

ply defined it means that the whole is greater than the sum of its parts.

The challenge is to apply the principles of creative cooperation which we learn a big part of in our schools and universities, in our social interaction. Life on campus universities provides many opportunities to observe and to practice.

As faculties or students services staff we have to understand that synergy tests whether teachers and students are really open to the principle of the whole being greater than the sum of its parts.

We continue to serve diverse student populations which bring various needs and interests to our campus community. It is around the philosophy of building community and exemplifying the teaching and learning process that student leadership activities be built. The planning of activities cannot be done in isolation from either the Student Development or Instructional Divisions but draws from topics of service, and learning bringing students what they need.

These needs may reflet relaxation, recreation, additional learning experiences, or information. Each of these program areas lends itself to the creations of community when all individuals of our campus community are involved.

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the existence of a different position on issues and establish the highest standards of civility when “airing” an issue of division.

An open and just community exists when the sacredness of each person is honored and where diversity is pursued. Providing services and programs which serve to better understand and know each other and better appreciate the diversity among us is the most difficult role of the student leadership function. We have a responsibility to create a climate in which all students feel fully accepted.

Third, the teaching and learning process takes on all forms of meaning in the current educational climate. Resources may restrict programs from providing full ranges of educational experiences. Students’ resources are dwindling because of budgets problems. Yet in spite of resource restrictions, teaching and learning is the focus of in academic planning and curriculum development. Student leadership must participate not only in discussions which address outside classroom experiences, but must also be included in in-classroom experiences. As the changing demands of classroom activities occurs – whether these changes are technological or require different student/faculty interaction patterns – the demand for auxiliary events which provide seamless educational experiences outside of the classroom must occur. In an effort to provide events and services which meet student affairs staff must be part of the discussion. Student activities has a tradition of providing exciting environments outside the classroom for faculty and student interaction. Facilitating the interaction among students faculty, and staff is to establish co-operative relationships with academic departments in planning, funding and presenting of faculty forums, symposiums, faculty advisement, departmental clubs, honor societies are just a few of the contributions that support the institutions as educationally purposeful communities. These activities must be continued, reflecting the new educational vision of teaching and learning which is the beginning in the instructional programs of the university.

Conclusion: Sir Winston Churchill was called to head up the war effort for Great Britain, he remarked that all his life had prepared him for this hour. In a similar sense, the exercise of all the kinds of university learning prepares us for the habit of SYNERGY.

When properly understood, synergy is the highest activity in all life, the true test and manifestation of all the other habits and learning put together.

Synergy is the essence of principle centered leadership. It catalyzes, unifies, and unleashes the greatest powers within people. What is synergy? Sim-

from and contributes to the organizational climate. The Student Activity/Leadership field needs to provide services and conveniences to the university community, and to build community by getting to know and understand one another through informal association outside of the classroom.

Concerns and Trends:

The difficulty of bringing this philosophy to reality is a concern and must involve commitment from departments, divisions, and the leadership of the university. The commitment must be focus on three key areas:

1. The Sense of Community on campus must be the highest priority of student activities and the college.
2. The respect for diversity of ideas must be acknowledged and supported as the freedom to express these ideas pursued by students.
3. The involvement of student affairs in discussions concerning college teaching and learning goals.

First, to convey this commitment to campus community, we model the importance of customer service and the importance of planning programs and services in an environment that communicates caring, connection and sense of pride and ownership.

Community on campus must be not only created but re-created continually in college environment. We all serve as connectors, bonding together students, faculty, staff and the community to create the institution.

A caring community is exhibited by creating a place where the well being of each member is sensitively supported and where the service to others is encouraged. As a unifying force in the life on campus we must create a caring community, that strengthens the connections students feel with our institutions.

Student activities and student affairs staff promote this connection and communicate this special sense of caring to the campus community by bringing together various programs and services. Examples include faculty forums, symposiums, speakers, films, advisement, recreational activities, honors programs, and community service events.

Second, as active participants in the educational process, the role of student leadership is to protect the freedom of expression and ensure that students continue to grow and appreciate new ideas and different cultures.

To support the principle of free and open campus communities each activity and program must strive to balance programs which reflect respect for

“Building A Sense of Community on Campus”Position Paper

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Introduction:

Organizational theorists generally agree that climate is to an organization what personality is to an individual. Climate is what makes an organization special, distinguishing it from others. The analogy holds, for just as individual growth is sometimes slow and arduous, the development of an exemplary climate takes time and patience. It begins and is sustained by behavior at the leadership level and confirms the value of the individual input and responsibility. You cannot legislate or dictate trust; it is built through consistent behavior that lives up to the promise emanating from every level of the organization. It is an effort that is well worth the investment, for when “trust and respect characterize the climate, individuals will take more risks, challenging old beliefs and collaborating in new ways”. According to theorist Linda Grace, “climate is about change, it is dynamic -subject to both internal and external influences and reflecting both wellness and weakness.” Eduardo J. Padron, Community College Journal, 1994.

The objectives of this paper is to provide a perspective of organizational climate which, for educational institutions, includes students and student life within the context of Philosophy of the field, current issues, concerns, and trends.

Philosophy:

In the quest for positive organizational climate, the leadership role of student activities is to be the foundation which brings the campus community together. The programs and services student leadership coordinators provide when working together with the faculty and students strengthens the teaching and learning climate of the campus. Thus, the overriding philosophy of the field is the assurance of a teaching and learning environment which stems