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# Job Description of Office of International Services and Programs

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**Job Description of Office of International Services and Programs**

**Li Li**

An Internship paper  
Submitted in Partial Fulfillment  
Of the Requirements for the

**Master of Public Administration**

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## Summary

This paper includes two major parts. The first part is introduction of Office of International Services and Program (OISP). The second part is job description analysis.

In the first part, I introduce the purpose of the OISP, the importance of OISP to KSU, the principle functions of OISP. These contexts indicate the OISP's specific services for the campus communities and external organizations. I also talk about the structure and personnel of OISP in this part. Explain the responsibilities of each position. I knew the stockholders, and the leadership style of OISP. Additional, I analyzed the prospect of OISP based on their current situation and our internship experience.

For the second part, I talk about the job description analysis about the OISP. I read some books and documents, and then analyzed the definition and importance of job description for the human resource management. Based on human resource theories, I designed the job description questionnaire and the procedure for this job. There are four steps in the procedure of job description, job analysis phase, information collection, job guideline phase and application phase. I explicate the whole procedure and hope the job description can benefit the management of OISP.

# Contents

## Summary

The office of International Service and Program .....	1
Introduction of Office of International Services and Programs .....	1
The organizational Framework of OISP .....	6
Stakeholders in OISP .....	10
Leadership style in OISP .....	11
Internship Experience in OISP .....	12
Prospects of Department .....	14
The Job Description Analysis .....	17
Definition of Job Description .....	17
Importance of Job Description for Human Resource Management .....	18
The process of job description in the intern .....	21
Conclusion .....	28
Appendix I .....	30
Appendix II .....	34
Reference .....	35

# The office of International Service and Program

## Introduction of Office of International Services and Programs

Serving Kennesaw State University and Georgia since 1988, the Office of International Services and Programs (OISP) is at the heart of KSU's global education. The OISP promotes international and cross-cultural understanding, both on the KSU campus and in the communities with serves. Kennesaw State University believes such international understanding is vital to student and community success in an increasingly global marketplace. The OISP enhances international education by working collaboratively with a wide range of academic departments, student groups, and community organizations. Through its activities, the OISP expands teaching and learning on international subjects at the university. The OISP mobilizes the university's resources to internationalize the community, and it facilitates greater involvement of skilled community groups and individuals in building a model international educational program at Kennesaw State University.<sup>1</sup>

The OISP was given its current name in 2003, having existed since 1988 as the Office of International Program and in 1998, the name was given as the International Center.

On campus the OISP wants to encourage and assist faculty, staff and students participate in international programs. The OISP uses the university's resources to help the communities KSU to become international organization, it facilitates greater

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<sup>1</sup> Available at <http://www.kennesaw.edu/globalinstitute/oisp/about.htm>

involvement of skilled community groups and individuals to build a model of international education program at Kennesaw State believes cross-cultural knowledge, skills and understanding are important and useful to student and community success in an increasingly global marketplace.

The OISP is an important arm for internationalization. According to the strategic directions adopted by the University System of Georgia (USG) Board of Regent in 1995, they want to contribute a world-class and provide more opportunities for diverse faculty, encourage more students to communicate with global society, develop international programs. In 2002 the Board of Regents adopted a new was more concise “Vision, Mission and Goals Statement.” The statement emphasizes the requirement to prepare Georgians for a global society, and pledged the University System would contribute to this goal by “improving continuously the quality of its ... international opportunities.”<sup>2</sup> The role of the OISP has been to keep attention focused on these USG strategic goals and to propose, encourage and facilitate programs designed to get them. For another reason, KSU’s mission statement emphasizes the importance of fostering global and multicultural perspectives, promoting internationalized and connected learning, and supporting a diverse faculty, staff and student body that represent the ideals of an open, democratic and global society.<sup>3</sup> OISP has been working and servicing for these objectives. Base on the strategic goals of USG and the KSU’s mission statement, the principal functions projects of the OISP are:

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<sup>2</sup> Available at “comprehensive program review self-study for the international center”

<sup>3</sup> Available at “Kennesaw State University Internationalization Review & Strategic Plan”

- Advise and assist international students and scholars
- Encourage, facilitate and administer study abroad programs
- Encourage, facilitate and assist administration of international exchanges between the university's colleges and the other foreign partners
- Encourage and assist internationalization of faculty through promotion of international seminars and study abroad instructional opportunities
- Encourage and assist internationalization of KSU's curriculum
- Promote development of interdisciplinary approaches to the study of world cultures
- Promote and facilitate collaboration with international organizations and individuals<sup>4</sup>

In order to attain these goals above, the OISP provides specific services for the campus communities. The purpose is that provide convenient, efficiency and reasonable services. For example, the OISP coordinates the International Student Services Group with representatives from Admissions, the Registrar, Student Success, University Studies, Student Financial Aid, Administrative Computing and the Office of Business and Finance. Provide visa assistance for foreign students and faculty, visiting foreign faculty and departments recruiting and hiring foreign faculty. Provide immigration service for international students and scholars and help foreign visitor as much as they can. Coordinate and administer study abroad programs, international exchanges, etc.

The OISP's most impressive external service has been within the context of the various international education councils and committees of the University System of Georgia (USG). In many areas of international education a single institution lacks the critical mass of interested faculty or students to mount programs. Collaborative, multi-institutional efforts are vital. KSU has been a leader in this enterprise. Below is an outline the USG service first, and then service to other external communities.

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<sup>4</sup> Available at "comprehensive program review self-study for the international center"

The OISP's productivity for the past ten years has been "Very Strong."

The OISP seeks to improve international education opportunities and participation for students, faculty and the communities KSU serves. The results are impressive. During the period under review KSU student participation in study abroad has fourfold, to over 300 per year. During the spring and summer of 2008, 453 Kennesaw students participated in study abroad program, compared to 96 in 1998. Faculty participation in study abroad increased sharply during the same period, from eight KSU faculties serving as instructors or directors to forty. Faculty involvement in study abroad has got five times. Table 1 shows us the number of student and faculty who are involved study abroad increased sharply.

Table 1: Study Abroad Participation by College

COLLEGE	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Coles College Of Business												
STUDENTS	13	30	139	125	127	116	110	125	99	94	73	153
FACULTY	1	1	4	1	2	2	2	5	2	3	3	6
Health & Human Services												
STUDENTS	16	11	13	15	30	9	21	11	18	15	7	45
FACULTY	1	1	3	4	3	1	2	1	2	2	1	5
College of the Arts												
STUDENTS						6	16	10	3	18	5	20
FACULTY	1	2	2	1	1	1	3	3	2	2	3	2
Bagwell College of Education												
STUDENTS						6	6	5	7	5	8	24
FACULTY								1	1	1	1	1
Humanities & Social Sciences												
STUDENTS	77	55	64	87	104	127	105	103	142	199	229	149
FACULTY	6	4	5	10	13	8	9	8	12	16	19	18
Science & Math												
STUDENTS								2	5	7	29	62
FACULTY								1	1	2	5	8
Total Students	106	96	216	227	264	264	258	256	274	333	351	453
<b>Total Faculty</b>	<b>9</b>	<b>8</b>	<b>14</b>	<b>16</b>	<b>19</b>	<b>12</b>	<b>14</b>	<b>19</b>	<b>20</b>	<b>26</b>	<b>32</b>	<b>40</b>

Faculty Resource Groups organized by the OISP have effectively encouraged curricular enhancement, particularly relating less commonly studied regions like Africa and Asia. Community impact is also substantial. Attendance at community-oriented programs like the Year of Italy, and Year of Mexico, averages 1,500 per year. The Annual Country Study Program (ACSP) was successful. Below is the list of ACSP in every year<sup>5</sup>:

2008-2009 Year of Turkey

2007-2008 Year of the Atlantic World

2006-2007 Year of Kenya

<sup>5</sup> Available at <http://www.kennesaw.edu/globalinstitute/yearofprog.htm>

2005-2006 Year of China

2004-2005 Year of France

2003-2004 Year of Spain

All events above are free and open to the public. The program provides valuable networking opportunities between KSU and the international communities of North Georgia. Each year the advisory committee for the program establishes a valuable working relationship with consular officials, business leaders, and expatriates from the country under study. The OISP also work with local school districts to provide professional development opportunities and staff development units to area teachers.

Consistent with its stated mission, the OISP has supported a dramatic increase in international activity at KSU. Obviously, many elements besides the work of the OISP made this increase possible. The University's rapid growth, the internationalization of Georgia, and the realization across the society that a global society is here to stay, all made important contributions to these successes. Still, the impressive increase in international activity could scarcely have occurred without the encouragement, entrepreneurship and administrative support of the OISP.

### The organizational Framework of OISP

OISP is organization to achieve its define mission:"we define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to

their lives as citizens and workers.”<sup>6</sup> This statement reflects KSU’s emphasis on international/ethical learning throughout the curriculum. The establishment of the Institute for Global Initiatives (IGI) is helpful for this mission. The institute has two arms and they reinforce each other. These are the service and academic program arms. Currently, the organizational structure identifies the Office of International Services and Programs (OISP) as primarily the service arm, and the various regional centers as the academic arm. See the diagram of the current structure is below:

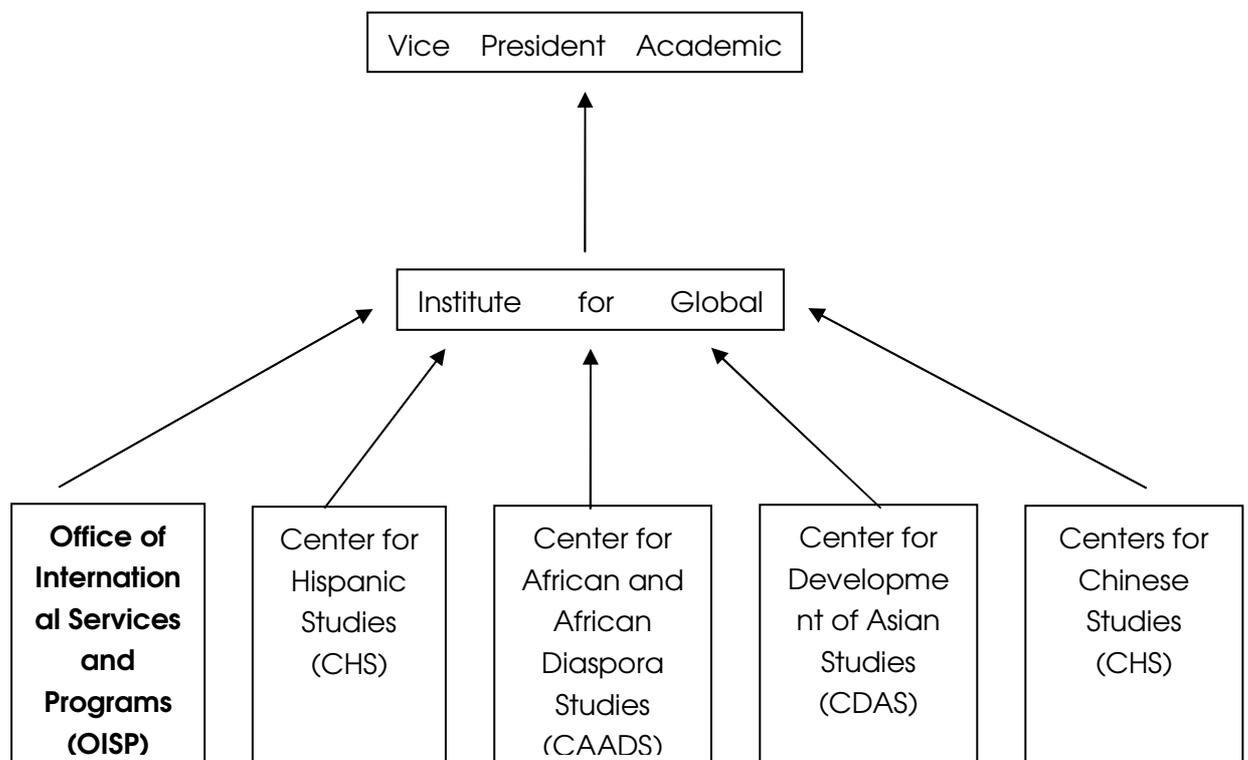


Figure 1: Structure of Institute for Global Initiatives

<sup>6</sup> Available at <http://www.kennesaw.edu/getglobal/definition.shtml>

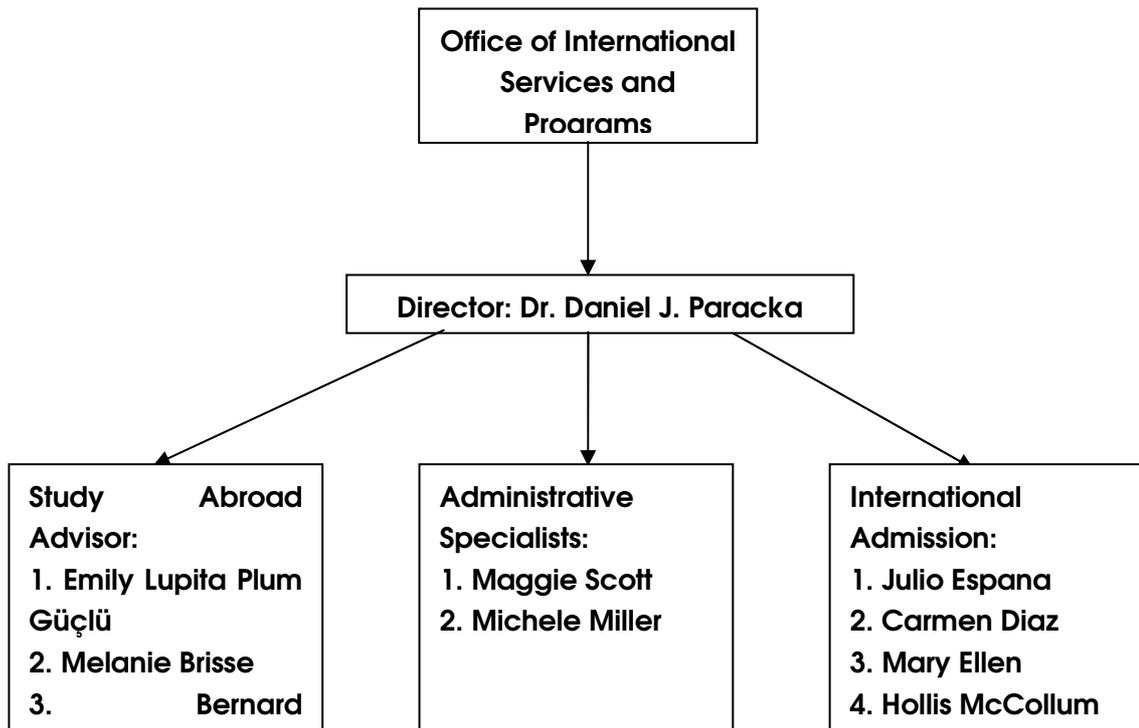


Figure 2: Personnel of OISP

There are the description of their job title and their work scope.

Director: Dr. Daniel Paracka. He charges and supervises all affairs of OISP.

Study Abroad Advisor: Emily Lupita Plum Güçlü, Bernard Anderson, Melanie Brisse. They are responsible for Study Abroad Program. They recruit and advise students and faculties about study abroad, orientation to both faculty and students. Maintain and update marketing and application materials. They also monitor and support the process of study abroad program. This position reports to the Director of International Services and Programs, and serves as part of a 4 person team for study abroad in working closely with faculty, departments and schools. Every advisor charges several programs.

Study Abroad Administrative Associate: Sheila McGrath. She is responsible for Program application and payment processing, Annual Study Abroad Fair, General study abroad questions, Contact for invoicing, New Study Abroad Account processing, International Student Identification Cards (ISIC) for travelers, Questions regarding payment amounts, deadlines, and refunds, Requests for Authority to travel, Travel expense statements, and Reconciliations.

Administrative Specialists: Maggie Scott and Michele Miller. Ms Scott works with faculty, supports the Study Abroad Program. She acts as an office manager: pay bills, orders supplies, handles any work concerning the running of the office. This position also supports assisting other administrative assistants in IGI who have trouble with various procedures or software; supports the “Year of “program, the STARS program and assists F1 students with health insurance issues. Ms Miller has two major works in IGI. The first and most important role of this position is the role of an officer for the J1 VISA Program. As an officer she is responsible for the KSU exchange, visitors both students and scholars. The next role of this position is to coordinate student exchange program both the incoming and outgoing with KSU.

International Admissions: Julio Espana, Carmen Diaz, Mary Ellen, Hollis McCollum. Mr. Julio Espana is director of International Admissions. Their major work is to manage beginning undergraduate, graduate, and transfer admission of international student, and develops innovative plans for recruitment and admission of academically talented and qualified international students.

## Stakeholders in OISP

Stakeholders involved in KSU's internationalization can be categorized into external and internal according to its direction of influence as follow.

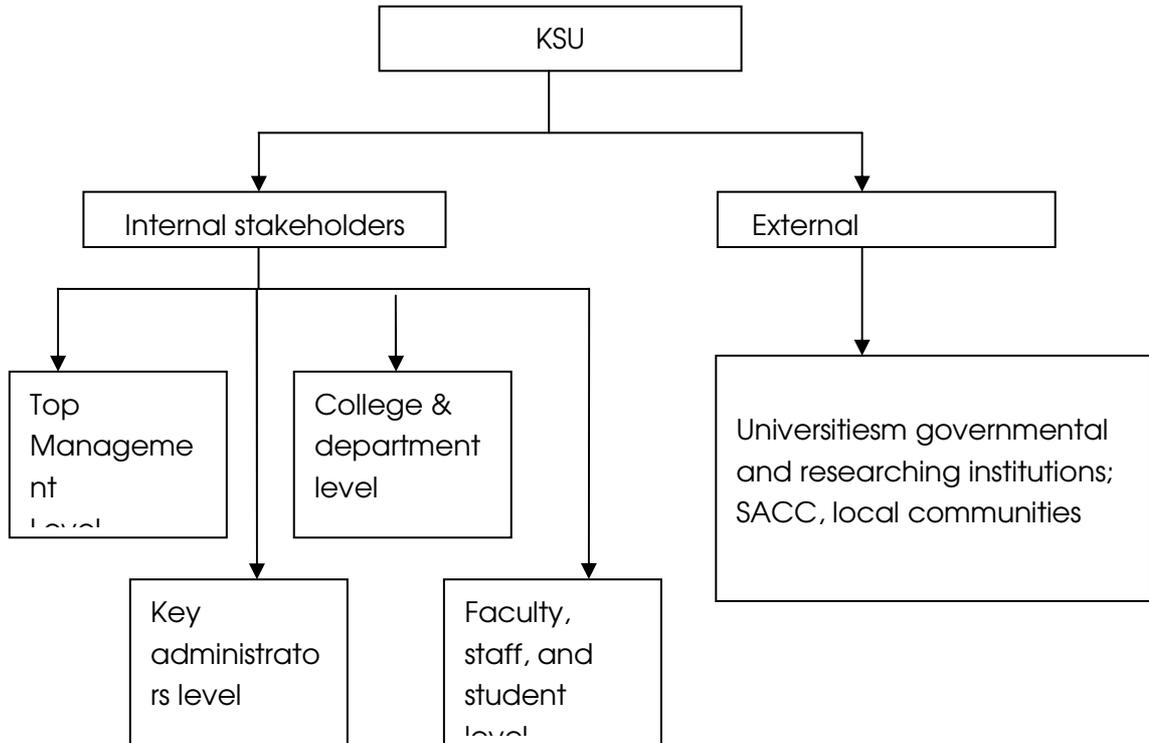


Figure 3: Stakeholders of KSU

Internal Stakeholders include top management level, key administrators level, college or department level and KSU's faculty, staff and student level.

Top management Level means the members in university/ president level are responsible for the success of all Aspects of the internationalization including the members of President, Provost, President's Cabinet, and Director of Cabinet Strategic Projects.

Key Administrators level means the members of this team are responsible for the Success of Improving Curricular and Co-Curricular Global Learning including

Provost & the Vice President for Student Success, Associate Vice President for Academic Affairs, the Executive Director of the IGI, Global Learning Coordinating Council Members, and Global Learning Coordinating Council's Executive Committee.

College or Department Levels means the members in this level is to implement programs, communication in support services, education abroad, international partnership agreements, faculty/staff development, collaborative research and scholarship, global competence certification, and intercultural engagement<sup>7</sup>, including the IGI, Deans and their Colleges/Divisions, and Chairs/Directors and their Departments.

KSU's faculty, staff, students and transient students who are in other universities taking part in the program are considered the fourth layer of stakeholders.

In the context of external stakeholders, there are universities and governmental and researching institutions abroad; meanwhile, Southern Association's Commission on Colleges, other universities in US, and local communities are considered stakeholders as well.

## Leadership style in OISP

As an administrative department under the Institute for Global Initiatives, administrators and leaders are required to communicate with students, program directors, academic college administrators, staff from Admissions Office, Bursar

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<sup>7</sup> Available at <http://www.kennesaw.edu/getglobal/>

Office, and others relevant to student affairs. As a director, Dr Paracka provides a system of communication, promotes the securing of essential efforts, and formulates and defines the purposes and goals of the organization through his charisma, expertise, legitimate influence and functions rather than coercion and rewards.

As an energetic leader, Dr Paracka is always keeping busy. One of his striking characteristics is his open and easy-going personality. He demonstrates a family-friendly style within the department. Dr Paraka seldom shows his power but it is often seen that he goes into subordinates' office to delegate the duty. Externally, he gets along quite well with directors and staff in other departments and he is always smiling.

Meanwhile, from the procedures experienced in SA Program, Dr. Paracka is a very good project manager; he is competent in budgeting control and management, program evaluation, human resources management, risk prevention and minimization, and communication. Furthermore, he also possesses project relevant knowledge such as project expertise, current political savvy, economics, law, and interpersonal skills.

### Internship Experience in OISP

The first step is Preliminary Studies: Learning about the Organization and Programs. Hongchun Lin and I started our internship in the OIPS in January 2009. We have spent more than 300 hours within OISP familiarizing ourselves with the organization, the SA Programs Application, data collecting, SA Programs, job description and other administrative affairs.

During the first week, we talked with our supervisor Daniel Paracka, the Director of OISP, and other staff in the department to get access to their working scopes of each position, involving activities, the framework and the ways they carry out the work.

We helped Angela, who is in charge of the Study Abroad Application, to collect, refresh and summarize the data in the second week, during which period we learned the process of how to deal with the applications in the SA Program, how to communicate with applicants, and how to send feedback to program directors and program advisors.

In the third week, we worked with SA Program advisor Melanie Brisse to familiarize ourselves with the processes of the program, and how to carry out a program from the advisor's perspective. Through approximately one month of internship experience in OISP, we were more knowledgeable about Personnel framework and activities involved in OISP. We started to carry out program evaluation in the following weeks.

The second major job is Program Evaluation. We were given some data on SurveyMonkey to analyze. We reviewed the questions put forward in the questionnaire and sent feedback to the program directors.

In order to ensure the quality of the program evaluation and provide more scientific support for program evaluation, we selected the books *PRACTICAL PROGRAM EVALUATIONS* and *MBA Fundamentals—Program Management* (Vijay, Kanabar; Roger, D.H. Warburton), and tried to combine them together. We analyzed

Program evaluation step by step in the SA Program. And as compared with China's international education, some successful experiences in SA Programs are drawn upon for conclusion.

The other major work is Job Description. From March 1, we began our other major work, via analyzing job description for 4 categories of jobs in OISP. At the beginning, we read the books *The Job Description Handbook* (Margie Mader-Clark 2008) and *The Handbook of Model Job Descriptions* (Barry Cushway 2003). We did the job descriptions questionnaires based on these books. We reviewed the information about job position, and then did planning for the job description. We interviewed the ten members of the staff in OISP, and designed the job description questionnaire based on each position is required. After we had collected enough information, we organized and improved data to make a job guideline for OISP.

Besides the work mentioned above, we helped OISP to prepare Bunce Island Meeting for Teacher's Workshop Program in OIPS.

## Prospects of Department

In the past 20 years, the minority student population has grown ten times in its number, and now there are approximately 2000 students from more than 130 countries, which made KSU earn a name as one of eight national leaders during the past several years to participate in the Global Learning Initiatives. KSU students, faculty and staff are being encouraged to "Get Global." In the future, it is believed that KSU's Internationalization will face both challenges and opportunities.

Challenges include economic crises and competitive neighbors.

For the economic crises, in the second half of 2008, the world has been overwhelmed by serious destruction of economy. As the biggest economy in the world, America is reported to be facing a critical time like the Depression of the 1930s. Based on the experience that occurred in post-911 terrorist attacks time, which caused a decline in the student recruitment of SA Program in the years 2002, 2003 and 2004, it could be predicted that there would be a decrease in the number of students participating in the Go-Global and SA Program.

For the competitive neighbors, besides severe global economies, KSU faces competition within the community. Some institutions are aware of the importance of internationalization. Southern Polytechnic State University has a fast growing population of international exchange students in 2008.

However, internationalization programs at KSU will continue to grow. In its continuing efforts to reaffirm accreditation for the next 10 years with the Southern Association's Commission on Colleges, Kennesaw State launched in 2007 a Quality Enhancement Plan (QEP) with a focus on global learning. "The purpose of the QEP is to make certain that global learning rises to the top tier of the university's educational priorities and outcomes," said EdRugg, director of the Center for Institutional Effectiveness<sup>8</sup>.

#### (1) QEP in KSU

Based on the QEP, over the next five years, there will be a focus on providing more visibility to KSU's current global learning opportunities and increasing

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<sup>8</sup> Available at: <http://www.kennesaw.edu/getglobal>

opportunities for students, faculty, staff, and administrators. Therefore, the budget and scholarship within KSU, local communities, state and federal level will be improved.

#### (2) International Collaborations

International collaboration will be strengthened in the next ten years. US higher education is one of the most advanced education systems in the world; English is the universal language in the world. To be a new channel to students and KSU development, the collaboration with universities and governmental and research institutions will be extended.

#### (3) More Student Unions Services

More Student Unions Services on campus will be established for the growing body of foreign students. Since more and more foreign students are joining the KSU family, it can be assumed that a number of culture-oriented centers and organization will be established to provide a better service for special groups. This would create a diverse and harmonious atmosphere among them.

#### (4) Enlarged Universities Cooperation within Georgia

When conducting the SA Program, some of the programs were cancelled because of low participation. Therefore, cooperation between and among universities will become common practice, and this will also promote optimal resource utilization.

## The Job Description Analysis

### Definition of Job Description

The intern job description is a list of the general tasks, or functions, and responsibilities of a position of OISP. Typically, it also includes to whom the position reports, specifications such as the qualifications needed by the person in the job, salary range for the position, etc. A job description is usually developed by conducting a job analysis, which is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment of a particular job. A job usually includes several roles.<sup>9</sup> In my intern job description, includes following content:

Job summary is a Purpose Statement. In the job description, we often describe the job purpose with a short paragraph of no more than three to four sentences. The reader can easily to understand the nature, level, and objective of the position. Sometimes, it reflects that why the position exists. For example, the job summary of study abroad advisor is assists academic dept with program development, advisement, guidance & counseling to students in regard to academic matters; collaborate with outreach agencies to develop programs for various levels of education.

Job duties also are called Tasks Performed. It describes the essential duty or responsibility. In other words, it defines specific activities the employees should do for daily work. As a study abroad advisor, the general duties are manage existing

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<sup>9</sup> Available at [http://en.wikipedia.org/wiki/Job\\_description](http://en.wikipedia.org/wiki/Job_description)

study abroad, academic advisement, orientation to both faculty and students, market study abroad, and develop and training new program.

Job specifications or qualifications include education, experience-level, knowledge and skill sets, as well as any physical limitations (such as "able to lift 30 lbs"). Every position requires employees to have specific skill, certification, education background, etc. We should select the person who is accordant to the position. It can promote the efficiency. We don't need to provide many training to them unless the job purpose is changed.

Key role interaction defines the people and departments which the position will be required to relate with in the course of the job.

## Importance of Job Description for Human Resource Management

A well-thought-out job description clarifies work functions and reporting relationships, helping employees understand their jobs. Job descriptions aid in maintaining a consistent salary structure. Performance evaluations may be based on job descriptions. It is the basic tool the organization use to hire, measure, and manage the performance of each of employees.

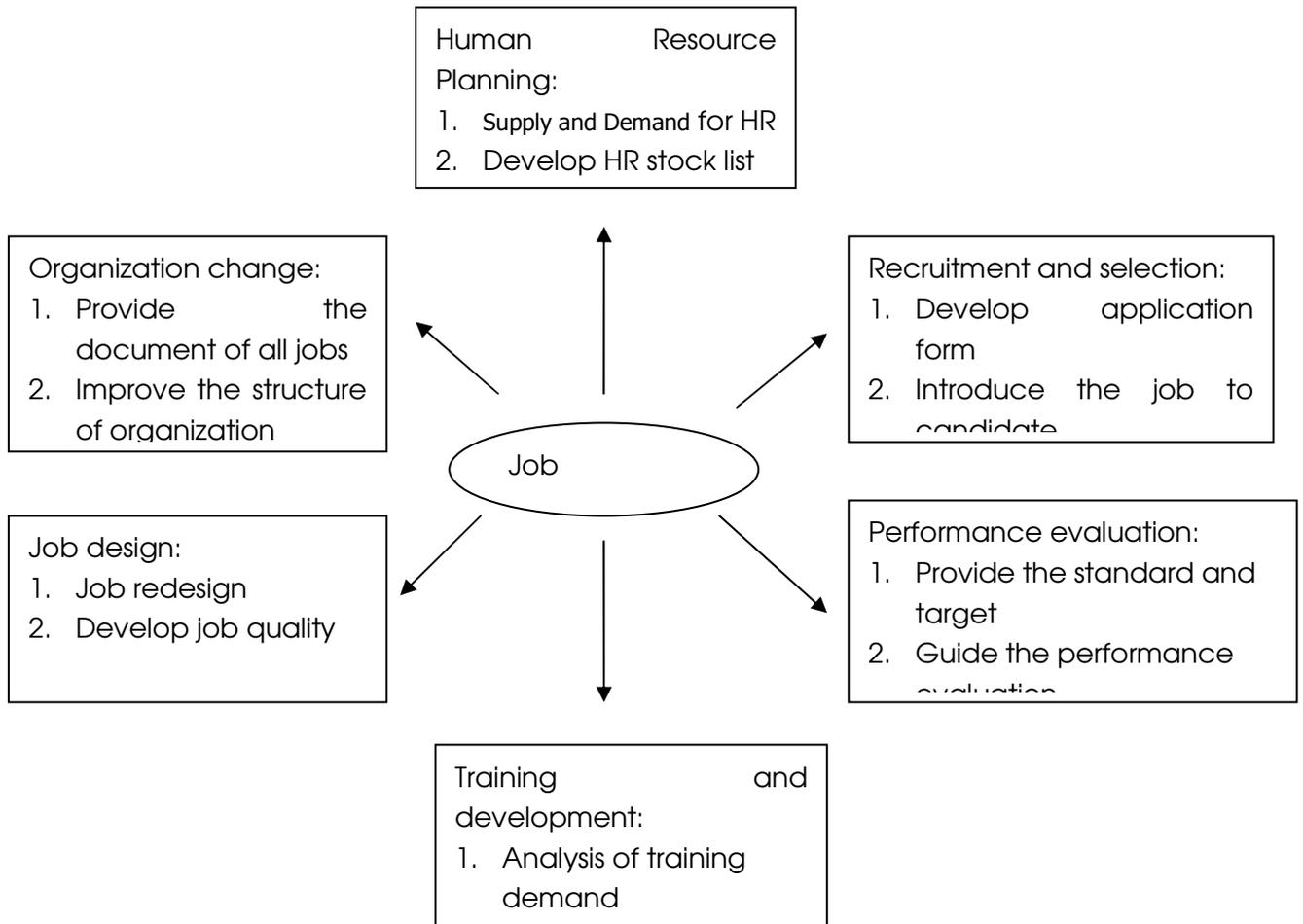


Figure 4: Relationships between Job Description and Human Resource Management

(1) Human resource planning

Any organization has to decide what people and skills are required to help it meet its objectives. Detailed descriptions of the objective and tasks to be achieved together with the knowledge, skills and experience required to meet these will help to ensure the organization is aware of the types and numbers of jobs to be filled. We can know the change of job distribution, the tendency of numbers of employees, the specific skills the employees need from job description.

(2) Recruitment and selection

Before any job can be filled it is essential to have a clear idea of the requirements

of that job describes the responsibility, duty, characteristics of the job, and explains the education, experience, knowledge and skill the job needs. Without this information it is too difficult to decide what qualifications, experience and personal attributes might be required and to determine the appropriate salary level. A job description and a person specification will provide the required information and assist managers in deciding on the most appropriate selection process.

### (3) Job performance evaluation

Any job evaluation exercise is critically dependent on having accurate information about jobs. This is job descriptions. Performance management is a process for ensuring that the performance of individual staff is effectively managed and that they carry out their roles to the best of their ability and to the standards required by the organization. To measure and appraise performance effectively it is necessary to compare the requirements of the job with the extent to which the employee meets those requirements. This requires that job objectives are clearly specified, as without such clarity any performance management process will not be fully effective. According to the job description, we can improve the standard as one of the bases for check-up and promotion.

### (4) Training and development

It is important to identify the content of jobs when analyzing training needs, as without this information it will be difficult to specify the outputs, standards of performance and competencies required. The job training is an important part of HR management, the purpose is to help the employees to get the necessary, specific skill

and certification for their job. The job description benefits the employees, they can know more about their job including the aim of job. It promotes employees to attain the knowledge they don't have but is necessary.

#### (5) Job redesign

Change is a permanent feature of all organizations and with an increased emphasis on allowing employees to work flexibly. Job redesign can improve the quality of work. It is impossible to keep one job without change day after day, or year after year. At that time, we should compare the previous job description with current job description in order to get the differences. The manager and employee can follow this guideline to change the activities or duties of job.

#### (6) Organization change

When organization structures and reporting lines are being changed, it is important to have good information about the content of all jobs. In this way, the job description can not only provide the current information and content of job, but also define if the job arrangement is reasonable and if the employees satisfy their job so that we can alter and improve the structure of own organization base on these results.

### The process of job description in the intern

I think the job description is a reasonable process. There are four steps as follows. In the first step, we should identify the stakeholders and the method of information collection. We have to know who is involved and benefit from job description, which method can be used for collection information. During the second step, we should get

the necessary information, for example, job purpose, responsibility, duty, etc. This information we get are original, it reflect what the job is from employees. In the third step, we should abstract the important information base on the mission and vision of the organization in order to make the job guideline. For the last step, we will use this guideline to develop the HR management in own organization.

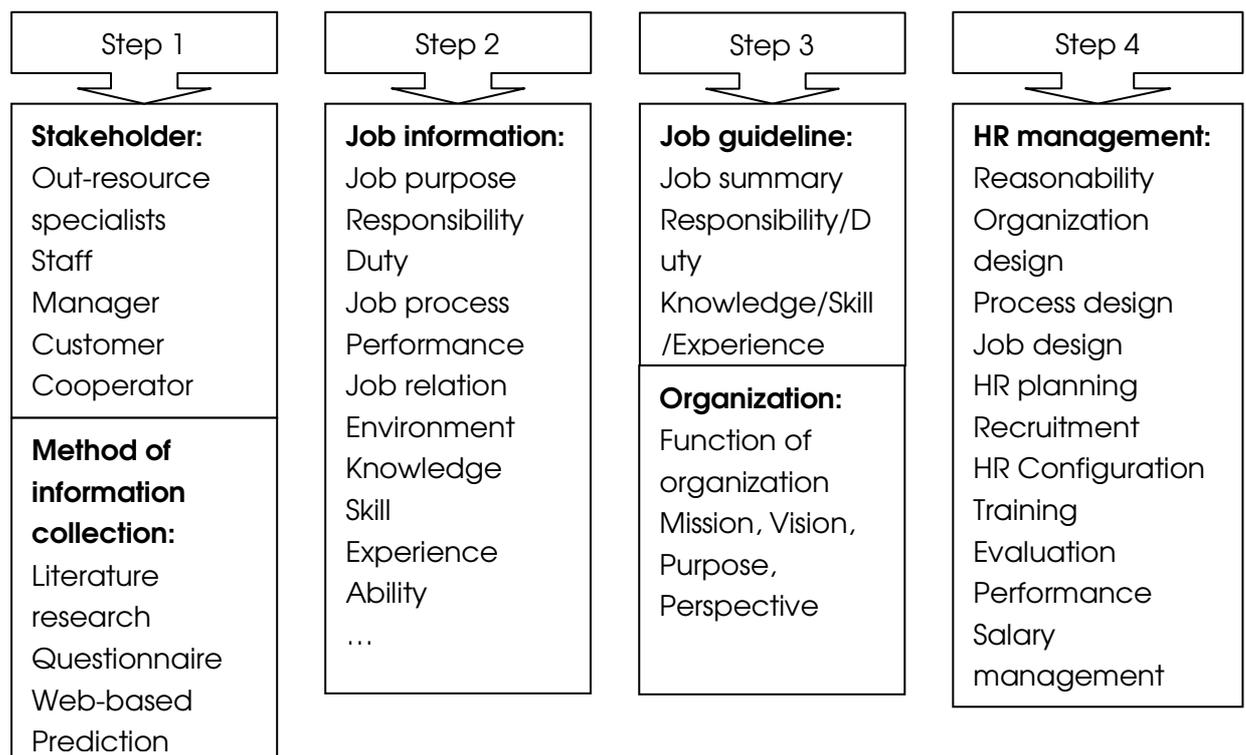


Figure 5: Process of Job Description

So I think the job description should be divided into the following four phases:

The first phrase is job analysis phase. To develop job description, relevant data should be completed. I thought the job analysis should answer the following important questions, and I should base on these questions to design the job description questionnaire.

What tools, materials, and equipment are used to perform the tasks in the job?

This question can identify the job category. For example, if the employee uses copier,

computer and faxes usually, in this way, we can know that it is an office job. The major task is to organize the documents.

What methods or processes are used to perform the tasks in the job? What are the specific duties for the position? These two questions describe the daily activities of employees.

What are the critical tasks and key result areas of the position? The question helps to isolate the most critical activities that the position holder is expected to perform.

What behaviors, skills, knowledge and experience are the most important to the program in achieving the key results and outcomes? This question focuses on the specific personal qualities that are necessary to best meet the job requirements.

Beside the elements above, we identified the purpose of job description also. There are clearly some issues that need to be resolved. Some information of job description has not been updated for a long time. Dr Paracka needs to know the job changes of each staff. On one hand, he can decide whether alter the work scope for staff base on job description. On another hand, he can know what help the organization can provide for staff. Additional purposes include recruiting plans, position postings and advertisements, and performance development planning within OISP.

There are 10 employees to investigate. So Hongchun Lin and I can assume the responsibility. I made a plan; it includes the schedule and the method we will use. We began this work form March, 1, and finished it at April, 9.

The second phase is information collection. I choose two methods to get the new information. One is interview staff one by one, another is questionnaire. The interview method is easier to control; it can help us get more clear information about the job. But it has disadvantage, the investigator's opinion will impact the validity of job information. For the questionnaire method, it is lower-cost, convenient, can investigate a wider range. The staff has enough time to think of the job. It is able to provide a more rational result. The disadvantage is that the staffs maybe misunderstand the confused words, we have to provide some notes or details and design a clearer questionnaire to avoid it. So I combined the two methods to ensure that the result is authenticity, accuracy, effectiveness.

According to the job analysis elements and Dr. Paracka's suggestion, We designed the job description questionnaire. The questionnaire is Appendix I. In this questionnaire, there are some criterions for job description: duties & responsibilities (question 6, 7 and 10), experience & education (question 1, 2, 3, 4 and 9), interpersonal communications (question 8). And this is very specific information. We can distinguish the job function by these criterions.

During this phase, we valued communication and consultation with staff. We explained the purpose and significance of job description to them, so that employees can know that the purpose of job description is not to evaluate their performance, but rather to determine job responsibilities, improve working methods, update the information about the job.

First of all, we got the job profiles through communication with staff. We

reviewed the job responsibilities of current employees. Second, we made the appointment with staff in order to get the permission and ensure we will not interrupt their work schedule. And then we arranged the place for the collection of information. We choose their office to interview because it was better for them and me to save time, it is convenient.

In the interview, we repeated some important questions, for example what are the duties and responsibilities of job? What kinds of skill you need in your job? What help you want to get from organization? We took the notes during the interview, it is helpful for us to maintain and analyze the information after interview.

At the end of interview, we distributed the Job Description Questionnaire and explain some items which are able to be ambiguous. We knew they were too busy, so provided more than one week to them to finish it. Until April, 9, we got the eight feedbacks of them. The other two employees were real too busy, they didn't have time to finish the questionnaire.

The third phase is job guideline phase. After interviewed and collected all of questionnaires, we checked and updated the information of job description. When I organized and analyzed job description information, it was still necessary to communicate with employees also. After drafting the job specification we also asked staff to review, advise, and then to improve the job description.

Base on the interviews and the questionnaires we can know, all of staff we investigated in OISP has some common characteristics for job. They are full time, and they work forty hours per week. The essential office equipments are telephone, copier,

printer, Fax, computer and other standard office equipment. MS Office, file serve were required also. These general office equipments have been provided. Now, every staff has a personal telephone and computer. There are two public automatic integrative machines to provide the service to staff. For the physical demands, it is standing, walking, reaching, writing, reading, hearing, speaking.

For the specific of different person for their job, I list the feedback of each job description questionnaire (Appendix II). Of course, different jobs have different job guideline. I think the job guideline should include the most important information of each job. The education diplomas and degrees, Job summary, essential duties and responsibilities, necessary skills, knowledge and abilities

The last phase is application phase. A well-written and frequently updated job description will be useful throughout an employee's tenure with organization. Although each one of these steps may not occur for every job, we can see that the basic tool used in each of these steps is the job description, especially, in recruitment, training, performance evaluation, salary.

We can use the job description as a benchmark for how things should be going. For example, the Study Abroad Advisor in the OISP, they advise Kennesaw State University's students about a wide range of study abroad programs on an individual basis and in group formats, including on and off campus recruitment, publicity, participant selection, and coordination with relevant academic and administrative offices. The advisor also had responsibility for maintaining records and coordinating the application and registration process for students studying abroad. These

responsibilities included significant contact with academic departments and other administrative units on campus, ensured the finance and safety standards. In conjunction with faculty, the Study Abroad advisor managed and developed primarily short term, faculty led study abroad programs.

Their job is very important in OISP. Because the OISP's major job is Study Abroad Program. When the Director arranges the specific program, they will take over the program management. So the OISP seeks a highly organized and dependable individual with strong detail orientation, database skills, and international experience to serve as study abroad advisor. That is the recruit requirement for this job title.

I think the OISP can provide some necessary training for advisor. They have to charge different programs which are different context and background. And the most important thing is that the program is in different countries, so the knowledge of culture is quite important. The advisor should be accepted some short term training to know the international culture. It will benefit for the program. When they introduce the program for student and faculty, they can explain more clearly. The result is that it can persuade and attract more participation in Study Abroad.

For the performance evaluation, the director can supervise them accord to the job description. The study abroad advisors whether finish their own work, and the job objective whether be completed. The job description is a standard can evaluate their job performance. In each study abroad program, there are so many activities the advisor should do. Develop the program, advise the students and faculties, relevant

paper work, necessary contact with other people and organization. The director can evaluate their performance base on this information.

For their salary, I think they can get more salary than the other staff, because they are the core members of each department. The higher salary can incentive them to do a good job so that promote the effectiveness of OISP. But it should base on the financial situation and policy to deal with it.

## Conclusion

During the whole process of job description, I have four basic responsibilities:

1. Analyze the structure of OISP. I hope to know the personnel and their daily work. At the beginning, I didn't know the details about the each job. Hongchun Lin and I talked with Dr. Paracka and staff in order to know about the process of their job. We also helped them to finish their work, and reviewed some documents of OISP. These were helpful for us to gather and know the information what I need.
2. Research human resource theory. I fellow the theory which we learned from class to analyze the job description. I choose the interview and questionnaire method to gather the employees' information. In the process of designing the questionnaire, I considered about the employee information, their duties and responsibilities, experience and education, communication with interpersonal, the necessary skills, knowledge and abilities of the position.

3. Gather input from others. When the staff has completed the questionnaire, I circulated it to staff and ask them for their comments. This input will make the job description as accurate and relevant as possible, it can help me to ensure that I didn't leave out anything was important.
4. Report to Dr. Paracka. At last, we organized the hardcopy and typed the information into electronic documents in order to submit it to Dr. Paracka. I also list the comparison between previous and current job description. The comparison will be used to analyze the difference of each job by KSU human resource.

## Appendix I

EMPLOYEE INFORMATION	
NAME: _____	TELEPHONE: ( _____ ) _____
JOB TITLE: _____	JOB CODE _____
DEPARTMENT: _____	POSITION CODE _____
IMMEDIATE SUPERVISOR INFORMATION	
NAME: _____	TELEPHONE: ( _____ ) _____
POSITION TITLE: _____	

1. How long have you been with this organization? \_\_\_\_\_ Years  
Months
2. How long have you held your current position? \_\_\_\_\_ Years  
Months
3. List below the education diplomas / degrees that you currently hold.  
In the second column, list the school or college that awarded them.  
Diploma/Degree: \_\_\_\_\_ Awarding Institution: \_\_\_\_\_  
Diploma/Degree: \_\_\_\_\_ Awarding Institution: \_\_\_\_\_
4. List below any professional or technical certificates or licenses, etc.  
that you currently hold. In the second column, check all  
certificates/licenses that are required for the position you now hold.  
Certificate / License: \_\_\_\_\_ Required for Position  
(    )  
Certificate / License: \_\_\_\_\_ Required for Position  
(    )
5. How many hours do you work per week? \_\_\_\_\_
6. Position Purpose

Summarize the purpose of your position one or two sentences (Think in terms of “Why does your job exist?”)

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7. List the Essential duties and responsibilities of your position. Please list a minimum of 3 essential duties, and limit the list to no more than 5 duties. Total percentage of time must equal 100%.

ESSENTIAL DUTIES/RESPONSIBILITIES	% OF TIME

If you could alter/change your job priorities/responsibilities and the time you spend on them, how would you change them?

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What aspect of your work is the most time-consuming?

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8. Check below the type of interpersonal communications you engage in, outside of those with your immediate work unit. Explain the purpose of those contacts.

CONTACT	PURPOSE FOR CONTACT

( ) Employees outside of your work unit	
( ) Managers/Supervisors/ outside of department	
( ) General public	
( ) Individuals/Officials/Vendors outside your organization	
( ) Other:	

9. Please list the necessary skills, knowledge and abilities an incumbent must possess in order to successfully perform the duties and responsibilities of the position.

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10. Please list the types of tools and equipment you use in performing your duties and responsibilities. List them in the appropriate category shown below and how frequently they are used. (H)ourly, (D)aily, (W)eekly, (M)onthly, (Q)uarterly, (A)nnually.

**OFFICE EQUIPMENT** (Copiers, adding machines, fax machines, etc.)

**Tools/Equipment**

**Frequency**

_____	H	D	W	M	Q	A
_____	H	D	W	M	Q	A
_____	H	D	W	M	Q	A
_____	H	D	W	M	Q	A

**COMPUTER HARDWARE/SOFTWARE** (PC; File Servers; MS Word, Excel, Access, etc.)

**Tools/Equipment**

**Frequency**

_____	H	D	W	M	Q	A
_____	H	D	W	M	Q	A
_____	H	D	W	M	Q	A

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What other office equipment do you need?

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11. Do you need any further help? (Training, communication, etc.)

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12. Do you have any suggestions for your organization?

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## Appendix II

(Redacted due to privacy concerns)

## Reference

1. <http://www.kennesaw.edu/globalinstitute/oisp/about.htm>
2. Comprehensive program review self-study for the international center
3. Kennesaw State University Internationalization Review & Strategic Plan
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7. PRACTICAL PROGRAM EVALUATIONS and MBA Fundamentals—Program Management (Vijay, Kanabar; Roger, 8.H. Warburton)
9. The Job Description Handbook (Margie Mader-Clark 2008)
10. The Handbook of Model Job Descriptions (Barry Cushway 2003)