invest time in the OBUST. Before the OBUST can hope to get a higher engagement among students actually becoming active for the team they will first have to gain a higher level of recognition (visibility and presence) with its target audience.

To achieve a better understanding of sustainability in OBU and the OBUST, the right messages have to be communicated to the target audience. From the field research one can conclude that students show a very positive attitude towards receiving information regarding sustainability as well as receiving information regarding the OBUST. The majority of students prefers receive information by email and secondly students would also like to receive information about sustainability and the OBUST by social media. Furthermore less than half of students claim they would like to receive weekly information from the OBUST and one third of students would like to receive monthly information. Students prefer email as opposed to social media because they feel they are more directly spoken to and therefore will take information more seriously. It is said that for the subject of sustainability a more formal way of communication is most suitable. Students say that email and face-to-face contact are best.
7 Recommendations

This chapter gives the OBUST recommendations on how to interact with its target audience on the highest possible level. The communication target audience on which the OBUST should focus is described first. The communication objectives focussing on the attitude, knowledge and behaviour of the target audience follows. The strategy: “Sustainability begins here” with its corresponding means of communication is elaborated last.

7.1 Communication target audience

The communication target audience is the group of consumers, decision makers or businesses on which the communication campaign is focussed on. The current communication target audience of the OBUST are all students (“consumers”) at OBU. The current target audience is not segmented. To have the possibility to reach every student, the target audience does not need to be segmented and thus remains the total student body of OBU.

7.2 Communication objectives

When implementing communication objectives it is important to focus on the knowledge, attitude and behaviour of the target audience. Two objectives concentrating on enhancing both knowledge and attitude and the behaviour of students are chosen.

7.2.1 Knowledge and attitude objective

To enhance the knowledge and attitude of students of OBU, towards the subject of sustainability and the OBUST, the first communication objective is formulated.

The results of the research show that the majority of surveyed students (147 respondents) don’t know that OBU is active in contributing to a positive impact and only 8% had heard about the OBUST. This can be translated as low awareness and involvement of the target audience, see Figure 7 on p. 29. Based on these important facts the following communication objective is formulated:

“Enhance the reputation of the OBUST from 8% to 28% in a time span of 3 months, from 15 September to 15 December 2014.”

To reach this objective it is important that the knowledge and attitude of the students changes. By enhancing the reputation of the OBUST, the reputation of sustainability at OBU will simultaneously rise as well.

7.2.2 Behavioural objective

To enhance the behaviour of students towards carrying out actions to help OBU, the second communication objective is formulated.

The results of the research show that a large amount of students still find it difficult and too much work to carry out actions to contribute to the environment. Only 36% of students is certainly willing to help the university. This fairly low percentage is a result of the fact that students don’t know how they can actually help the university in contributing to a positive impact, see Figure 6 on p. 28. Based on these important facts the following communication objective is formulated:

“Enhance the willingness of students to help the university from 36% to 56% in a time span of 3 months, from 15 September 2014 to 15 December 2014.”

To reach this objective it is important that the behaviour of students changes. By showing them that carrying out actions is easy and effortless students will be encouraged to carry out actions to help the university.
7.3 Strategy: Sustainability begins here
At the start of the new academic year, students will be informed about sustainability and the activities of the OBUST. The start of the academic year marks a new starting point for the OBUST in order to gain presence and show a new and more active and involving approach towards sustainability at the university. The main goal of this strategy is showing students that OBU is active in contributing to a positive impact and that the OBUST is there to work for and cooperate with students.

7.3.1 Message
Apart from enhancing the knowledge and attitudes of students, the behaviour of students will be enhanced as well. By showing them that there are numerous ways to achieve a better contribution towards the environment and inviting them to be involved the awareness will rise and so students will be more engaged. The message is specifically focussed on showing students what exactly sustainability means at the university, which actions the university carries out and what the OBUST is responsible for (e.g. the recycle bins, BROOKESbus). The OBUST is also responsible for including students in making decisions and showing students the results (feedback) these actions have on the environment. In this process it is crucial that the OBUST will continue to communicate the message that actions for sustainability are easy and effortless. To substantiate this argument, the pay-off is: Get Active, Get Sustainable.

7.3.2 Positioning
It is said, see §3.4, that when implementing CSR one must be careful not to overdo communication and to stay informational and non-commercial. Increasing the knowledge, attitude and behaviour of the target audience is best achieved through reducing consumers’ scepticism towards the image and motives of the business. Therefore an informational positioning is best for the OBUST to apply.

7.3.3 Concept: Get Active, Get Sustainable
This concept covers the idea that the OBUST can inform and ultimately engage and involve students with the team and sustainability at the university. This effect concept will show the direct benefits of being active and having a more sustainable lifestyle to students. Research shows, see §3.4, that when implementing a strategy for CSR it is best achieved through a high level of involvement with stakeholders. Especially for a young crowd high involvement is best achieved by a high level of interaction. Therefore it is important to give students a voice and let them make decisions. It is therefore that the messages and activities in this strategy are designed with and by students.

Fresher’s Fair presents the Sustainability Team
The start of the new academic year begins with Fresher’s Week. This week is an introduction for students to get acquainted with everything that goes on at OBU in the upcoming academic year. During the preparations of Fresher’s Fair, an online platform was made to let students think and discuss what they would like to see at the fair. An online platform is said, see §3.4, to be a good way to let students speak their minds about important issues regarding CSR.

The OBUST will be present during this week to expose their activities. Desk research shows that the subject of sustainability deserves direct and informational communication. So actual visibility and presence during Fresher’s Fair is a good choice.

Field research shows that students would like to visit informational lectures on the subject of sustainability, see Figure 13 in appendix III. The OBUST will host a lecture to introduce students to the OBUST and its activities during their first week back at university. This lecture is scheduled in all rota’s and so students from different courses will be introduced to the OBUST and sustainability during the entire week. The lecture includes information on the BROOKESbus, recycling on campus and in Oxford, sustainability in the new building, how to use water and energy and general facts about OBU and sustainability. Important in these lectures is to show the results that have been achieved by the OBUST in previous years.

Workshops take place every day to show students they can be sustainable on all sites from the start of the new academic year. Because students obtain a high level of engagement
when they are given a voice, students feel better spoken to by other students, see §3.4, and to bring across information in an informal and light way, student helpers will present the workshops. This will mostly be done by students who have experience in the subjects and can really interact with other students. In order to gain a high level of engagement during these workshops open conversations are held between students to discuss topics, activities and how this can be achieved better.

To have a good turnout these workshops should be planned, taking in account and using the free time in their rota’s.

The themes of these workshops are:

- Living in halls; what can I do?
- Let’s cycle!
- Use smart power!
- Hungry? Let’s cook together!
- Drink water, use the tap!

During Fresher’s Week documentaries will be shown in order to gain awareness on the subject of sustainability and problems we are facing nowadays. The award winning documentaries Tapped and Trashed should be shown because of the significance of sustainability.

Oxford hosts a weekly Farmer’s Market in the Headington area, close to campus. As one of the initiatives shows in § 5.2, one can raise awareness with students for organic and local food by bringing the Farmer’s Market to campus. During Fresher’s Week the Farmer’s Market will be at the campus for one day. Together with this one student will hand out information on the transparency of organic and local food, as this shows to be an effective trend that can be applied, see § 3.6.

Because waste disposal can make a significant difference in reducing carbon emission, see § 5.2, during Fresher’s Week the food waste the university produces will be delivered to a farm nearby. This farm can then burn the food to make fertilizers. This activity runs closely with the community of Oxford and contacts will be used to find several farmers that are willing to cooperate. At the end of Fresher’s Fair a calculation will be made of how much waste is disposed. By showing actual results of this activity that took place the same week, students’ recognition and awareness will be raised on the matter of waste disposal.

After Fresher’s Week the OBUST remains present in the enquiry centre throughout the whole semester. Once per week student helpers will be active to inform and speak to other students.

**Student switch off**

In order to keep an active presence throughout the first semester, the OBUST will host a half term event. With a half term student switch off, students will try to reduce their electricity usage in the hall where they live. It is a competition in which students can win a prize when their hall has the highest number of students involved and proof of most impact. This event takes place in the first week of November. After one week OBU will show the results of all the halls and a winner is chosen. During this week there will also be a photo competition in which students can win several small gifts. The photo competition will take place on a Facebook account to which students can post and upload their funniest sustainability photo.

### 7.4 Means of communication

To bring across the right message the following means of communication are chosen.

#### 7.4.1 Design: Fresher’s Fair presents the Sustainability Team

From the start of the new academic year the OBUST will be visible and present for its target audience. Especially during Fresher’s Week the OBUST can acquire a good reputation by actively promoting their team and activities. They will have a stall during Fresher’s Week where two team members will inform students each day. Two student helpers will help to hand out a schedule of the lectures and workshops that are given during the week. The stall is branded in OBU’s promotional style. This will create a recognition of the OBUST and shows that the team is part of the university.
7.4.2 Design: Student switch off

The student switch off is an annual returning event and will take place in the middle of the semester, in November. Students can register for the event on the website of OBU. Prior to this the event will be promoted through email and Facebook. Both the email and Facebook will include a link to the website where students can register.

Photo contest

During the Student switch off, students can enter in a photo contest. During the week students can send the funniest photos of their switch off. Prizes can be won and will include several activities in Oxford, for example: winning tickets for a concert, the museum, the cinema or coach tickets to London.
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Harisson, D. [personal interview]. 1 April 2014.
Hawkins, N. [personal interview]. 1 April 2014.


# Appendix I

## Inhoud plan van aanpak afstudeeropdracht Media, Informatie en Communicatie

### Student

<table>
<thead>
<tr>
<th>Naam student: Charley Smeets</th>
<th>Profiel: RMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studentnummer: 500615952</td>
<td>Groep: 402D</td>
</tr>
<tr>
<td>E-mailadres: <a href="mailto:charley.smeets@hva.nl">charley.smeets@hva.nl</a></td>
<td></td>
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<tr>
<td>Telefoonnummer: 0044 7438311952</td>
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## Preface

This plan of attack is formulated within the frame of the graduation paper that will finally evolve into my dissertation. The dissertation is to be written in the final semester of the fourth year in the profile Advertising, Marketing and Communication at the Institute of Media, Information and Communication of the University of Applied Sciences Amsterdam. The period in which the dissertation is to be written runs from 27 January until 30 June 2014. During this time I will be active within the Sustainability Team of Oxford Brookes University Sustainabilit to deliver an independent and elaborated research. I will perform a research to gain insight in the company, the brand, the services, the target audience and trends and best practices of Oxford Brookes University Sustainability Team.

To clarify this plan of attack a short explanation of the client Oxford Brookes University | Sustainability Team, is given. Secondly, an extensive problem situation is formulated to highlight the need of this dissertation. To clarify this, a problem statement is formulated. The main objective is seen as a foundation during my research and will be described in full detail. From the objective onward, main and sub research questions will be formulated and later answered through desk and field research. The quantitative and qualitative research methods are described.

Furthermore, a clear view of the final content of the whole report is given and to have an understanding of the communication plan, the form of the plan is also explained.

To work in the most effective and beneficial way, an elaborated planning is set up. Each part of the report can be found in the planning. Lastly all appointments with both my academic and practical supervisors are put down, this to make sure that the collaboration runs ever smoothly.

### Client

The client of my dissertation is Oxford Brookes University. I will perform this research directly for the department of the Oxford Brookes Sustainability Team.

Since 1990 the university took its responsibility towards Corporate Social Responsibility and the Oxford Brookes Sustainability Team was set up. This team is part of the directorate: Estates and Facilities Management but works independently on its own goals.
Problem situation:

Oxford Brookes University has been active in social responsibility within the university and the wider community of Oxfordshire since 1990. As one of the leading modern universities of in the UK, Oxford Brookes was the first fair trade university in 2003. In recent years the Oxford Brookes Sustainability Team has won some important prizes: the GOLD Ecocampus award (as first university) in 2009 and a first place in the People and Planet Green League in 2011. All these prizes show a very high recognition of positive impact and Corporate Social Responsibility. Hence the Sustainability Team is becoming increasingly important and is growing and gaining a wider and more permanent place within the overall strategy of the university. Four years ago a marketing communication department was set up to carry out all the sustainability activities, but most importantly to change the attitude of students regarding the subject of sustainability by reaching and engaging them through the means of communication.

Not only for Oxford Brookes University delivering a positive impact became vital, it is said that in the near future sustainability life styles will become increasingly important and will play a big part in everybody’s life. It is not only about having good intentions anymore. Nowadays only 2% of consumers is interested in more sustainable lifestyle, whereas in five years time 98% of consumers will be interested in sustainable lifestyles, (Futerra, 2013).

To protect and enhance the quality of life for current and future generations sustainable development is central in our day-to-day living. For several generations Higher Education has had a unique position in society. Throughout its teaching, researching, business operations and through its influence on communities, staff and students, they can make a substantial contribution.

“Students in the UK are aware of sustainability and want this to be reflected in their institution, their studies and their overall experience”, thus the HEFCE (2013) states. This research also showed that 85% of first-year students think universities should actively promote sustainable development, and around 60% want to learn more about it. Students are seen as our “future” so their attitude towards Corporate Social Responsibility is seen as important. When it comes to the behaviour of students a small research was conducted (T. Papafloratos, w/o) that said that eight in ten students were trying to recycle on campus and seven in ten preferred products and packaging that were environmental safe. Even 58% showed their willingness to pay more for these kinds of products. Students take an approach towards Corporate Social Responsibility fairly serious as they form an impression about a company. Especially in Western Europe and North America it showed that students purchase decisions are based upon activities of companies towards Corporate Social Responsibility.

But what is Corporate Social Responsibility exactly? There are many different definitions given on this matter but there is a common ground in every one of them. M. Baker (2004), formulates Corporate Social Responsibility short yet brief, as follows: “CSR is about how companies manage the business processes to produce an overall positive impact on society”. It is said that Corporate Social Responsibility has both an internal and external focus in companies. The internal focus regards the process and quality of management. The external focus regards the nature and quantity of their impact on society of various areas. Another definition is given by The World Business Council for Sustainable Developments (2014), is as follows: “Corporate Social Responsibility is the continuing commitment by
business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large. Within this argumentation you can find two levels of internal and external focuses as well. My main focus is on how corporations communicate these strategies to their target audiences; therefor the external part of the definition plays a big role in my report and will be further underlined as such.

In order to improve the attitude and there for actively engaging students, a good understanding of the position of the Oxford Brookes Sustainability Team in the university and with its target audience is vital to keep contributing positively to society and environment.

I am writing my dissertation in commission of Henning Thiel, Sustainability Manager of Oxford Brookes University.

In practical terms it turns out that the Oxford Brookes Sustainability Team struggles to create awareness and thus positively change the attitude of its audience. There is no visual and clear position of the department with the students through various means of communication there is little or no reaction. Through my research and advisory report I want to involve and motivate students with the department and its activities.

The current communication with students is mostly through the means of email and social media. It remains unclear why students do not respond to the messages and there for no interaction is created. When events are organised the number of students who take part and show up is low. In this case it is also unclear why students neglect to come. A focus group was set up to interact with students and let them be engaged with the activities the team carries out. A few students are active but why not more? Is it an overkill of communication and activities students already have? Or is there no real interest in the subject of the Oxford Brookes Sustainability Team? By the means of incentives and free gifts students are more likely to show up but it should be possible to engage these students without rewards.

By means of the advisory report I am going to gain knowledge on how to contribute to a positive change in attitude of the target audience. The outcomes of this research are beneficial for the Oxford Brookes University Sustainability Team and therefore will benefit Oxford Brookes University.

Problem statement:

I was asked by Oxford Brookes University to think and help with optimizing the Sustainability Team. I will advise this department on how they can communicate their activities to their target audience with the ultimate goal of contributing to a positive change in attitude. The target audience consists of students who follow an education at Oxford Brookes University.

In the first place it is vital to understand the company, the specific department, the communication, and the target audience of Oxford Brookes University.

For this reason the following problem statement applies:

“What is the knowledge and attitude of the target audience within Oxford Brookes University concerning sustainability and how can the Oxford Brookes University Sustainability Team improve the knowledge and attitude of students, through a cross-media communication plan, in order to engage and participate them in all its activities?”

Objective:

The ultimate objective is to contribute in a positive change of attitude of students from Oxford Brookes University towards sustainability, to enhance the environmental positive impact of Oxford Brookes University and the wider community of Oxford. The Oxford Brookes University Sustainability Team has been active for several years. However, a
strong and prominent position with its target audience is absent for the time being. The Oxford Brookes University Sustainability Team focuses on all students who follow an education at the university.

By the means of extensive research I would like find out how we can reach this target audience in the best way possible. To deliver a solid and extensive research, the following objective is formulated:

“Gain knowledge and insight in the organisation of Oxford Brookes University in regards to sustainability, the attitude of the target audience and the trends and best practices; with the main goal to give advice on how the knowledge and attitude of students can be improved by the means of communication put down in a communication plan.”

From this objective on it is clear that I will start with an internal and external analysis in which I will research the company, the department, the target audience, trends and best practices. The information will be gathered by the means of desk and field research. The field research will be held in the form of 8 in depth interviews and 377 surveys. Both the interviews and surveys are composed of the collected information from the desk research. Both the outcomes of the quantitative and qualitative research will be analysed and interpreted and an advice on the right strategy will be given. This advice will take form of a communication plan.

Because the target audience exists of students within the age group of 18 to 25 year, it is obvious that a cross medial communication plan with the focus on online media will be the most suitable. This way a focus is set on digital media instead of traditional media. However, the university uses both traditional and digital media to reach its students so the outcomes of the research will show us the right choice of means.

Research questions:

To be able to answer my problem statement and objective, I have formulated 4 research questions. All of these questions are divided in sub-questions. Behind every question the letter D and F will explain in which way information is gathered, (D for desk research and F for field research).

Question 1: What is Oxford Brookes University and how do they operate on sustainability?
  • What is Oxford Brookes University? D
  • How does the university operate on sustainability? D
  • What service does the Oxford Brookes University Sustainability Team provide? D
  • What are the objectives, vision and mission of Oxford Brookes University Sustainability Team? D
  • What is the current communication strategy? D

Question 2: What are the communication strategies concerning Corporate Social Responsibility?
  • What is the definition of Corporate Social Responsibility? D (international)
  • What is the history of Corporate Social Responsibility? D (international)
  • Are there legal legislations for corporations towards social responsibility? D (specific for the UK)
  • What are the communication strategies? D (international)
  • Are there trends and developments in Corporate Social Responsibility? D (international)

Question 3: What is the attitude of the target audience of Oxford Brookes University Sustainability Team?

Characteristics
  • What are the geographical characteristics of the target audience? D+F
  • What are the social economical characteristics? D+F
  • What are the physiographical characteristics? D+F
Which values apply on the target audience? D+F
What is the media behaviour of the target audience? D+F
What is the attitude towards communication from universities? D+F
What are the preferred means of communication from universities? Traditional vs. digital? D+F

Involvement
What are the considerations in being involved in university activities? D+F
What are the considerations in being involved in corporate social responsibility? D+F
What is the main motivation in being involved in corporate social responsibility?
What is the involvement of the target audience concerning corporate social responsibility? F

Corporate Social Responsibility
What are the desired characteristics and benefits concerning corporate social responsibility? F
In what way does the target audience encounter corporate social responsibility (in general)? D+F
Through which means does the target audience want to be reached? F

The Oxford Brookes University Sustainability Team
What is the current target audience of the Oxford Brookes University Sustainability Team? F
What is the attitude of the target audience towards the Oxford Brookes University Sustainability Team? F
What is the reputation of the Oxford Brookes University Sustainability Team? F
What are the incentives in engaging in the Oxford Brookes University Sustainability Team? F
What are the restraints in engaging in the Oxford Brookes University Sustainability Team? F

Question 4: What is the market of Corporate Social Responsibility in higher education and in general, and which best practices are there?
What are the demographical trends? D
What are the economic trends? D
What are the socio-cultural trends? D
What are the technological trends? D
What are the ecological trends? D
What are the political trends? D

Research:
This chapter describes several research methods that will be applied. In Matrix 1, you will find in which form each research question is answered.

<table>
<thead>
<tr>
<th>Matrix research questions/methods of research</th>
<th>Desk research</th>
<th>Field research</th>
<th>International component</th>
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<td>Question 4</td>
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Table 1 Matrix research questions/method of research

Give account for research method:

To be able to answer the formulated problem statement and to produce a profound advisory report it is vital to deliver a good and solid research. The standard lay out of a research and advisory report is followed. This means that I will begin my research with an internal analysis. Secondly, a theoretical background of the definition Corporate Social Responsibility is given. And Lastly an external analysis of the target audience, the trends and best practices follows.

The internal analysis will for the most part be researched through the means of desk research. The external analysis however, will be researched through the means of desk and field research.

I look at everything from a UK point of view because I am writing this dissertation for a company within the UK. However, the international component can be found in the theoretical background of the report. An international research of the meaning and use of Corporate Social Responsibility will be carried out.

Desk research

Throughout all of the chapters I will use desk research, which means I will consult pre-existing recourses. Through these recourses I will enquire about the company, the services, the definition of Corporate Social Responsibility, the target audience, the trends and best practices.

A lot of information can be found through databases, these databases are found in the HvA library. The databases that I have access to and am going to use are: HBO Kennis bank, Marketing Research Base, Gartner, Eurydice (European education system and policies), Narcis and Lexis Nexis Academy.

In order to find suitable information I will use both Dutch and English online resources, like: Adformatie, Tijdschrift voor Marketing, Communicatie Online, Futerra Sustainable Communication, 2degrees network and Sustainability Exchange. But I will also use the physical library at the university to gain knowledge from the books provided there. Through Google, Google Books and Google Scholar I will use the Internet for most of the resources. I will then search through the following search entries: Corporate Social Responsibility, higher education, student behaviour, student behavioural change, social media usage students/universities, sustainability communication, communication strategies, sustainability positioning, online behaviour students.

For the theoretical background it is most important to find academic and valid recourses. For this part of the report I will use at least 10 different sources. These sources include the ones listed above.

Field research

Besides desk research, field research will be performed to gather more than the already known information provided through desk research. The following research methods will help me answer the preconceived questions. I will use both qualitative and quantitative research so that I can test and analyse the knowledge and attitude of the target audience.

Qualitative research

In order to gain more in-depth knowledge about the university (internal analysis), I will interview one employee of the Sustainability Team. This way I can get full information on the company and the service they provide.

The qualitative research is done to gain elaborate information by reacting to underlying motivations, wishes and needs of the target audience. Through the in-depth interviews I am going to measure the reasons and certain attitude and behaviour of students. I will discover conscious motivations as well as unconscious motivations. It will provide information on what is happening within the target audience. These insights will then be processed in the
surveys.

When the characteristics of the current target audience are known through desk research, a series of 8 in-depth interviews with students will follow. A variety of different students (age, year of study, field of study) is desirable, this way the in-depth interviews give different inputs. Idealy I would like to interview four men and four women. Of each category I would like different ages as well as the level of their studies. For example:

- One male and female student in their first year of a bachelor degree (Science and Cultural).
- One male and female student in their second or third year of a bachelor degree (Business).
- One male and female student in their master degree (Science and Cultural).
- One male and female student in their master degree (Business).

This way I can test whether their field of study as well as level and progress in their study, says something about their view on sustainability within their education.

In order to analyse the in-depth interviews I will record the interviews and make eight transcriptions of these recordings. The findings will be concluded per person, all these conclusions will later from the most important results of the interviews.

**Quantitative research**

The insights from the qualitative research will later be processed in the surveys. In this way the questions of the surveys are refined and ultimately a bigger crowd retests the outcomes of the in-depth interviews. This can also be seen as a satisfactory survey, on a big scale. To deliver static and representative statements a big crowd is interrogated.

A qualitative survey will be held with 377 respondents. This number is based on the sample survey calculation (steekproefberekening) I have performed. The target audience consists of 18,167 persons (students who follow a course at Oxford Brookes University). An error margin of 5% is commonly used at a representative and trustworthy market research, according to marktonderzoek.punt.nl. The formula that I used to calculate the sample survey can be found below.

**Sample survey calculation (steekproefberekening)**

\[
\text{n} = \frac{N \times z^2 \times p(1-p)}{z^2 \times p(1-p) + (N-1) \times F^2}
\]

In this is:

- \(n\) = needed amount of respondents
- \(z\) = standard deviation = 1.96 confidence level of 95%
- \(N\) = population = 18,167 students
- \(p\) = the range/percentage of a certain answer = 50%
- \(F\) = error margin = 5%

The amount of 377 respondents appears representative in this qualitative research. In terms of the division of the respondents, all of them will be students, both male and female from all ages with a broad range of social and cultural backgrounds. Ideally I would like to question students with different ages and fields of studies. But seeing as it is quite a big amount of respondents I am sure that is going to happen.

The respondents will be reached through my own network and the database of the Oxford Brookes University Sustainability Team. My intention is to have a broad division of the population. The survey will consist of a questionnaire that will answer the pre formulated brand positioning and will be translated to the ultimate campaign positioning.

I will perform this singular select research in school and via email. This way every student has the same chance to take place in the research and the surveys will be reliable and thorough. At this moment students have no prior knowledge of the Sustainability Team. The
sample survey calculation shows us that a total of 377 respondents is needed to deliver a valid and generalised research. These factors show us that the internal validity is exempt, and the external validity is applied. I will do a trial survey with my supervisor and among the other members of the Sustainability Team.

I will need a tool to analyse the outcomes of the surveys through email. Thesis Tools provides a free service to make and hosts online surveys. The results can be processed in Excel. The results of the surveys I collect in school will be put down in Excel manually. The most important findings of the survey are concluded in text or in figures and tables.

To answer the fourth research question I would like to interview one expert on sustainable communication for corporations. During this interview I will invalidate the outcomes of the surveys to test how the expert interprets this.

Concept of table of content
This is the format for the chapters of the communication plan:

Letter of recommendation
Preface
Table of content
Executive summary
1. Introduction
   1.1 Bookmark
   1.2 Problem situation, statement and objective
2. Oxford Brookes University
3. Theoretical background (CSR)
4. Target audience
5. Trends and best practices (DESTEP)
6. Conclusion
7. Recommendations (communication plan)
   7.1 Communication target audience
   7.2 Communication objectives
   7.3 Communication strategy
   7.4 Means of communication

Bibliography
Appendix

Actual form of professional end product (f.e. advice, report, dummy, marketing plan)
The final form of the professional end product will be a communication plan. This will be realised after the research has been accomplished, analysed and interpreted. From this onwards conclusions can be drawn and the way to communicate the Oxford Brookes University Sustainability Team to their target audience in the best way possible will appear. This advice includes an extensive concept with preferred media means to contribute positively to the attitude of students regarding sustainability within Oxford Brookes
The marketing communication plan is written in commission of Oxford Brookes University and will serve as and advise for the Oxford Brookes University Sustainability Team. The professional end product will be handed in with the client.

**Time planning**

Below you will find a time planning which I will follow during the process of my dissertation. This planning is made to work as efficient and least time consuming possible.

**Appointments about supervision**

In the beginning of my research I would like to have weekly meetings with my practical supervisor. This way we can go through the status of my process regarding the dissertation. If needed, I can always keep in contact through email.

In terms of the appointment I will make with my academic supervisor, I would like to have weekly meetings as well. This will be through email, Skype or by telephone. To run things smoothly and in a well pace, I would like to have monthly feedback on my pieces. This way we will both know if I am on the right track.

**Bibliography**

To be able to answer the reconceived research questions I expect to use at least the following literature. The literature exists of resources on how to deliver research, execute a brand positioning and a marketing communication plan.

**Recourses:**


Riezebos, R & Grinten, van der J. (2008). *Positioneren: stappenplan voor een scherpe positionering*. Amsterdam: Boom Uitgeverij


Appendix II

Topic list students

Introduction
- The interviewer (goal of interview, confidentiality, privacy, method of working):
- The respondent
  o Name
  o Age
  o Area of study
  o Year
- The subject: what is the interview about? What is the reason of the interview?

Behaviour (general)
- Which media do you use on a daily basis?
- How many hours per day do you use these media?
- What do you think of communication by the university? What is your attitude towards it?
- Are you interested in this information?
- What are your preferred means of communication by the university?
- What do you think of traditional and digital media? Which do you prefer?
- What do you think of the social media the university uses?
- Would you like to be contacted through social media?
- Do you check the Facebook page of the university regularly?

Involvement
- Are you involved in any activities at the university? Society, student helper, etc.
- What is your motivation to do that? If not, why not?
- When would you consider to get involved in activities?
- How would you like to be approached for activities?
- How much free time do you have?
- How many hours per week would you be willing to spend on extra activities?
- How would you be persuaded to do extra activities?

CSR
- Do you know what CSR is?
- Do you support CSR within the university?
- Do you have affinity with CSR?
- Would you support CSR within the university?
- What is your current behaviour towards CSR? What is your motivation?
- Are you actively reducing your impact on the environment? Are you careful with water, energy, etc.?
- When would you consider being involved in CSR activities? What is your motivation?
- What would make you active and engaged in subjects of CSR?
- What are the desired characteristics of CSR in the university to you?
- What are the benefits of CSR in the university to you?
- Would you like to be contacted with different means regarding CSR?
- Are you more likely to be involved together with a friend?
- Would you make time for CSR activities?

Oxford Brookes University Sustainability Team (OBUST)
- Do you know the OBUST?
- What do you think they do?
- What is your attitude towards the OBUST?
- Do you know which subjects the OBUST supports?
- Which subject appeal to you? Water, energy, transport?
- Do you know any of the activities the OBUST carries out? Sustainability Week for example?
- Are you active with the OBUST? What is your behaviour towards the team?
- Can you think of incentives that would make you more engaged with the activities of the OBUST?
- How would you be persuaded to join the activities of the OBUST?
- How would you like to be contacted by the OBUST?
- Which means of communication would you prefer? Email or social media?
- How many hours per week would you like to do something with the OBUST?
- Why would you not be involved in activities of the OBUST? Are there any restraints?
- Would you persuade other friends to get involved in the activities?
Transcription of interviews

Transcription Niklas Bachmann 2-4-2014

C= Charley
N=Niklas

C= I told you a little bit about the goal of this interview. This interview will be processed into my dissertation and will be used as resource for it. Can you tell me your name and age?
N= Eh, I am Niklas Bachmann and I am 18 years old.
C= Ok, and what is your area of study and what year are you in?
N= I am only a first year of engineering, so I finished high school last year.

C= Hmm, Ok cool, ehm so I told you about what this interview is about. So we can just start with the first part of the interview. This is about your media usage.

N= Ok.
C= So which media do you use on a daily basis?
N= Eh, I actually use like my phone and the internet. So I don’t watch TV at all, I don’t listen to the radio at all.
C= Yeah.
N= I must admit that I don’t read the newspapers.
C= Hmm, Yeah.
N= So all the information I get is the internet.
C= Ok, and when you are on the internet do you use social media and email?
N= Yeah of course.
C= Yeah, and do you use anything else than email and social media? Apart from also internet for surfing.
N= Ehmm, whenever I come across an interesting article I read sometimes and I’m motivated enough eh, I will look at like BBC News and stuff eh, but mostly social media and email yeah.
C= Ok, which social media do you use exactly?
N= Mostly Facebook and YouTube. I don’t like the other platforms and on Facebook I can find everything.
C= And how many hours do you use these social media would you say? Per day? If you could roughly calculate?
N= Oh, a lot haha. Well yeah it depends on what I am doing on the days but there are days where I spend almost all day on the internet when there is nothing happening and there is days were like all the internet that I have is on the bus on my phone or so. It might come on to a couple of hours a day.
C= Yeah, but you check it regularly?
N= Yeah definitely.
C= Yeah ok, like the updates and everything.
N= Hmm.

C= Ok ehm in terms of communication from the university, what do you think about that? The emails you get for example or social media?
N= Ehmm ja, well I mostly the emails I get eh are not at all interesting to me but I like how close the, or how much the communication between the university and students take place.
C= Right.
N= So eh we get informed about all the activities, about the possibilities we have and eh this is very, I think it is so much different than from Germany.
C= Ok, that’s good to know. So would you say you have a positive attitude towards this communication?
N= Yes, definitely.
C= So are you actually interested in the information you get?
N= Ehmm, there is sometimes interesting information for example workshops that we can sign up on, but ehm there is so many emails or whatever like meeting the head of the department or lost hard drives or so that just don’t affect me so that is why I am not interested in those.
C= What do you do with it then? Do you just scroll through it?
N= Yeah mostly and then delete it.
C= Ok, so what do you prefer to be spoken by? Is it through email or maybe Facebook or Twitter?
N= I think it is mostly email, ehm I don’t have Twitter so I am never on Twitter. Eh I also subscribe to the YouTube channel of the university. Because there is sometimes interesting
video’s on there. But the most information I get and the most information I am interested in, I get via email.

C= Good, Ok. You already told me you don’t read the newspaper or watch TV, simply because we don’t have any of it, but do you still use traditional media? I mean what do you think about leaflets and handouts?

N= Well, the most leaflets we get are just about parties and so on and fairs so I am not interested in those. The most information we get and are interested on we get on Facebook.

C= Do you prefer digital media?

N= It’s much easier. Eh, and like you can just look and look through the article for keywords, eh, its free and you can have it everywhere. So yeah it has much more advantages than newspapers for example.

C= So what do, are you, do you like the Facebook page of the university?

N= I don’t know if I ever go there. No, I go to the Brookes website but I don’t really know about the Facebook page.

C= Ok ok, what do you think about a university using social media?

N= Its really great, I don’t know it comes next to my private life. I am interested in the university itself not only my department eh well the way that they contact me is not annoying but I get all the information on email that I need.

C= Ehm ok, and would you as a student like to be reached through social media? Through Facebook?

N= I think I prefer email because with Facebook I would just scroll through it and I would not look at it at all. And the email I see they address me directly and at least I see what the subject is about.

C= Ok Ok, what do you think about a university using social media?

N= Never.

C= Ok and why is that?

N= Because I did not ever recognize it and I am not that interested.

C= The next like topic is about involvement. Are you involved in any extra activities? Like a student helper or society? Or anything you can think of.

N= I think I only am in some society like the ale society and sometimes the film society but I think that’s it.

C= Ok and what is your motivation to do those things?

N= Well firstly it was mostly to meet other people like in the beginning of last semester. Because when I came here on Fresher’s Fair I just pretty much signed up for everything. And I got to know so many people and now the only society I still join are those who’s subject, those who have a subject that I like for example the beer stuff. So it is just for my personal interest and the people of course.

C= Haha, yes I understand that. So ehm and when would you consider being involved in activities?

N= Ah, just if it is fun. If the people are nice or if your friends join and you spend time with them. And also if the theme if you like that.

C= So it is really a social thing?

N= Yeah yeah definitely.

C= Ok perfect, so would you like to be approached for activities from the university?

N= Eh, I think the way they do it with fresher’s fair is pretty good because there is one day and you can see everything there is the whole variety. And after that, if they would ask me to join a society after that every week I would be so annoyed.

C= Ok, so exactly. So just one week so you can see what you like and then sign up rather than the whole year around still.

N= Yes for sure.

C= Ok that is fine, and so could you tell me how much free time you have? Like per week?

N= A lot.

C= Haha ja?

N= Haha jeah, let me think about that. I think I have around 12 hours lectures per week. But it really changes because sometimes I have three big assignments per week so sometimes I have week where I spend all my free time in the library and sometimes for example last week I was done with all the assignments so I had more free time.

C= Ok, cool. So if you think about activities. How many hours would you spend on that? Or invest in that?

N= Eh, depends on the sort of activity I guess. Because if it is something that I would do anyway like the beer thing, I could go there every evening, Eh but for other things I would I don’t know one or two evenings, but it really depends on the subject.
C= Ok so that is pretty clear. Can you maybe think of ways you would be persuaded into doing extra activities?
N= Eh, I think the most effective way is if my friends ask me to do that. Especially if they already are members of the society and spend time there, that would be a good reason to join as well. And furthermore when I have a personal profit out of it. If it is fun, if it looks good on a CV.

C= So the next topic is about CSR, I told you a bit about it. Could you tell me what you know about CSR?
N= Eh, I am not really interested in that. I don’t know that much about it. When I think about it I think about car manufacturers that they produce cars but think about the environment how they can improve that. So that is what I think about it.
C= Ok, So Do you support CSR within the university?
N= Definitely. Yes absolutely.
C= Ok, super that is great. And do you think it is important for you?
N= Yes I definitely think so because a big company or organization as the university is so big and can really do something about it and the way they influence the environment. Those are the major parts of the society that can change something. Not like me I can’t do that much but they have huge responsibility and can act towards that.
C= Yeah definitely true. And ehm, would you support CSR within the university?
N= Yeah why not? I think it is mostly like you don’t have any disadvantages so why wouldn’t you?
C= Yes that is true. And do you have a current behaviour towards CSR? Do you do something with it?
N= No not really?
C= And what is your motivation for that?
N= I am not really affected with this. I don’t have a connection with it and I don’t even know how to support this.
C= So, you don’t have any information about this from the university?
N= No not at all.
C= Haha, ok good to know. So are you active with reducing your own impact on the environment? Are you for example careful with water? Or energy? Or do you buy products that are organic or local?
N= I do my best do reduce energy and water consumption and stuff. On one hand for the environment but on the other hand for myself because I know it is cheaper.
C= Yes. And do you buy organic stuff? Or fair trade. Do you notice it when you are in the supermarket?
N= I do notice it but I mean if I could choose between organic and normal I would choose organic but it is really expensive and so then I choose normal. So I am not that aware of it.
C= Ok, ehm and when would you consider being involved in CSR activities? What is your motivation for that?
N= Eh, first I would have to know in what way I have to be involved in that and I don’t have any information on that so I don’t know that.
C= Ok I understand. Are there good things within the university of CSR?
N= I really like the idea of the Brookes bus that they have green busses and so on. I also like the power cuts they do in the halls. I think that is a very good thing on one hand it of course reduces the power consumption but also gives a sign to the people that they can be more careful. I then realised that they care about the way they get their energy and helps people to be more aware.
C= Yeah ok. And are there benefits to you personally when the university uses CSR?
N= Maybe. That I don’t feel bad and have a good conscience?
C= Ehm, and ok would you like to be reached with different means on CSR?
N= Yes, why not? If I don’t like it I can just ignore it?
C= Haha, yes I guess so. If you think about activities again. Would you be more involved if it together with a friend?
N= Oh yes definitely. I think that is probably the major part about the decision.
C= Yes I get that. And so if you are honest. Would you make time for CSR activities?
N= Haha, yes well if it is fun I would, why not. But if it is like maybe not to frequent I would also make time for it. But I guess if it is not fun and if I am not that interested I would probably be too lazy to do something with it.

C= Haha, yes ok. So well, let me see. The next part is about the OBUST. Do you know what this team does?
N= Never heard of it.
C= Ok, what do you think they do?
N= Well I guess they are involved with the green bus thing and to improve that. They probably also have arranged events and stuff.
C= Yes that is very well. And so do you have an attitude towards this team? Or you just don't know it?
N= Well I guess maybe they should make people more aware of it because people have never heard of it, like me.
C= Yes that is very true. So do you know which subjects this team supports?
N= I guess so like the bus things.
C= And what subject speak to you personally? Do you have affinity with energy or water or how it is processed or transport?
N= Ehm well all these things you just said. So I would totally support it. Like why not support it and I am so glad about the Brookes Bus. I just it all the time and they help the environment so everyone is happy.
C= Yes definitely true, so do you know the activities OBUST carries out? Did you know about Sustainability Week for example.
N= Haha no actually I did not hear about those things.
C= Ok important and why is that?
N= I have never seen any posters or so on Facebook or email and so.
C= So you are not involved with it as well?
N= No.
C= Ok, so now you know a little thing about the team, can you think about incentives to make you more engaged? Would you have to be truly interested or can they persuade you?
N= Well probably, I can’t think of any profit you get out of it except for that you feel good. I would join if my friends were in there and it was once or twice or so. If it would be twice a week or so I am not interested enough for that.
C= Ok, and if you would be reached, how would you like be reached through this team?
N= Hmm, probably email.
C= Ok and why? Do you prefer that to social media?
N= Yes because I feel personally addressed by.
C= Ok perfect. And how many hours per week or per month would you spend on this?
N= Well twice per month would be ok but anything more than that I am too lazy for haha.
C= And Ok are those the reasons why you would not involve as well?
N= Haha, yes unfortunately yes.
C= Haha, fair enough. And you mentioned joining with friends is important. Would you persuade them to join the team as well?
N= Yes definitely, that is a big plus for me.
Transcription Hannah Hagen 2-4-2014

C=Charley
H=Hannah

C= Thank you for having this interview, you know the reason of this interview is because I am writing my dissertation at Brookes. This interview will be used as a recourse and thus will be analysed later. So then, can you tell me your name and age please?
H= Yes, my name is Hannah Hagen and I am 21 years old.
C= Ok, what’s your area of study and your year?
H= I am a third year International Relations and Spanish student, so that is a combined bachelor.

C= Ok perfect, I think we can start with the first subject. This is about your media usage. If you could think about which media you use on a daily basis?
H= Well, I use social media ehm and well I use the internet for a lot of research and obviously for school and for leisure. I would use media in one way or another anyway to contact people or to surf on the web.
C= And do you also use a smartphone?
H= Yeah, unfortunately haha.
C= And how many hours per day do you use these media?
H= Well it’s hard to estimate but ehm all of them combined maybe I would say as much as four or five hours a day.
C= Ok, but you check it regularly?
H= I do, because I don’t have much choice with my phone, it just comes up every time there is something.
C= And what do you think about the communication from the university? Do you think it is beneficial for you or informational?
H= In terms of like emails I receive and stuff?
C= Yes exactly.
H= Well, yeah I find it convenient that I get certain things on email, so I really get the information handed on me straight. I don’t get everything through email, I have to find some stuff by myself on the website. Ehm but I can’t complain because I know I find it annoying also that I get everything through email, even stuff that doesn’t apply to me.
C= And what do you do with that? Do you throw that way or?
H= I don’t delete it, I just kind of read it really fast and then I put it in the pile of all my emails.
C= Ok, ehm so are you interested in the information from the university or only if it is applicable to you or your course?
H= Well, in terms of the grades and aim and the whole concept of the university I would be interested in. For instance that they are a Fairtrade university and that they are focussed on the environment that is something that I find interesting to know about even if it doesn’t apply directly to me. But obviously I don’t find it very interesting if I get an email about a society doing something at the student union tonight, which I am not a part of.
C= So what is your preferred means of communication from the university?
H= Well I’d say that the email personally I think once you are enrolled you have this email account so I don’t see why we can’t use this as communicative tool. I would rather use that than that my Facebook is being spammed by Brookes.
C= Do you use leaflets and handouts, like what do you do with that?
H= I could yeah, I pick them up and read it and then I would be informed. But I use the internet more I’d say.
C= Ok, so are you, did you like the Facebook page of the university?
H= Oh the Facebook page? Ehm to be honest I don’t know if I have really been there and looked at it.
C= What do you think about the university using Facebook?
H= Well, I guess it’s ok, ehm as far I am concerned Brookes has a bunch of different sites though. Don’t they? Well I have never been there.
C= So you don’t check that page regularly?
H= No, no if something would come up in my newsfeed I would check if it applies to me and maybe I would go there but I haven’t done that before.

C= Ok perfect, so then are you active within the activities of the university? Like a society or student helper?
H: Well I used to go to a few of the activities, like the Ale society, but not much further than that. I am involved in the Oxford Union so that is definitely an extra activity. And I play handball in their team as well.

C: So ok, what is your motivation to be in these clubs or activities?

H: Yeah I find the Oxford Union interesting because they bring a lot of topic on world politics which is what I study so that is really interesting for me. But also it's the accessibility to their library for instance and it is a nice environment. And it is a good Oxford experience.

C: So, if we talk about Brookes’s activities, when would you consider being involved in activities?

H: I think for me, yeah I would definitely do it to meet people because I have this interest for myself. I wouldn't think about the CV at all. But just because of my personal motivations and them maybe if all of my friends are doing it, that would be great. So then it would be a social thing as well.

C: So how would you like to be approached for activities?

H: Well I guess it would be much more when you know who is doing it also. I have difficulties going and doing something by myself so if I know people are going there that would make it easier.

C: So, how much free time do you have?

H: Well, that is difficult to say, I don't find I have a lack of free time. I manage just fine. In the middle of the busiest time of the term. I would say a few hours a day, I would always find time though. Haha I am a bad student because I can always find time for things haha.

C: Ok, and how many hours would you do activities like, per week?

H: Well I know now it with Handball it is three times a week and approximately two hours per time so that is quite a lot I would say, but then that also is my exercise. That is a good amount and I always have time for. But extra to that again I don't know if I could do something, well yeah maybe like twice a week or something.

C: And could you think of ways how you would be persuaded into doing extra activities?

H: Hmm, well like I don't need to be persuaded into things I want to do, for instance if it was extra and a nice activity I would have to be persuaded. But if it is with a group of friends maybe like a social thing it would be easier to go yeah.

C: Ok, so now the next subject is CSR. You know quite a lot about that I think, could you tell me what you know about it?

H: Eh, well I don't know that much about it. It is important in terms of large corporations having a lot of power and money so obviously it is important for them to set an example because they do affect politics and the environment. So they can make a change and just being about sustainability and thinking forward in terms of the environment, they have a lot of power to do so. Which makes the knowledge about CSR in general very important.

C: So do you have affinity with CSR?

H: Well, ehm I have I mean I am twenty-two years old so I have never been a part of any large company so I think CSR, the responsibility of the corporations so of course it is important. But yeah I have affinity with it, I am against large corporations in terms of politics also.

C: So do you support CSR within the university?

H: Ehm well yeah I think it is very important. That is one of the things that Brookes is doing very right. As far as I know they are very environmentally right and very oriented towards it which is a huge plus for my personal case. I think it is important that they use their expertise university wise, they research a lot and they have a lot to say and like the professors must have a lot of knowledge on this subject so that should inflect the environmental case as well.

C: So do you at the moment have motivations to carry out certain behaviour on CSR? Are you active with reducing your own personal impact?

H: Personally I am doing a lot of stuff but I think it is not up to individual people. I mean it is awesome if you are a vegetarian, which I am. And it is great if more people live a certain sustainable lifestyle but it is still relies on policy making and politics. So it has to go higher up into politics and the big guys who can make decisions. But yeah I would always choose organic food but then I am also sceptic when I buy organic food in Tesco, I mean I don't know anything about Tesco so then is that really organic and so on. But I am very aware in terms of sustainability and animal rights.

C: Do you also consider energy waste or water waste? Are you careful with the usage of those things?

H: Yeah well I think about it. As a habit I think I am pretty good with not wasting water. And I try to tell my housemates as well.

C: When would you consider being active with CSR activities?
H= I am willing to do that every day from now on or from before. But that is just my every day choices. So I already do that, kind of.
C= And what is your motivation to do that?
H= Well, that is a good question because it really doesn’t come down to the fact that I want to live in a perfect green world but I think it is about the whole general idea that we are not in any way, we don’t have the right to be the superior species and we can own everything. We should consider nature and it’s recourses a lot more than we do now. It is about universal awareness and what we can do to prevent that. I think it is our responsibility to care for the world. I don’t think that huge, capitalistic corporations are the way forward.
C= Can you think of desired characteristics of the university that they carry out now?
H= Ehm well yeah I think the whole idea of the green approach that is very positive. They have recycle bins everywhere and they claim to be Fairtrade. Although I would actually like to know what that actually means but yeah that is very good that they have that focus. I think they are doing pretty good. Also in the halls with the water waste, the sinks go off when it is on too long and things like that make a good image.
C= Ok, are there benefits for you personally in these activities?
H= Yeah I would say it is beneficial to everyone. I would say everyone need to be more responsible. But for me it wasn’t new. But it was alluring to me that Brookes has that focus. But I haven’t gained extra knowledge because I already knew about those topics.
C= Would you like to be reached through communication on topics of CSR?
H= Yeah I would say, I think it would be good to know about more information on that, always. It is a huge issue that most consumers don’t know what they support when buying certain products. We might think we know what we are buying and doing the right thing but then no one knows whether it is actually true. It is important that corporations inform us about their choices so it is important that they reach out.
C= Ok perfect, so the next subject is about OBUST. Do you know this team?
H= Eh, no I don’t know them. Who are they?
C= Well haha if you could think about what they do?
H= I would think they kind of imply on their bosses and the policy makers to be more sustainable and make better choices. But I would think that they have minimal amount of power so their job is to inform kind of, make sure that everyone is informed. Make a green image of the university.
C= So you don’t have an attitude towards this team?
H= No, no I know too little about them. I would like to know more though.
C= Do you know which subjects they support then?
H= Well no not really, no sorry. I would hope they support all of it and improve everything but as to what they prioritize I would not know about that. I know the Brookes Bus that’s what they do.
C= So for you personally what subjects speak to you?
H= Ehm well I have a bike and I would like to see everyone cycle but haha since that is not possible it is good that the busses are there. And I am not that good with technicalities of it but I would like to see the food in the canteens being more local and better processed, shortly sourced.
C= So you already mentioned that you don’t know the activities the team carries out. Did you for example know about Sustainability week?
H= Yes I heard about it. Much thanks to you. But yeah that was one of the things I was communicated with by leaflets. Unfortunately I did not attend.
C= Do you know why?
H= I guess it was an issue of time and having lecturers. Or not prioritizing it. It wasn’t like I was very much informed about it, I knew about it but I didn’t know that it was important or anything.
C= Can you think of anything else that they might do?
H= Well yeah no not really. I would like it when teachers incorporate that into every field of study and implement it with teachers and their way of teaching, that would be very motivational. Sustainability throughout all the courses.
C= Are you active with this team?
H= No not really no.
C= So you don’t have a certain behaviour now towards OBUST?
H= As I said I don’t know much about them so I don’t have certain opinion.
C= Can you think of incentives to make you more engaged?
H= Well, if they would be bigger and if they had a bigger voice you would be more engaged anyway. If they made more of themselves you wouldn’t have a choice.
C= Yes fair enough. Then how would you like to be reached by the OBUST?
H= Well maybe in school, that they are more present in school so I mean face-to-face. To start with.
C= And which communication would you prefer they use?
H= I guess email because it is more personal. And Facebook is so big and you see so much that it can easily get lost.
C= Ok, and if you would be active, for how many hours would that be?
H= Well it depends on what I would be active for, I mean what would the actual activity be? But I guess like twice a month or yeah, yeah maybe weekly but it would depend on what we would do.
C= Ok, and when would you not want to be active with this team?
H= I think when I wouldn’t have time I would not prioritize it. I mean we are in a busy term then it is really hard to do extra thing on top of your already extra things haha.
C= Ok yeah, and would you persuade other friends to join?
H= Yeah maybe I would but I’d have to know that first. Of course it is more nice to do with friends but if they are not interested I can’t persuade them.
Transcription Nick Hawkins 1- 4- 2014

C= Charley
N= Nick

C= So thank you for having this interview. You know a little bit about the goal of this interview. This interview will be processed into my dissertation and will be used as resource for it. Can you tell me your name and age?
N= Ok, My name is Nick Hawkins and I am 23 years old.
C= Ok, and what is your area of study and what year are you in?
N= I study Business and Economics and I am in my third year.
C= Hmhm nice, ehm so I told you about what this interview is about. So we can just start with the first subjects, this is about your media usage.
N= Ok
C= So which media do you use on a daily basis?
N= Ehmm, I use Facebook and email quite a lot. I like Instagram but I don’t really use it that often anymore. I do use Snapchat more than I would like to admit. In terms of news and such I read the New York times online, as well as the BBC news.
C= Yeah, and do you use your phone or laptop or do you also buy newspapers?
N= I must admit that I don’t buy newspapers so all the information I get is on the internet through either my phone or laptop.
C= Ok, and when you are on the internet you mentioned you use social media and email?
N= Yeah of course.
C= Yeah, and do you use anything else than email and social media?
N= Well yeah for school we have to research a lot through databases online to find articles. Also the Guardian is a good source which I like to read.
C= Ok, and how many hours do you use social media you would say? Per day?
N= Oh, haha. That is a tricky question because I think it is always on, and therefore get messages whenever something happens. But maybe like 3 to 4 hours a day?
C= Yeah, that seems fair. But you check your Facebook and email regularly?
N= Yeah definitely.
C= Yeah ok, like the updates and everything.
N= Yeah, also because you know when you are bored, why not just check your messages or newsfeed?
C= Yeah, that is true. In terms of communication from the university, what do you think about that? The emails you get for example or social media?
N= Well yeah for school we have to research a lot through databases online to find articles. Also the Guardian is a good source which I like to read.
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N= Well yeah for school we have to research a lot through databases online to find articles. Also the Guardian is a good source which I like to read.
C= Ok, and how many hours do you use social media you would say? Per day?
N= Ehmm, I use Facebook and email quite a lot. I like Instagram but I don’t really use it that often anymore. I do use Snapchat more than I would like to admit. In terms of news and such I read the New York times online, as well as the BBC news.
C= Yeah, and do you use your phone or laptop or do you also buy newspapers?
N= I must admit that I don’t buy newspapers so all the information I get is on the internet through either my phone or laptop.
C= Ok, and when you are on the internet you mentioned you use social media and email?
N= Yeah of course.
C= Yeah, and do you use anything else than email and social media?
N= Well yeah for school we have to research a lot through databases online to find articles. Also the Guardian is a good source which I like to read.
C= Ok, and how many hours do you use social media you would say? Per day?
N= Ehmm, I use Facebook and email quite a lot. I like Instagram but I don’t really use it that often anymore. I do use Snapchat more than I would like to admit. In terms of news and such I read the New York times online, as well as the BBC news.
C= Yeah, and do you use your phone or laptop or do you also buy newspapers?
N= I must admit that I don’t buy newspapers so all the information I get is on the internet through either my phone or laptop.
C= Ok, and when you are on the internet you mentioned you use social media and email?
N= Yeah of course.
C= So do you prefer digital media then for communication from school?
N= Yes also because it is so easy. Everything is free and you can cluster your things and just filter what you like and don’t like.
C= So did you like the Facebook page of the university?
N= Well because the info they provide doesn’t do anything for me. So when I want I can go to the page but otherwise I don’t want to be bothered by it.
C= So you what do you think about the university using social media then?
N= Actually I think it is quite good. And people can be involved if they want and if they provide useful information then it is nice.
C= Ehm ok, and would you as a student like to be reached through social media? Through Facebook?
N= Personally not really. Like I said if I want something I will get it myself. Because the university doesn’t know what I want I prefer not to get all the random messages. That is the good thing about Facebook though that I can just choose for myself.
C= Ok Ok, so do you check the Facebook page of the university? Or you just said that you don’t.
N= No but if I need something I will go there so that is useful.
C= Ok, so then the next topic is about involvement. Are you involved in any extra activities? Like a student helper or society? Or anything you can think of.
N= No, I was in my second year though, a student helper. It is really fun and you meet a lot of people. I just figured I wouldn’t have much time for that this year, which is true so I am happy I didn’t do that. But no I was never a part of a society.
C= Ok and why are you a student helper? What was your motivation to do that?
N= Well firstly it was mostly to meet other people. My friend did in his first year and I remembered he met a few people who became friends. So I though why not try it and I worked out good.
C= Haha, ok, so mostly to meet other people?
N= Yes definitely.
C= Ok I understand that. So ehm and when would you consider being involved in activities?
N= When would I consider? Well if it is with other people or to meet other people. Or if it is my own interest to do so. I was in a handball team also that was because I really like playing.
C= Would you say you do it because of social reasons.
N= Yes for me it was.
C= Ok perfect, so would you like to be approached for activities from the university?
N= Ehm well, you know maybe yes but not to many? I mean I mostly find that if you really want something you will go and get it yourself. You can check out the societies on the website and so yeah. To get people aware of the things that are going on than yes that would have to be promoted. But as a third year I am not that interested in the extra things anymore because you have your friends and your life already.
C= Ok, so exactly. I think I have the same. In terms of free time. How much do you have?
N= Haha probably more than I should have. It depends though also on the semester. Sometimes I have to do so much I can’t do anything nice. But on a normal week I’d say about well 4 hours a day. That is without time for exercise and so.
C= Ok cool, so then if you think about activities. How many hours would you spend on that?
N= Ehm, depends on the sort of activity. I do sports, but I don’t consider that an activity outside of school, that is just my own life. But then things like student helper I would do that once a week. That is more than enough.
C= Ok so that is pretty clear. Can you maybe think of ways you would be persuaded into doing extra activities?
N= No for me personally, it is really about my own interest. If I want I will do it but not because I get something out of it. Yeah maybe if it is together with my friends.
C= Yeah well since I study business, I know CSR has become more important in recent years. It is about how business operations can lead to a better impact on environment so actually how business operations can be improved. The obligation of companies to mind the environment and be sustainable to its stake and shareholders. If that is not to economically said?
C: Haha, no that is fine. So do you support CSR within the university?
N: Definitely yes. I think for any company the size like this it is important to consider environmental issues. Small companies also but the bigger the company the bigger the impact. That is just it.
C: Ok, super that is great. And would you say it is important to you personally?
N: Yes would definitely say so. However I know that when it comes to sustainability I might be rather cost expense that is cut on but overall I'd say I am interested yeah.
C: Yeah ok, so would you support CSR within the university?
N: Yeah like if it is easy and such definitely.
C: Do you have a current behaviour towards CSR? Do you do something with it?
N: Well that is hypocrite haha not really. It think it is interesting but not that interesting that I am active for it.
C: And what is your motivation for that?
N: Well, I am not really that interested. I am busy with writing my dissertation and even though I try to use less water and be careful with food and such I don't do much else.
C: So, you don't have any information about this from the university?
N: No not really.
C: Ok, ok. So are you active with reducing your own impact on the environment? You just said you try to be, a bit?
N: Yes definitely in the house where I live. But that is also for economic reasons, it is just cheaper.
C: Ok, ehm and when would you consider being involved in CSR activities? What is your motivation for that?
N: Well, I would have to know what to do in order to be involved and right now I don't really know what the university does about that so.
C: So you would need more information about it?
N: Yeah I guess so, yeah.
C: Ok I understand. Are there good things within the university of CSR?
N: Yesp I think it is really good that they invested in the Brookes Bus. Even since they made them like run on green energy. A very good service for both students and staff. I guess some of the things in the new building are made from like recyclable waste and everything so that is good. Yeah I definitely support all those things within the university. I just don't know if students are that ware and if they care to much but oke.
C: Yeah well yeah me neither but we will see haha. And are there benefits to you personally when the university uses CSR?
N: Ehm not that I can think of. Well yeah I mean if the university delivers good impact I also do because I go to this university.
C: Ehm, and ok would you like to be reached with different means on CSR?
N: Ehm, yeah maybe. Like I said I filter my own information but yeah I guess it is good that they would give information about that.
C: Ok, so if you think about activities again. Would you be more involved if it together with a friend?
N: Oh yes definitely. Although I think my friends are not that interested in this but it is more easy to do with friends yes.
C: Ok, Would you personally make time for CSR?
N: No, haha I can say that right? No honestly because I am too busy right now.

C: Haha, yes ok. So well, the next part is about the OBUST. Do you know what this team does?
N: No I do not.
C: Ok, what do you think they do?
N: Well I am guessing they do things concerning sustainability? Haha yeah they must be busy with improving the impact and ways to get students to help.
C: Yes well done. So do you have an attitude towards it? Or you just don't know it?
N: No not really. No I have no attitude.
C: So do you then know which subjects the team supports?
N: No, I do not know but I would guess the Brookes Bus, and things around the new building. Also maybe in student halls and the recycle bags.
C: Ok, and what subject speak to you personally?
N: Ehm well I deem energy waste very important especially when you know what company’s produce and use you are bound to have an opinion on that. So for me that is important and maybe water reduction as well.
C: Ok, and do you know any of the activities OBUST carries out?
N= No I can’t say I do. Well I know a bit more now but not before this interview.  
C= Why do you think that is?  
N= Well because I never hear about it. They are not that active like physically in school. And then through email I would not read it or Facebook. So maybe that is the problem. If people don’t look into those media then where are they?  
C= Ok important, that is true. So can you think about incentives to join the team?  
N= That just comes down to being truly interested.  
C= Could they persuade you?  
N= No not really. Haha I am sorry that is a bit negative but I am just so busy.  
C= Ok, and if you would be reached, how would you like be reached through this team?  
N= Ok, if haha then through email.  
C= Ok and why? Do you prefer that to social media?  
N= Yes because I feel personally addressed by.  
C= Ok perfect. And how many hours per week or per month would you spend on this?  
N= I think well twice a month would do.  
C= Ok and the reason for not being involved?  
N= Lack of time, lack of interest and definitely lack of information.  
C= Haha, fair enough. And you mentioned joining with friends is important. Would you persuade them to join the team as well?  
N= Yes I think so if I knew they share the interest yes.
**Transcription Synne Akselberg 2- 4- 2014**

C= Charley
S= Synne

C= Could you tell me a little bit about yourself? Your name and age and study?
S= Yes, I am Synne Akselberg I am a first year student studying Film and History. I am twenty years old, almost twenty one and yes that is it.
C= Ok, perfect, so I told you about the reason of this interview. It will be recorded to use as a recourse for my dissertation. This interview will be analysed and the outcomes will be further processed.

C= So let's start then, which media do you use on a regular basis? Like daily.
S= Yes, well I use my phone and my computer.
C= Ok, and then what do you use on these devices?
S= So ok, I use email of course and social media like Facebook and Snapchat. I also listen to music on Spotify and Viber to call with my mother in Norway.
C= Ok, and how many hours per day do you use this?
S= On everything?
C= Yes haha.
S= Ok haha, a day wauw that must be a lot. Well excluding listening to music that would be around four hours.
C= Ok yes, but and you check it regularly?
S= Yes definitely my emails, because my mum sends me emails a lot. And Skype also.
C= And if you think about the communication of the university. What do you think about that? Like the emails they send and maybe Facebook.
S= I check the email from uni on a regular basis as well, although I haven’t done that in a while.
C= Do you also use the social media from school? Like the Facebook page from the university?
S= Eh well, yes I use it to use it to communicate with my groups for Film lectures. Because it is easy to get in touch with them. And I liked the university page so I get updates. They are not that useful though, it is more like extra information about events and this and this. Sometimes it is nice.
C= So are you interested in the information you get?
S= Yes through email it is very useful, because it has got to do with my course and it is more direct. With information about the course which of course is good because you have to know this. And it is more professional than Facebook.
C= Ok, and which would you then prefer? Email or Facebook?
S= Email definitely.
C= And why is that?
S= Because I don’t know I take it more serious when it is from email. Because it is more really about my course whereas Facebook is extra things that are not that necessary.
C= Do you still use traditional media? Do you read newspapers and stuff?
S= Ehm yes but that is through internet. Because it is super handy to have everything on your laptop or mobile. I like to read books though and I prefer text books and paper copies.
C= Ok, and in terms of communication do you like getting leaflets and hand outs or do you prefer to get thinks digital?
S= No I like hand-outs. It is nice to have printed things to have like concrete things to actually hold. Ehm, but then as I am on Facebook a lot it is very affective to notice it more when it just popes up you know to see the real thing.
C= Ok, and so what do you think about the Facebook page of the university? In general what do you think about communication through social media from a university?
S= Ehm I don't know, if I think it is that useful. Because they use lot like have a great weekend and stuff. It is kind of more nice than useful. If there are any events that I am interested in it is nice to have the opportunity.
C= And would you like to be reached through social media?
S= Ehm, yes for the social stuff. But for the important info for course stuff I like that it is through email so you can distinguish social and not social.
C= Ok, and would you then like to get not serious info through email.
S= Yes we already get that now as well. Which is fine because you can scroll and decide if you want to keep it or not. If it is too much though that would be annoying.
C= Yeah haha I understand. And do you check their Facebook page regularly?
S= Yes.
C: So ok perfect, we can go on to the next subject then. Are you involved in extra activities within the uni? Like a society or student helper?
S: No not really. I am going to look into it next year. I did start to look at the history and film society. And I went to the Ale society.
C: Why didn’t you go to the history society?
S: I don’t know I think they are that active. They were more active in the beginning than now so I wasn’t that pushed into it. But I am going to do something next year.
C: What is the motivation to do that then, why don’t you do it now and why are you doing it next year?
S: Well, I feel that now it is a bit late to do that, because the semester is almost over. So I am going to try, because I heard lots of people saying they really made friends for life in these societies. But it has to be an active society because otherwise the interest loses too quickly.
C: So would you join a society for social stuff?
S: Yes definitely.
C: When would you consider being involved in activities? When it is social or in other ways beneficial?
S: Yeah definitely if it is both like social and benefits my CV. But mainly I think it is for social reasons and the other stuff is extra.
C: Ok, yeah. And so how would you like to be approached for activities?
S: The Fresher’s Fair was quite useful.
C: Would you like to be approached later in the year as well?
S: Yeah maybe in January as well when semester starts again.
C: Ok so, ehm how much free time do you have per week?
S: Well I have got more time this semester. Because I have one less module so it depends ehm let me think. It depends when I am doing work. I have a lot of free time though.
C: Ok and how many hours would you spend on activities?
S: Yeah well it kind of depends but I think I could do it once a week. I have always one day of or in the weekends, so yeah once a week.
C: Could you be persuaded into doing extra activities?
S: Hmmm, haha ehh I don’t know the people who, like last year I went to the history and film that interest me if interested me. If they have like big posters with bright posters if it is appealing and looks alive. And if they have sweets that definitely helps. Just like free stuff.
C: Haha yeah perfect. So I already told you a bit about CSR. Could you tell me what you know about it?
S: No I don’t know anything about it.
C: Ok (… brief explanation), do you support that within the university?
S: Yeah definitely, it is an important case.
C: Why?
S: Well the environment interest me and I feel that it is important. So whatever the university can do about that especially because it has lots of power to influence other corporations as well it can set a good example. And I would want to be a part of that, and it is lots of… the bins they have that is good. And it is up to you to do something with it but it is very good that they provide these things. Also in the halls where I live.
C: So would you support CSR within the uni?
S: Yeah, yeah I think so. Like in terms of activities maybe, it depends if I would have time and if there are other societies. Although I feel that it is important I am not that interested in the CSR.
C: So what is your current behaviour towards sustainability? Do you do something that are positive?
S: Yeah I recycle the different bins and I freeze food and eat left overs instead of throwing it away.
C: What is you motivation to do those things?
S: I don’t know it kind of has become a routine. It is just there so why not use it? And the food is economical as well. But I try to be aware of the environment and what we can do.
C: So, are you active with reducing your impact? Well you just said you are so?
S: I could be probably more active.
C: So do you do those things because it is beneficial in two ways? Like you want exercise plus then it is also good for the environment so you walk?
S: Yeah, yeah definitely. It is always plus plus.
C: So when would you consider being involved like what is your motivation to do stuff for CSR?
S: Ehm well I guess ehm, it could help to get more people interested if they combine it but maybe the environmental benefit is not enough for most people. So maybe if they add something in could be beneficial to get more people interested.
C: So what would make you active and engaged?
S: Well the main thing is when you talk about environment. Kind of it is important to be positive. Like it is doomed anyway does not help. It could be motivating to know that you part really does help.
C: So when you think about the uni and sustainability what is a desired characteristic?
S: Hmm super difficult. Well maybe they need to show what they actually do with it. Like they could prove it. And they gave coffee mugs that you can re-use. But I talked with many people and no one knew where to get those things. So definitely by making those things more available would be good.
C: Ok, and so can you think of a benefit of things to you personally when using CSR?
S: Well with the mug thing, you get 10% off a well. So well students are poor so you have to make it cheap so they can buy it as long as you get a deal or something it would get more people interested.
C: And would you like to be reached according CSR?
S: Ehm well maybe, then again it might be too much that you get annoyed and you want them to stop nagging. It might be too much. On Facebook would be good because you can just scroll through it and just see what you do with it.
C: Are you likely to be more involved when it is with a friend?
S: Yes it would be more fun definitely.
C: And why is that?
S: Yeah you have somebody you know to kind of make it more fun, and then you could also meet people and it is always more fun.
C: Yeah true, so would you make time for CSR activities?
S: Ehm Yeah I think so, if I am interested enough. Maybe if I have time and they can get me interested.
C: So oke yeah perfect. The next subject is about the OBUST. Do you know this team?
S: No I had no idea.
C: So if you think about this team what do you think they do?
S: Well I don’t know haha come up with ideas to help the environment. Maybe try to recruit people?
C: So you don’t have an attitude towards it?
S: No not at all.
C: Do you know which subjects they support? Like energy or water?
S: No.
C: Well I just said to haha but other than that?
S: Haha yeah well no not at all.
C: Did you know that the bus was a part of it?
S: Oh yeah no I didn’t know.
C: What subjects speaks directly to you? What do you think is important?
S: Well yeah I really like the bus, because it is free and such a good service. And walking is nice. I don’t cycle. But the energy and water things are helpful and can make a small difference so I like that.
C: So do you know about the activities this team carries out?
S: No not at all.
C: Did you know about Sustainability Week?
S: Well no I might have read or got an email about it but I only click on them to delete them haha, because I know which emails are important. I read it sometimes but I am not intrigued enough to click on it.
C: So oke oke, so you are not active within this team?
S: No.
C: And do you have a certain behaviour towards it?
S: No I don’t know anything about it so nope.
C: Ok, so can you think about invitations to make you more engaged? Like things to get you involved?
S: If there is something in it for me, like discounts or free stuff. Like I am a student so I need discounts haha.
C: Ok get the free stuff heh haha. So and how would you like to be reached with this?
S: Maybe more through Facebook than email, because on email I just click on the next email that is more important because I haven’t got time to read all of it. Might be the same on Facebook as well but because it is more social as well.
C: Ok perfect. And how many hours would you be active for this team?
S: It really depends though, but I guess once a week.
C: And why then would you not be involved with this team?
S: Yeah well if I haven’t time and have to prioritise other things.
C: Yeah that seems fair enough. And so would you persuade friends to join?
S: Yes if I knew they were interested as well and liked it, I would. It is more fun to do with friends anyway. So that is good.
Transcription Sam Morkins 2-4-2014

C= Charley
S= Sam

C= Can you tell me your name and age please?
S= I am Sam Morkins and I am 25 years old.
C= Ok great, and what do you study and what year are you in?
S= I study a Master of Business Administration.
C= Ok, well thank you for having this interview. This interview will serve as a resource in my dissertation and will be analysed and used as such.

C= So we can go ahead with the first question, which media do you use on a regular basis? That means daily.
S= Well let my think, I suppose I use it very frequently but media, ehm well definitely Facebook, Twitter, Instagram in terms of social media. Then email and news resources like the Telegraph and BBC, on the internet. Furthermore I watch TV and listen to radio in my car.
C= Ok perfect, and how many hours per day do you use the various media?
S= I’d say about 5/6 hours all combined.
C= Yes ok, and what do you think about the media the university uses. Their website, Facebook, Twitter and emails?
S= I think the website is very useful to browse and look for information. I use that quite often. Then the Facebook I have liked but I don’t go their own my own so only when I see an interesting article or post. I use the Brookes email to get in touch with teachers and related course work so that is quite informative and definitely a good source.
C= And do you think the information is interesting?
S= Yeah I’d say fairly interesting. My course related information is always interesting and I am happy to get that, because I would forget so many things otherwise. The Facebook though I can’t really say because I haven’t been there in a long time. I know the informal posts they do and I don’t think that is interesting but I can see why they posts those things. To get students more involved and to be present with the students so that is fair enough.
C= Would you prefer any of the two in terms of communication? Email or Facebook?
S= I personally prefer email because it is more clarifying. You can order you stuff and choose what to read and what not.
C= Do you use leaflets and hand-outs when given to you?
S= Not really. I must say I am not that much in school because I am writing my dissertation at the moment so no not really. If I would get flyers in the past I’d chuck them immediately so I am not the person for that really.
C= Do you prefer to get information digitally?
S= Yes definitely. It is so easy and everything is together there, so yeah.
C= Ok, and what do you think about the university using Facebook?
S= Yeah well like I said, I understand that nowadays also universities want to be present on social media with their audience. However the point of using it seems not that important I mean no one would miss it if it wasn’t there so then it is hard to be an active page I can imagine for the university.
C= Haha yeah you might have that right yeah. Would you personally like to be reached through social media?
S= Ehm for school? Not that much. I prefer the more formal way of email. Also I am not that active on Facebook anyway so it doesn’t really interest me that much.
C= Ok, that is pretty clear. And do you like the Facebook page now? Do you go to their wall?
S= Yes I have liked them and I go to the wall whenever I see something interesting. But otherwise no I don’t go there.

C= Ok, very well then. The next subject is about extra activities. Are you active within the university? A society or student helper?
S= Well no I am not part of a society. I am in the rowing team tough so that takes up a lot of time, even now with my dissertation I don’t really how I manage but yeah I do that.
C= Ok, and what is you motivation for that?
S= Well I have been in the rowing team since I got here and for me it is about the exercise as well as the social part. It is really fun to be in a sports team as you get really good relations with everyone. So that is my major motivation to do that.
C= Ok, and would you consider being involved in other activities?
S= At the moment not, because I have very little time. If I was a first year or second, I would yes.
C= Say if you were in other activities or you wanted to take part, how would you like to be approached for these activities?
S= Well probably through email. To see updates of new societies or events that the university host. Probably through friends as well because we share interest and if they want to do something we can do it together.
C= Ok perfect. Then how much free time to you have per week?
S= Well not that much to be fair. The rowing takes up a lot and my dissertation as well so yeah like 2 hours a day.
C= And how many hours would you want to spend on activities?
S= At the moment that would be none haha.
C= Haha, ok that is good to know though. If you would be persuaded into doing activities, how would that be?
S= Probably throughout my friends. They can be persuasive haha. Yeah but to do something together is well nice. Then also it would have to have my interests of course.

C= Ok cool, so yeah do you know something about CSR?
S= Yes I had a minor in my business bachelor concerning CSR. So I know a fair bit about it yeah.
C= Ok, so then do you support it within the university?
S= Yes definitely. I think Brookes is very modern in its way of looking into sustainability. Although the issue itself is quite old it is relatively new for a university to include it into its business operations and thus communicating about it.
C= Ok, and are you yourself active with CSR? Reducing your own carbon footprint?
S= Well to be honest I do mind certain things like being careful with water and my energy usage. But that is also because I live in a shared house and our bills can be ridiculous. So yeah I mind that. But I could do more about certain things like buying better processed food or not driving a car but cycling.
C= So then why do you still do those things?
S= Well I guess I am lazy in driving my car and it is just so convenient and easy. Also my parents pay my car so for me it doesn’t costs anything. That would be the same with buying normal food instead of organic and locally sourced food. I am a lazy person so when I go to the supermarket I am not bothered to look for better food.
C= So then, are you active with reducing your impact?
S= Not really no.
C= So what would make you more active and engaged?
S= Well probably if I would have an intrinsic motivation to carry out or help the environment. I mean I think it is important, don’t get me wrong but other things are just more accustomed and easier.
C= Ok, so yeah well that is definitely good to know. So what show desired characteristics to you in CSR?
S= Well I guess the way they are handling their decision making at the moment is pretty desirable for a university. It think that is very good and it makes me as a student proud to be studying here.
C= Ok, and well if you were interested in improving your own contribution to CSR, how would you like to be approached for that?
S= Well I guess it would be trough the means of email and yeah email. Facebook is not that important to me so that would be email.
C= Ok cool. Then would you be more involved if you could join things with a friend?
S= Yes I think so, if they would be interested yeah I would, why not?
C= Ok, and so would you make time for CSR?
S= At the moment no, I am too busy.

C= Ok that is understandable haha. So then do you know the OBUST?
S= Yes actually I heard about that when they had this week.
C= Sustainability week?
S= Yes, yes that’s it. Yeah I was in school and I got a flyer then I noticed this team.
C= Ok and do you know which subject they support in terms of CSR?
S= Yeah well the Brookes Bus so that must be transport. And I saw that they had like several days where they highlighted each subject like water and energy and food. So yeah that must be it.
C= Yeah perfect, and then which of these speak directly to you?
S= None, nooo haha joking. I personally think the energy thing is important because we
must use a lot of that and natural recourses seems to be running out and we actually did a
project on that last year so yeah I think that is well interesting.
C= Ok, and do you I mean are you active for this team?
S= No not really, when I got the flyer I thought, well that is a good idea, but I had rowing
practise so I could go to their event.
C= Ok, and how many hours would you be active for this team if you could?
S= Well if I wasn’t in the rowing team and I would have more time, maybe monthly? Yeah
that seems fair.
C= Ok ok, so that is why you would be in this team then? Because of time?
S= Yes and the subject doesn’t speak to me that much. I mean I think it is interesting but still
I wouldn’t have much motivation to go.
C= And why is that?
S= I guess because I don’t want or see a future for myself in this. I mean if it would apply to
my study or something than at least I would go for that but no that is not the case.
C= Ok, fair enough. So would you persuade your friends in going?
S= Yes if I would be interested then surely.
Transcription Emmi Hanhimaki 1-4-2014

C= Charley
E= Emmi

C= Well, thank you for having this interview with me. You know I am writing my dissertation and this interview will be a resource and help me gain information that I will use. Can you tell me your name and age?
E= Eh my name is Emmi Hanhimaki and I am 22 years old.
C= Ok and what do you study?
E= I study politics and international relations and I am in my master of it.

C= Ok perfect. I will start then. A very general question, what media do you use?
E= Well I read Finish magazines and every week I read the BBC. Do you use your smartphone a lot? And social media?
E= Yeah a lot on both.
C= Haha, ok and how many hours do you use this lets say per day?
E= Well wow haha, it is all the time on, so I think about 5/6 hours.
C= so anyway you check it regularly?
E= Yeah definitely.
C= And is that the same with your email?
E= No no that is different but I check that many times a day as well haha.
C= Ok, and what do you use?
E= I use Facebook, Instagram, I had twitter account but I don’t use it anymore.
C= Ok, and what do you think about the communication of the university?
E= Yes the information from email are pretty fast. Every news I get on email and that is why it is necessary why I check it many times because you get a lot of info. And Facebook is quite good also.
C= Ok, and do they send a lot of emails that do not apply to you? Like trash? Is it too much?
E= Ehm well I wouldn’t say that it is trash but I check them anyway but when I am interested I read it and I really found some events that I went to so that is good.
C= Ok, and what do you prefer to be spoken by? Email or Facebook?
E= Yeah email, when I want to contact them. But when it is less formal it is more easy through Facebook.
C= Do you still use traditional media?
E= Well I read the newspaper, but on my Ipad. And I don’t use paper that much.
C= Ok, do you like to get things on paper thought, like leaflets and such?
E= Yeah I like that but well handouts go to waste quickly. I don’t really like that, I usually don’t take that. When it is of an event I am interested in I would like to have a print but otherwise I would not take it if I am not interested.
C= Ok, and what do you think about the social media of the uni? Do you think it is useful?
E= Yeah yeah I really find everything on Facebook. It is like there are student activities and news and information.
C= Ok, do you check it every day?
E= Actually not anymore, because there is so much stuff. And also on Facebook in general, it is too much to notice everything and then especially in things you are not really that interested in everything. So maybe once or couple of times a week. But in the beginning like September more, definitely.

C= Ok, perfect. So ehm let’s see. Are you involved in any extra activities?
E= Right now? I am not. Last semester I belonged to the rowing team. That is a big activity. That is everyday so it is a huge difference.
C= Ok and what was your motivation to do that?
E= Well I like sports a lot so that is why and rowing is really nice.
C= Are you interested in non-sport related activities?
E= Yeah definitely, actually one reason why I wanted to join the rowing team was because of finding friends and socialize and find new people and do fun stuff. So that was also a motivation.
C= Ok, so when would you consider being involved in extra activities?
E= Well, actually if I would stay here longer than one year, I would definitely take part in the student union and the elections. So more politics related. Because it relates to my study.
C= Do you still go to the Oxford Union?
E: Yeah definitely it is now finished for this year but yeah I did that every week. So yeah that is a society as well.
C: Ok, so how would you like to be approached for these things?
E: Yeah every week they send an email with the programme of the week on Facebook so that is nice. For these things I would like to use social media because it is more easy.
C: Ok, perfect. So how many hours of free time to you have?
E: Yeah hmm that is difficult because it depends on the semester but maybe like 6 hours per day of free time.
C: How much hours would you spend on extra activities outside of school?
E: Yeah it depends I would like to spend time for those things and then maybe per week like it depends maybe 5 to 8 hours per week extra.
C: Ok, and how would you be persuaded to join other activities?
E: Well it is based on my interests and how I can gain profit from it. Like politics it is relates to my study or CV or careers so that is definitely why.

C: Ok cool, so I can you tell me what you know about CSR?
E: Ehm well I just know that OBU is a really green university. And that is new for me but great to see what a university can do in this case. And be more sustainable, with the busses and as less print as possible.
C: Ok, and do you think it is important? And support it?
E: Yeah I think it is really great and I actually saw a survey that Brookes has a medal for being super green.
C: Yes, yes that is true they have the first label as the first university in the UK to be sustainable.
E: I saw that and that is really interesting and really good for the university and I am not used to that. And I can improve this in my own university in Finland.
C: So do you have affinity with this subject?
E: Yes it is one of my minors and yeah I really like it.
C: So would you support CSR within the university?
E: Yes absolutely.
C: Ok, and why is that?
E: It is good and it is about such little things in way they can improve their impact. And they must make a big impact because it is a huge university. When students who study many times at uni they really see and think about climate and environmental issues and then hopefully they will take this with them in the future.
C: Are you active yourself with reducing your impact?
E: Yeah, I really think about my own activities. I recycle my waste and am careful with the heating and water. Also because of economic reasons but I walk to school and to the city and such things. In terms of food I would like to buy other food but it is just too expensive.
C: When if you are not already doing things, when would you consider being involved? What is your motivation?
E: Because I read about many issues about climate change and I see it is such a big risk in the world and everybody should think about that.
C: Ok, perfect. And then what would make you engaged with these subjects?
E: Because when I was a teenager climate change was a big thing and I got really interested. And I would like to work within the environmental culture.
C: Ok, and would you like to be reached for CSR from the university?
E: Yes maybe, I think they have some events but I never took part.
C: Why is that?
E: I don’t know, sometimes they are not present. And maybe I am not that interested in those events to take part and actually going there.
C: Would you join activities more easily when it is with friends?
E: Yeah actually that is true. I would go more with friends.
C: Ok, and would you make time for CSR activities, like workshops?
E: Hmm maybe if there are based on my studies and when it is profitable but otherwise not really.

C: Ok great. Do you know the OBUST?
E: No I really did not know. But I could have guessed that they had that.
C: Haha yeah, So what do you think they do?
E: Maybe they try to find new ways to make the university more sustainable? Maybe they send some emails.
C: Did you do anything with that?
E= No I didn’t but they were interesting and that was good.
C= But you still didn’t do anything with it?
E= Actually maybe it was a competition and I thought about that but I didn’t have time to do something.
C= Do you like these things when you can win something and it is a competition?
E= Yeah maybe it is better when there is something in it for you, like a profit and can put it on your CV.
C= But still it is difficult to take part in such things?
E= Yeah because you can choose so many things, I took part in one educational event that was good but only once. Wasn’t there a week where you could do things concerning sustainability? That was good but then I didn’t see it anywhere in school. So it completely passed me by.
C= Do you know which subjects the team supports?
E= Ehm well, like no apart from the busses, I don’t know.
C= Which subject speak to you personally?
E= I think I find more renewable sources more interesting.
C= Do you know other activities that the team does?
E= Yeah maybe in the beginning of the semester they had more activities or I saw more communication from them.
C= Yeah ok, and how did you know about the Sustainability Week?
E= I saw it of Facebook and email.
C= Ok, and are you active with the team?
E= No, I don’t know why but is it like a society?
C= No it is more a group in which students can join to think about how they can reduce their impact and of fellow students.
E= Ok, yeah no I never knew this.
C= Ok, and how would you be persuaded into joining the team?
E= Well when it is beneficial for my CV I would more easily join when it has something to do with politics.
C= How would you like to be reached for this team?
E= If I would be more interested in this thing I would like to be spoken to by Facebook but they never seem to be anywhere. But the first message on email is good. But I prefer social media, but email is also good.
C= And how many hours would you want to be active with it?
E= Well six hours would be too much, but maybe once a week or twice month.
C= Ok and why would you not go to this team or the activities?
E= When I think about that I saw the messages on Facebook and email but then it kind of disappeared. I didn’t see anything at university so then you just forget.
C= So would you persuade other friends to join you?
E= Yeah definitely, together is always more nice than alone.
Transcription Sarah Payne 1-4-2014

C= Charley
S= Sarah

C= Well, thank you for having this interview. Do you want to tell me your name and study please?
S= Yes, I am Sarah Payne, 24 years old. I am a Nursery student in my third year.
C= Ok, perfect, so I told you about the reason of this interview. It will be recorded to use as a recourse for my dissertation.
S= Ok that is fine.

C= So let’s start then, which media do you use daily?
S= Yes, well I Facebook, Twitter and Instagram and also I watch TV and actually I like to watch the new regularly.
C= Ok, and do you do that on your phone or laptop?
S= Ah ok, I use my phone for social media most. And then my laptop also for email and listening to music. And then I watch TV well on my TV haha.
C= Ok, and how many hours per day do you use all of that?
S= Oef well, that has to be a lot. Let’s say about 6 hours.
C= Ok, so your devices are always on to check updates?
S= Oh yes definitely.
C= Ok, cool. And when you think about the university. What do you thing about the communication of them?
S= Oh yeah, I well like it. Because the information is nice and friendly and always very informative.
C= Is that Facebook or email.
S= Oh that is mostly email I am talking about. The Facebook page is also nice but less important news so new about the teachers or management or the building or general student news.
C= Do you use the social media from school? Twitter and Facebook?
S= Yeah I used to check the Facebook quite regularly. Twitter also but I prefer to use that for personal reasons. The post come up in my newsfeed anyway.
C= So are you interested in the information you get?
S= Yes why not? Yeah no I like that the university is that communicative. And anyway you can choose to see it really. Just scroll through it and ignore it if it doesn’t apply to you.
C= Ok, and which would you then prefer? Email or Facebook?
S= Well I have to say email. I think it is good that the Brookes email is there and you can personalize and filter everything.
C= Ok, and in terms of communication do you like getting leaflets and hand outs or do you prefer to get thinks digital?
S= I have to say digital. I mean I do use schoolbooks and hand-outs, but that is for educational purposes. Otherwise I would prefer things to be digital.
C= Haha, Yeah ok and so what do you think about the Facebook page of the university? In general what do you think about communication through social media from a university?
S= Well I personally like that it is available for students. You can choose what you do with it but at least it is there you know. I am fairly interested in the university so this way I can k
C= And would you like to be reached through social media?
S= Well, yes but for more informal social things. Like events and workshops. Yeah otherwise I would prefer email.

C= So ok perfect, so when we look at activities? Are you active within the university?
S= Like extra activities? Like a society?
C= Sorry yes haha that is what I meant.
S= Well, yes I am actually. I joined the baking society which is well nice. And then I play hockey, university hockey.
C= Ok Cool, and why do you do that.
S= Well obviously because I like it. But then also to meet people and have an active life.
C= So is your motivation to do that for interests?
S= Yes and to meet people. But once you join a society and you get friends and a certain life, I didn’t join other societies because you also don’t need that many haha.
C: Ok, why so when would you consider being involved in activities? When it is social or in other ways beneficial?
S: Well yeah if I enjoy it.
C: Ok, yeah. And so how would you like to be approached for activities?
S: Well firstly the fresher’s fair is nice because you get acquainted with everything the uni has to offer. Then after that through email.
C: And why is that?
S: Because it is more direct.
C: Ok fair enough, and so how much free time do you have?
S: Well like on a normal day like about 4/5 hours. Yeah that depends on the term though, if it later in the semester a bit less but yeah something around that.
C: Ok and how many hours would you spend on activities?
S: Right now? Well let’s see. Think around ehhh, well hockey is three times a week so that is many and then the other society like once a week. Yeah that is definitely maximum also.
C: Ok. And could you think of ways you would be persuaded into doing extra activities?
S: What? No no I don’t think so. If I am interested I am interested.
C: Ok that is pretty clear. So what do you know about CSR?
S: Not much haha honestly, nothing.
C: Ok (... brief explanation), do you support that within the university?
S: Yes I think so yeah why not? I mean if the university does that than that is great.
C: So would you support CSR within the university?
S: Ehm well yeah I think so. I think for the future it is important to contribute to society in this way for our generation and generations to come. Maybe now is the time to start.
C: So what is your current behaviour towards sustainability? Do you do something that contributes?
S: No not really. Well yes I recycle, but that is literally the only thing.
C: What is your motivation to do those things?
S: Well haha because we have these bins that automatically recycle? I don’t know if I would have done it without that to be honest. I deem it to be important but I can’t say I actually do something. Is that hypocrite?
C: Haha no that is fine. But then if you could think about when you would consider being involved to do something for CSR?
S: Well I am guessing once I am more informed about this that will definitely help. I don’t know anything and also from the university I don’t know anything. So that would be a start. And then I could see if I actually like it.
C: So what would make you active and engaged?
S: Maybe when it is also fun to do? I mean with friends or when it covers a nice theme. Yeah something like this?
C: Ok, and so can you think of a benefit of things to you personally when using CSR?
S: So yeah I think it must give you like a good feeling, so anyway I mean that you contribute to such an important thing that must be nice, yeah. If you can help the university also that is great.
C: And would you like to be reached according CSR?
S: Yes definitely to get more informed but then after that I am not too sure. I mean it really depends on if I am busy and like the subjects they speak of.
C: Are you likely to be more involved when it is with a friend?
S: Yes I well like doing things with friends. That is why I joined the baking society really because my friends are in that as well.
C: Yeah true, so would you make time for CSR activities?
S: I am not sure about that. Is that ok?
C: Yes that is fine no worries. So ok the next thing to talk about. The OBUST, do you now this team? S: No not really. What is it?
C: Well if you could think about that, what do you think they do?
S: Haha o god, well I don’t know. I can guess though they must do something with the environment. Maybe like within the university help organize several things?
C: Right ok, so then so you don’t have an attitude towards it?
S: No.
C: Do you know which subjects they support? Like energy or water?
S: Not really no. Haha no sorry about that.
C: No it is really useful to know this so really don’t worry. So can you think of things that speak to you? Maybe like reducing food waste or water?
S= Yes well if you say all those things it sounds really good. But then when I think about what I can do I am a bit blank though. I mean obviously be careful with what you use and how many but other than that I wouldn’t know.
C= Ok, and do you know about the activities this team carries out?
S= No I’m afraid not.
C= Ok, so can you think about invitations to make you more engaged? Like things to get you involved?
S= Well as you can see I am poorly informed about this so maybe that is a start? I mean really speak to students about this and about the necessity of it? Then later I think I would be more interested because in know it is important and it sounds good.
C= So and how would you like to be reached with this?
S= Ehm I think just normal like the other things. So I mean with email and Facebook. Maybe more email though because it is more informative and this subjects needs that.
C= Ok perfect. And how many hours would you be active for this team?
S= You mean when I if I am interested? Haha, well it really depends as well. Ehm maybe around like twice a month, yeah that seems fair. Because it is not really that like social and fun so twice a month yeah.
C= And why then would you not be involved with this team?
S= Well I’d have to be prober interested then yeah.
C= Yeah that seems fair enough. And so would you persuade friends to join?
S= Yes haha definitely because it is way easier to do it with my friends.
C= Thank you for having this interview. I already told you the purpose of this interview so we can skip that for now. Could you tell me your name and age? And your field of study?
D= I am Dan Harrison and I am in my master degree of Biology.
C= Ok great, we can go ahead the questions then.

C= The first question, which media do you use on a regular basis? That means daily.
D= Ok, well I use my phone for messages and telephoning, not that much for internet although I do use Whatsapp but it is not that much. Then on my laptop I use Facebook and email obviously. I am a part of this online game community so I do that regularly, but that is it.
C= Ok, and how many hours per day do you use this?
D= Including gaming that must be a lot. But I don't think you are really interested in that so maybe without the gaming? That would be around 2 hours.
C= Do you check your email and Facebook regularly?
S= No not that many. I check my Facebook a couple of times a day. And then my email a bit more but it is not constantly on.
C= Ok good, so and when you think about the communication of the university, what do you think of?
D= Well, I think about their website, which I find very useful. And about their brochures and stuff which I see lying around at campus quite a lot.
C= And what about digital communication? Can you think about that?
D= Oh yeah well the emails we get are quite sufficient where it not that many don't really apply to you but when they do they are well useful. Then further I guess they have a Facebook page that I like, but I must say I am rarely ever there.
C= So do you use the social media of Brookes? Do you go to their page a lot?
D= Not really. I do go there sometimes when an interesting article appears in my news feed or sometimes they link through from their emails. But that is when I see something that interests my study.
C= So are you interested in the information you get?
D= Yes if it applies for my study. Other non-course related information passed me a lot. I think that is quite normal though.
C= Yes I think so indeed. So do you prefer Facebook or email?
D= I would have to say email because it speaks to me in a more direct way. Whereas Facebook is more general information not directly applicable for me.
C= What do you think about leaflets and hand outs as part of communication? So in the case of events and such?
D= Well I think that is useful because it helps as a reminder, that is if I keep the leaflet and can find it back later haha. But overall I’d say it is pretty useful and mostly they are designed well.
C= What do you prefer then? Digital or printed?
D= Ehm, maybe both? I mean email is easy and quickly to use. If you want something you can choose to read it. But with printed things you have to read it when you get it and like I said it can be a good reminder as well.
C= Ok very well, and so what do you think of the university using Facebook to reach its students?
D= I actually think it is a logical step for them as our generation is online always. So it seems Ok that they use it. Although I have to say they have to be careful to be wanting to much from students. I mean students will reach out when they need something. So all that information is maybe not always needed.
C= And would you like to be reached through social media?
D= Yes I already have that now.
C= Ok super, do you check their page? Do you actually go to their Facebook wall?
D= No not that much, like I said only when an article applies to me, which is not that frequent.
C= So ok that is good to know. Then, are you involved in extra activities within the uni? Like a society or student helper?
D= No not really, I just came here this year from another university in Bristol to do my masters. So I haven't had the chance really to engage with the university that much. I really like that they have many societies but honestly I had not the chance yet.
C= Would you join a society? What is your motivation?
D= I think I would if I were in my first or second year. I played university football at my other university which is such great fun and you make friends very easily. So yeah I did that but here, I am very busy with my master so I don't have time to join something properly. I play football with my mates but nothing serious.
C= When would you consider being involved in activities personally? When it is social or in other ways beneficial?
D= Well definitely for the social things and when it is fun to do. Like sports or an active society like hiking or something I would really enjoy that. Maybe when it is biology related as well, like a study group thing.
C= And how would you like to be approached for these activities?
D= Well probably face-to-face in the university. I hear that they do that at fresher's fair a lot. They might consider doing that in January as well, when the new semester starts again.
C= And what about through email or Facebook?
D= Well yeah that could work as well, sure. Although people might not read it that well maybe.
C= Yeah definitely. So then how much free time do you have per week?
D= Pf that is difficult, because I am in my master degree it is definitely less than previous years. So let me think I think around a couple of hours a day, say four hours.
C= How many hours would you want to spend on activities?
D= Ehm that also depends on the activity surely. Things like football would be twice a week but more serious course related activities around twice a month? Yeah that seems fair, yes.
C= Haha ok, and then how would you be persuaded for activities?
D= Well when course related it would have to benefit my study and be fun at the same time. I wouldn't do anything without it being at least fun haha. So yeah that is it I guess.
C= Ok cool, so yeah do you know something about CSR?
D= Yes well I know it is a way of doing business with the concern on the environment? So what they can do to reduce their like ehm impact or something?
C= Haha yes, so then do you support this within the university?
D= Yes I actually know that Brookes has a label and they won some things regarding this and I think it is quite impressive and definitely I support any action toward sustaining our environment.
C= Why is that?
D= Well we all know that the way we use resources at the moment can't hold on much longer and if we do we will face major problems in the future which we probably already will be facing so yeah any action towards that is important.
C= So what is your current behaviour towards sustainability? Are you active with things?
D= Yes I do cycle everywhere, because I hate buses but also because it is exercise. I definitely try not to buy as much plastic as possible, also I own a re-usable drinking bottle so I don't buy plastic bottles the whole time. Then also I am careful with energy use and water, because it is more cheap obviously, but also in concerns towards sustainability.
C= Ok, very well haha, what is your motivation to do those things?
D= Well like I said because I think it is very important to carry out personally and because of economic reasons.
C= So, are you active with reducing your impact? Well you just said you are so?
D= Yes definitely.
C= So what would make you more active and engaged?
D= Probably when I see that my actions contribute to the university. So when they show that what we have done has resulted in this and that. Also more information from the university would make me more engaged because at the moment they don't do that much.
C= Ok, good to know. So what show desired characteristics to you in CSR? I mean what would you like to see form the university?
D= Well like I just said if they were more informative about what they do, and there for how we can contribute.
C= Ok, yes well yeah, so and when does it benefit you personally?
D= I guess in terms of using the facilities within the university you contribute yourself so that is good. Then things like the bike doctor which is such a good service is really beneficial.
C= And when no sorry how would you like to be approached for CSR?
D: Well like other activities probably face-to-face. It might be interesting on Facebook as well if they tell it nicely. Through email the more serious result stuff.
C: Ok, that is pretty clear thank you. Then would you be more involved with a friend?
D: Yes well yes probably. I wouldn’t mind doing thing alone but anyway it is easier to get to things together when you have a second motivation to go.
C: So then would you make time for CSR activities?
D: Yes depending on the subjects yes I think so. Would be nice to see what goes on in the university. And yeah to help them improve things.
C: Ok, sounds good I must say haha. Do you know the OBUST?
D: No I don’t think so.
C: Ok, so what do you think they could be doing?
D: Well obviously improving the university as a business in reducing environmental impact.
C: Haha yes, so do you have an attitude towards it?
D: No not really I did not know it existed.
C: Do you know which subjects within sustainability they support.
D: Well, I am just thinking I do know them because they provide the Brookes Bus, right? So yeah that is very good I definitely think that is great. So yeah and then I think they must be responsible for the recycle bins and water points in school, yes very good yes.
C: Which subject speak directly to you?
D: I find transport really important, that is why I cycle. Also reducing energy sources is very important to me because it affects the nature is so many ways most people are not even aware of.
C: And about practical activities? What does this team do?
D: Well I wouldn’t know actually. They must provide workshops and stuff I mean events for staff as well, as the university employs so many people as well as students. But yes I would know that much to be fair.
C: Ok, so you are not already active with the team or its activities?
D: No, not at all because lack of information I guess, because it sounds really interesting.
C: How many hours would you be active for this team IF you would be interested at all.
D: Well yeah, good question. I am thinking like twice a month would be a well good amount for these kind of things because it isn’t really a social or fun thing, I mean it can be fun but it is not initially. So yeah twice a month?
C: Haha, ok yeah sounds good. Then why would you not be involved in this team?
D: That must be different for every student though. I mean I would if I had time, and if it ways out in its benefits. I mean if you really feel like you can contribute to certain things and when you achieve things. If not, then why bother?
C: Because you can at least try?
D: Yes of course but we are still at university so before anything comes school and if people don’t have much time they will choose that before activities.
C: Yeah all right, so would you persuade other friends to go?
D: Yeah definitely. It is better to do things together and make fun while you are at it.
Conclusions of all interviews
This conclusion contains the summary of the in-depth interviews that were held with eight students, in the first week of April 2014.

Media usage
All students use their smartphone and laptop intensively. They are the most used devices when getting information, whether it is social or informational. Only one student says he watches TV and listens to the radio using the traditional devices. When using their mobile and laptop students surf the web. They use social media (Facebook is mostly used) and email. They spend an average of 4-6 hours per day on these platforms and updates are checked regularly. Simply because they have their devices on and updates occur through push-messages. Students claim that the accessibility and readiness of information on devices is important and is the reason why they don’t use traditional media. They show a positive attitude towards the communication from the university. They claim that Brookes communicates well and find the information overall interesting. When messages don’t apply to them they simply ignore them and continue to the next message. Even when messages are uninteresting they do scan them quickly. This happens mostly with emails. They prefer the use of email for formal and course related messages, because in these messages they are directly spoken to. They use Facebook for more social and informal communication. Most of them understand why the university uses Facebook and they have liked the page. They don’t actually go to the page but when they see something that interests them they will go there. They prefer email instead of Facebook in terms of being approached by the university.

Involvement in activities
When looking at the involvement of students in extra (curricular) activities, they have been a part of some sort of activity throughout their time at university. That differs from sports teams, like rowing, handball or hockey, to social societies like the Ale society. The reason to invest time in extra activities is motivated by the personal interest of each student. They all say that a personal interest is a must when joining in an extra activity. Furthermore because it is fun and a social activity, where they can meet new people. Especially first, second and third year students say the social aspect is an important motivation. When students are further in their study they don’t feel the need to engage in new activities. For some students joining an activity has to be beneficial for their study as well. Then it has to relate to their course or it has to be beneficial for their CV. Students say they like being approached through Fresher’s Fair, in the beginning of the new academic year. This way they can get acquainted with all the society and if they are interested they can choose for themselves. A Fresher’s Fair at the beginning of the second semester in January would be good, so students have a second chance to sign up for activities. They would like to be reached through email but not too much because that is considered annoying. When students are interested they say they will contact societies themselves. First to third year students seem to have quite some free time per week. 4/6 hours per day. Students in their master have less time per week and prioritize their time differently. In their free time they spend their time mostly on physical exercise and sports and are less active in other extra activities.

Depending on the activity most students say they could spend time on an activity once a week. If the activity is more serious they would spend less time on it, for example twice a month. Most of the students would be persuaded into joining an activity by friends. Or when there is a personal benefit and it is related to their field of study or future career. Some students say they cannot be persuaded by external motives, only if they are truly interested they will join something.

Corporate Social Responsibility
In general students show some knowledge on what CSR is and why it is important for companies to apply it in their operations. All students are very positive when they talk about the university supporting CSR. They think it is innovative, important and it shows a high involvement in the environment. Some students know about the label of Brookes being the first Fairtrade university, although to some it remains unclear what that actually means. All students think it is very important that OBU is active with CSR. They think a company which has such a big impact on its community, should be caring about the environment itself as well. Students overall claim that big companies can deliver a change towards a better environment and therefore should try to be more sustainable. When asked if students would support CSR they say that they would. Two students were reluctant about the topic of CSR.
and supporting it. They don’t have a real interest in the subject and that is why they are not willing to invest time.

In general students seem fairly active, if remains unclear if this is because they are truly engaged with CSR or because it is a win-win situation. They recycle because the bins are provided for them, or they mind their water and energy use because of economic reasons. They cycle because of the exercise. It can be said that in many cases students act because of more reasons than just the environmental issue. In terms of motivation, students state, however, that it is important to contribute to CSR. When being involved with CSR activities some students don’t know what that means and how they can actually do something, this is a result of little information provided by the university. What would make them more engaged is actually seeing results of applying CSR in the university. So reports on reduction are beneficial. Because the university is active with CSR it makes students active as well and they see that as beneficial. Any activity reducing impact on the environment is seen as a big plus so when the university does that, students will feel good about it as well. The BROOKESbus works as a direct benefit for students, which they say they are very happy with. Students say they don’t mind to be reached for CSR by means of communication. Some students even say they think it is a definite must for the university to communicate about this because information leads to more awareness. Other students say that for a subject like CSR it is important to have face-to-face information. As the subject is quite serious and elaborate it is good for students to get to know CSR in this way and then later through the means of email and social media.

Even though students show a high recognition and a high involvement in CSR, when actually talking about joining activities and becoming active they seem sceptical and start worrying about time and having a real interest.

**Oxford Brookes University Sustainability Team**

This subject seems to be what students know least about. Only one student knew about the team, because he had seen the flyers of Sustainability Week. None of the students were surprised that OBU has this team and it makes sense to them that the university invests in this team. Students have no real knowledge of this team. Neither do they have an attitude towards it. They also do not know which subjects the team actually support, except for the BROOKESbus, which is well known with all students. Recycling is also well known because students interfere with that every day, either in their accommodation or at the university. Subjects students deem important are: energy, food and transport. Water waste is also important but scores lower. None of the students are already active with the OBUST. They say that the information provided is too minimal to get them involved. They have never heard of the team and feel not informed sufficiently. That is also why students did not know about Sustainability Week. Some students say they knew about the week but then it passed them completely as a result of lack of communication and presence in the university at the time the Sustainability Week took place. If more information would have been provided students would more likely have been engaged. They also state that they would have to be truly interested to join the team. They would be more motivated when it would be beneficial for their course and when the subjects would relate more to them.

In terms of communication students rather receive information through email than Facebook. They claim that email is a more formal and direct way of communication and is more suitable with the subject of OBUST. On the subject of time the average number of students states that being active twice a month is most preferred. More interested students in the topic of CSR are willing to be active weekly. Having lack of time is a reason why students would not be active with the OBUST. The combination of having neither time nor real interest is the main reason for not joining the OBUST. If students are interested to join and know that their friends are interested as well, they would persuade them.
Appendix III

Survey questions

1. What is your age?
   a. ....

2. What is your gender?
   a. Male
   b. Female

3. What is your area of study?
   ... 

4. Which social media do you use in general?
   a. Facebook
   b. Twitter
   c. LinkedIn
   d. YouTube
   e. Instagram
   f. Pinterest
   g. Flickr
   h. Google+
   i. Other;

5. Which social media do you use for school purposes?
   j. Facebook
   k. Twitter
   l. LinkedIn
   m. YouTube
   n. Instagram
   o. Pinterest
   p. Flickr
   q. Google+
   r. Other;

The next questions are about sustainability and your impact on the environment.

6. Do you know what sustainability is?
   a. Yes
   b. No

Sustainability is a way of developing local and global efforts for human needs without destroying or degrading the natural environment. In other words, sustainability is about ways of minimizing our load on the environment with things we do. Contributing to these efforts results in a positive impact on the environment, for example: recycling, reducing your own energy and water usage, buying local and Fair-trade food.

7. Do you carry out actions to contribute to a positive impact on the environment?
   a. Always
   b. Sometimes
   c. Neutral
   d. Rarely
   e. Never

8. Which of the following actions do you already carry out?
   a. Recycling
   b. Cycling
c. Reducing energy usage (switch offs etc.)
d. Reducing water usage (shower shorter etc.)
e. Buying local/organic food
f. Buying Fair-trade food
g. Other;

9. Which of the following actions would you consider doing in the future?
   a. Recycling
   b. Cycling
   c. Reducing energy usage (switch offs etc.)
   d. Reducing water usage (shower shorter etc.)
   e. Buying local/organic food
   f. Buying Fair-trade food
   g. Other;

10. Do you think carrying out actions to contribute to a positive impact on the environment is:
    a. Difficult
    b. Expensive
    c. Too much work
    d. Important
    e. Easy
    f. Other;

The next questions and statements are about the university.

11. Did you know Oxford Brookes University contributes to a positive impact on the environment?
    a. Yes
    b. No
    c. Don’t know/no opinion

12. I think it is important that Oxford Brookes University contributes to a positive impact on the environment.
    a. Totally agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Totally Disagree

13. Are you willing to help the university in contributing to a positive impact on the environment?
    a. Yes
    b. No
    c. Don’t know/no opinion

14. Would you want to receive information about how you can help the university in contributing to a positive impact on the environment?
    a. Yes, per email
    b. Yes, per social media
    c. Yes, face-to-face
    d. Yes, other;
    e. No

15. In which way would you like to get offline information, about trying to contribute to a positive impact on the environment?
    a. Visiting informational lectures
    b. Visiting workshops
    c. Visiting local initiatives
    d. Receiving information; articles, documentaries, movies etc.
    e. Thinking together with students
    f. Other;
16. Do you know the Oxford Brookes University Sustainability Team?
   a. Yes
   b. No, go further to question 19.

17. How did you know about the Oxford Brookes University Sustainability Team?
   a. Website
   b. Email
   c. Social media
   d. In the university
   e. Through a teacher
   f. Through a friend
   g. Other;
   h. None of the above

18. Would you like to receive information about the activities of the Oxford Brookes University Sustainability Team?
   a. Yes, daily
   b. Yes, weekly
   c. Yes, monthly
   d. Yes, once per semester
   e. Never

10. Do you prefer to get information from the Oxford Brookes University Sustainability Team, through email, social media or face-to-face?
   a. Email
   b. Social media
   c. Face-to-face
   d. Other;

19. If you could help this team and the university with ways of contributing to a positive impact on the environment, how much would that be?
   a. 1-2 times a week
   b. 1-2 times a month
   c. 1-2 times per semester
   d. Never

20. The reason for not being active for this team would be?
   a. Lack of time
   b. Lack of interest
   c. Lack of friends to go with me
   d. Other;
Survey results

What is your gender?

![Gender Pie Chart]

Figure 2 Gender

Which social media do you use in general?

![General Social Media Usage Bar Chart]

Figure 3 General social media usage
Which social media do you use for school purposes?

Figure 4 School purpose social media usage

Do you know what sustainability is?

Figure 5 Do you know what sustainability is?
Do you carry out actions to contribute to a positive impact on the environment?

Figure 6 Do you carry out actions?

Which of the following actions do you already carry out?

Figure 7 Students already?
Which of the following actions would you consider doing in the future?

![Bar chart showing student preferences for future actions](chart1.png)

**In the future students would:**

- Recycle: 29
- Cycle: 81
- Reduce energy: 118
- Reduce water: 127
- Buy local/organic food: 84
- Buy Fair-trade food: 77

*Figure 8 In the future students would:*

Do you think carrying out actions to contribute to a positive impact on the environment is:

![Bar chart showing student perceptions of action difficulty and importance](chart2.png)

**Carrying out actions is:**

- Difficult: 104
- Expensive: 43
- Too much work: 87
- Important: 158
- Easy: 28

*Figure 9 Carrying out actions is:*
Did you know Oxford Brookes University contributes to a positive impact on the environment?

I think it is important that Oxford Brookes University contributes to a positive impact on the environment:

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**Figure 10 Did you know OBU contributes to a positive impact?**

**Figure 11 Students think it is important that OBU contributes to a positive impact:**
Are you willing to help the university in contributing to a positive impact on the environment?

![Students are willing to help the university](image)

Figure 12 Students are willing to help the university:

Would you want to receive information about how you can help the university in contributing to a positive impact on the environment?

![Students want to receive information](image)

Figure 13 Students want to receive information:
In which way would you like to get offline information, about trying to contribute to a positive impact on the environment?

![Bar chart showing different means of information](chart1.png)

Figure 14 Students want to receive information through:

Do you know the Oxford Brookes University Sustainability Team?

![Pie chart showing knowledge of OBUST](chart2.png)

Figure 15 Do you know the OBUST?
Would you like to receive information about the activities of the Oxford Brookes University Sustainability Team?

Do you want to receive information from the OBUST?

- Yes, daily: 1%
- Yes, weekly: 12%
- Yes, monthly: 34%
- Yes, once per semester: 8%
- No, never: 45%

Figure 16 Do you want to receive information from the OBUST?

Do you prefer to get information from the Oxford Brookes University Sustainability Team, through email, social media or face-to-face?

Preferred means of communication from the OBUST by students:

- Email: 72%
- Social media: 22%
- Face-to-face: 6%
- Other: 0%

Figure 17 Preferred means of communication from the OBUST by students:
If you could help this team and the university with ways of contributing to a positive impact on the environment, how much would that be?

**Figure 18 Students want to help the OBUST:**

The reason for not being active for this team would be?

**Figure 19 Reasons for students not wanting to help the OBUST:**