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Initiatives in the Confucius Institute at Kennesaw State University

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Initiatives in the Confucius Institute at Kennesaw State University

Qian Li

An Internship Paper

Submitted in Partial Fulfillment

of the Requirements for the

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Executive Summary

During the spring of 2009 my internship experience with the Confucius Institute at Kennesaw State University (CIKSU) has given me great insight into how the recently established nonprofit organization collaborated by Kennesaw State University and Yangzhou University together operates. Under the leadership of my supervisor, Mr. Ken Jin, the director of CIKSU, I have worked with the coordinator, Ms. Cathy Liao to deal with the routine affairs and participate in the programs that were planned in the first half of 2009. Besides the daily tasks including archiving the documents and editing the content of CIKSU website, I was assigned especially the cultural awareness programs including the projects of Chinese New Year Celebration, Chinese New Year Program for Cobb County Senior Center and the exhibition of photos of 2008 Beijing Olympic Games that allowed me to practice what I have learned from the courses of Public Administration.

In terms of the learning objectives of my internship, I have employed the Organization Theory to make an in-depth research on the development and characteristics of Confucius Institute Headquarters and the organizational structure of CIKSU in particular, the methodology of Public Service Budgeting to identify the method of Program Budgeting that CIKSU used, the Leadership Theory to explore the leadership how Mr. Jin has applied into such a distinctive team-based organization, and the skill of SWOT to analyze that the Strength-Opportunity strategy is the appropriate development orientation for CIKSU. Furthermore, through my participations in the three projects mentioned above, I have exercised comprehensively the approaches involved in every process of project management.

As a result of participating in this internship, I have learned abundant experiences on effective management of public services engaged in of cross-cultural

communication. Moreover, the team-based structure, team management style of leadership, customer-driven orientation and seasoned skill of project management, all those initiatives that CIKSU presented have deeply attracted and enlightened me so far. Likewise, I believe that those valuable knowledge and experiences not only meet my desires for the MPA program, but also benefit significantly my career development in promoting Chinese culture and education industry after I graduate from KSU and return to China.

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Introduction

As a member of Chinese Cohort MPA program at Kennesaw State University (KSU), I think I have been lucky enough to learn lots of valuable knowledge and experience from all the esteemed professors who have taught us during the past year. Besides, I was looking forward to a work internship that would be academically challenging, useful and beneficial for my future career. It was my honor that the director of Confucius Institute at KSU (CIKSU), Mr. Ken Jin agreed to take me as an intern in the CIKSU after he interviewed with me at the end of the fall semester. Now in the following, I am glad to introduce my main experience as an intern in the CIKSU and profile this organization including a brief introduction of Confucius Institute (CI). Specially, a more detailed research on the characteristics of CIKSU will be presented in this section as well.

Main Experience of Internship

I initiated my internship on January 7 in the spring semester and I was able to use the Room 225B as my personal office at the Willingham Building. According to the agreement between my supervisor, Mr. Jin and me, I acted as the assistant of the coordinator of CIKSU, Ms. Cathy Liao to deal with the routine affairs and participate in the programs that are planned in the first half of 2009. My working time is based on the regular office time from Monday to Friday in every week except the time when I have to attend the classes.

From the first day that I began with my internship, I have been involved in a series of intensive, exciting and challenging jobs. The first job was to participate in

the organizing committee of the 5th annual Chinese New Year celebration. My role was an assistant to help Ms. Liao to coordinate the volunteers, photographers and some temporary things. The second thing was to assist Mr. Jin in organizing my classmates to have a Chinese Spring Festival celebration with the seniors in the Cobb County Senior Center. I was responsible to communicate the program with the performance coordinator, Ms. Lily to ensure that the performances could satisfy the seniors. Also, I needed to assign other classmates to record this activity with camera and camcorder and I was in charge of the collection of the photos and videos. The third one is to hold the exhibition of photos of 2008 Beijing Olympic Games. Basically, no matter the three projects are big or small, they have achieved the intended goals and all my efforts on them were approved by my supervisor.

Besides the projects mentioned above, during the typical days, I have engaged in some daily tasks such as collecting and cataloguing the archives, making electronic lists for the Chinese textbooks, writing CIKSU's press releases for local Chinese newspaper, and editing the content of both CIKSU and Hanyu Shuiping Kaoshi (HSK) website. HSK is known as Chinese Proficiency Test and it is used to a long term program run by CIKSU.

In terms of my experiences in the CIKSU, I think I have really spent a full and significant time during my internship. What I have learned at here not only stimulated myself constantly to reflect upon the knowledge I have studied from the courses, but also taught me how to develop the better communication of culture between China and the United States. As a result, I believe my internship has been successful so far and I can meet the goals of my learning in the United States at the end of my graduation.

The Confucius Institute

Although CIKSU is a new establishment in KSU, its headquarters which is in Beijing of China and is under the Office of Chinese Language Council International (HANBAN), has developed such establishment around the world for about five years. In this part, I will introduce the background, history, and achievement of the global CI and then I will profile the CIKSU for further discussions in the next part.

It is well known that China has kept high speed increase in economy under its “Reform and Open” policy for three decades. The China’s central government realized that showing a good international image depends on not only the economic power but also the cultural power which is also called “Soft Power” in the context of both the leaders’ speaking and official mass media (President Jintao Hu, 2008; Hanhong Qian, 2007; Xinhua News Agency, 2007). As a result, from 2002, the Ministry of Education of China and its subordinate unit, HANBAN have made preparations for the establishment of promoting Chinese language overseas in terms of the experiences of how other countries promote their native languages (Xinhua News Agency, 2006). In 2004, the State Councilor, Ms. Zhili Chen, who was also the form Secretary of MOE named the organization Confucius Institute with the purpose of enhancing the intercultural understanding in the world by sponsoring Chinese language and culture, so as to promote a better understanding of China among the people around the world (MOE, 2006).

CI was positioned as a non-profit organization and was funded by the Ministry of Finance of China. According to the constitution and by-laws of the CI (HANBAN, 2007), the services that CI provides include as following:

- Chinese language teaching;

- Training Chinese language instructions and providing Chinese language teaching resources;
- Holding the HSK examination (Chinese Proficiency Test) and tests for the Certification of the Chinese Language Teachers;
- Providing information and consultative services concerning China's education, culture, and others;
- Conducting language and cultural exchange activities between China and other countries.

Figure 1 shows the milestones of the development of CI.

In terms of the constitution and by-laws of the CI, the CI Headquarters is a non-profit organization that has the independent status of a corporate body. To ensure the services it asserts to provide over the world, CI Headquarters is used to recruiting plenty of volunteers as the Chinese teachers and sending them to every individual CI. Thus, CI may attribute to the type of public-benefit nonprofit organizations (Salamon, 1995). Meanwhile, CI is apparently created and governed by the Chinese Government because:

- It is funded by the Ministry of Finance;
- The members of its Council shall be recommended by the education administrative agency of the Chinese State Council and approved by the State Council;
- The Chair and the Vice Chairs in CI's Council are used to be the officers who are currently in charge of the educational affairs or are responsible to provide relative supports.

Time	Event	Achievement/Significance
June 2004	President Jintao Hu signed the agreement with the government of Uzbekistan to collaborate a CI at Tashkent when he visited Uzbekistan	This agreement signified the first step that CI had moved towards to the world.
	During this month, MOE and HANBAN signed a series of agreements with the University of Maryland, U.S., the University of Nairobi, Kenya and the University of Stockholm, Sweden to establish the CI respectively	Prior agreements with one university respectively in Asia, Africa, Euro and North America represented the intentional layout of CI in the world
November 21, 2004	The first CI was officially opened in Seoul, Korea	It molded a prototype for the successors.
July 20, 2005	At the first World Chinese Conference, twenty-seven newly established CI around the world were awarded signboards	Appearance of so many CI attracted the public concerns and stimulated the development.
July 6, 2006	The first CI Convention was held in Beijing	80 CI including Confucius Classrooms had been launched in 36 countries and 99 organizations from 38 countries officially applied for establishment of CI.
January, 2007	The CI Headerquarters was formally put into operation	It signified the structure of management of CI had been set up completely.
December 11, 2007	The second CI Convention was held and the first annual council was established as well. State Councilor, Ms. Zhili Chen assumed the title of chair.	220 CI distributed in 66 countries, with 125 of them had already been in operation
December 9, 2008	The third CI Convention was held. State Councilor, Ms. Yandong Liu assumed the new chair of the Council of the CI Headquarters. The Headquarters formulated and revised a series of management documents including regulations for the funds, qualifications for instructors, fundamental standards for CI and CI self-assessment. Meantime, Five special working committees were established to provide the Headquarters with consultancy and recommendations.	249 CI and 56 Confucius Classrooms had found home in 78 countries and regions and among them, 192 institutes and 37 classrooms had been in operation and offered 6,000 sessions of Chinese language courses to more than 130,000 registered learners. Moreover, they had conducted a total of more than 2,000 various cultural activities with 1.4 million participants

Figure 1: Milestones of CI

Although at the prior time, the CI Headquarters usually created the branch by direct investment and collaboration with foreign organizations, nowadays, it tends to delegate the Chinese universities to cooperate with oversea universities to establish an individual CI. In terms of this model, CI Headquarters will provide a set amount of funds for the newly established CI as an aid to its initial operation but the funds for its annual projects will be raised by individual CI and the Chinese university together in a ratio of approximately 1:1 commitment in general. Also, the individual CI shall be administered by a Board of Directors consisting of members from both sides of Chinese and oversea partners and the Board shall be responsible for appointing and dismissing Directors and Deputy Directors of the CI. Therefore, nonetheless the CI Headquarters reflects relatively distinctive characteristics of governmental agency, the relationship between individual CI and CI Headquarters is more like the “Nonprofit Federalism” (Salamon, 1995). Nonprofit Federalism represents the implications of the partnership between governments and nonprofit organizations in the delivery of social services. In general, nonprofit organizations run more efficiently and flexibly in the social services than governments but on the side, governments are more easier to set up the funding by levying taxes or fees, e.g. for social services than nonprofit organizations As a result, Nonprofit Federalism likes a mechanism to facilitate the combination of those advantages from both sides.

The Confucius Institute at Kennesaw State University

Confucius Institute at Kennesaw State University (CIKSU) was established by cooperation with KSU and Yangzhou University (YZU) on September 2008 with the purpose of promoting the study of Chinese language, culture, ethics, and philosophy,

and furthering the understanding of China today. YZU is located in the Yangzhou City, Jiangsu Province of China. It is a key comprehensive provincial university, who pioneered in China in the merging of institution of higher learning. The University was established in 1992 as a merger of 6 colleges namely Teachers College of Yangzhou, Agricultural College of Jiangsu, Engineering College of Yangzhou, Medical College of Yangzhou, Water Conservancy Engineering College of Jiangsu and Business School of Jiangsu. Currently in YZU there are 33,900 full-time undergraduate students, 6,200 postgraduate (doctorate and master) students and 16,000 students of continued education. YZU has 27 colleges offering 94 undergraduate programs in 11 disciplines.

However, CIKSU is not the only CI in Georgia State. On March 19, 2008, Emory University partnered with Nanjing University in the establishment of the first CI at Atlanta. Basically, the situation that there are two CI in one state in the U.S. is not so common. So the establishment of CIKSU not only was attributed to the mutual efforts from KSU and YZU but also was reflected in the great attention from CI Headquarters to promote the Chinese language and culture in the state of GA.

At present, it acts as a subunit of Institute for Global Initiatives (IGI) at KSU but keeps a relatively independent status in its regular operation. Because there are some details waiting for further negotiation with YZU, so far the staffs of CIKSU only consist of the two employees from KSU but no any employee from YZU. The director of CIKSU is Mr. Jin, who is also the international program director of KSU Continuing Education College. The other staff is Ms. Liao who acts as the coordinator at CIKSU. IGI allocated three offices to CIKSU at the RM 205 of Willingham Building and CIKSU shares the conference rooms in IGI as well. Based on the perspective of Power Game by Mintzberg (Shafritz, Ott and Jang, 2005), I refer to

“Power Diagram” (See Figure 2) to illustrate the different roles and their interrelations among the internal and external coalition of CIKSU. Additionally, Figure 3 is for detailed description of the “Power Diagram”.

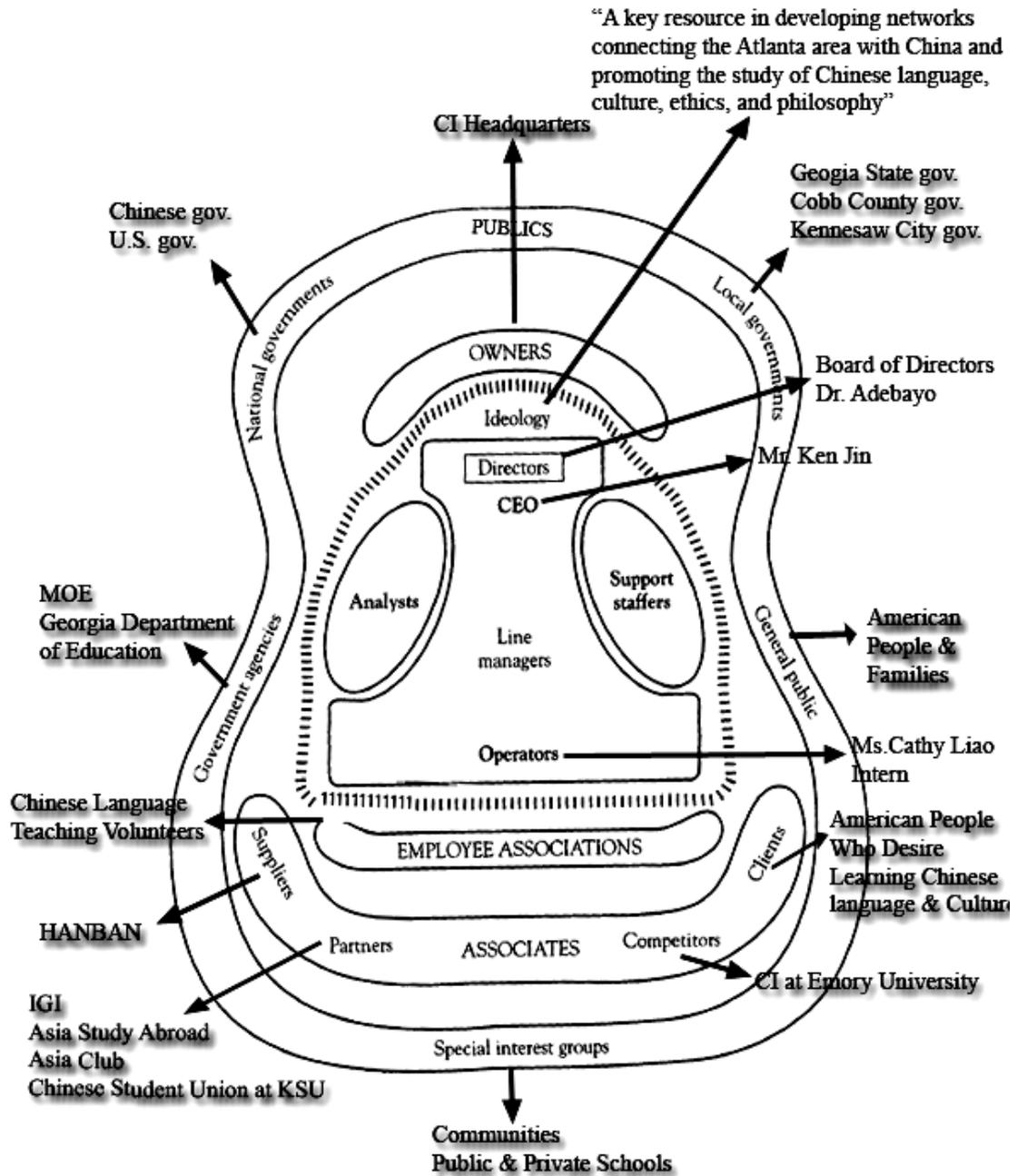


Figure 2: Power Diagram of CIKSU. The names with shadow refer to the roles act in external coalition while the names without shadow refer to the roles act in internal coalition

From Figure 3, like most of other individual CI that jointly established by

Chinese universities and oversea universities, CIKSU is influenced by both sides of China and U.S. in terms of its external collation. Meanwhile, as it rooted in American society and mainly provided its services for American people, it has to care more about American concerns in general during its operation.

In terms of its internal collation, CIKSU shared the same ideology and administrative structure with other individual CI. However, it has some features as it was newly established and the other collaborated side, YZU has not got involved in its operation so far. Firstly, unlike other individual CI which are used to being established under the foreign language department, CIKSU is set up within IGI and its status is same as Center for African and African Diaspora Studies, Center for Hispanic Studies and Office of International Services and Programs which are also the subunits in IGI. So, besides Chinese language learning, CIKSU pays more attention to promoting international and cross-cultural understanding both on the KSU campus and in the communities that KSU serve in order to correspond with the vision and mission of IGI (IGI Website). Secondly, as mentioned above, because the personnel of both administrative staffs and Chinese language teaching volunteers from China have not been sent to CIKSU, and then CIKSU concentrated on cultural promoting activities more than Chinese language training in this initiate stage. Thirdly, though CIKSU belongs to one of subunits of IGI, the director of IGI, Dr. Adebayo is not responsible to oversee the operation of CIKUS and participate into the decision-making of CIKSU either. He is only responsible to approve the regular expenses of CIKSU but except the funds from CI Headquarters. At last, according to these features discussed above, the organizational structure of CIKSU presented a team-based characteristic (Mohrman and Cohen, 1995) instead of bureaucratic characteristics (Shafritz, Ott and Jang, 2005) and its management is more based on project-driven (Cleland and Ireland,

2006) than function-driven (Verzuh, 2008) as well.

Coalition	Role	Actor	Influence
Internal	Ideology	A key resource in developing networks connecting the Atlanta area with China and promoting the study of Chinese language, culture, ethics, and philosophy.	A set of beliefs shared by other internal influencers that distinguishes it from other organizations.
	Directors	Board of Directors	Assessing and approving the CIKSU's development plans, annual plans, annual reports, project implementation schemes, budget proposals, and final financial accounts. Appointing and dismissing Directors and Deputy Directors of the CIKSU
		Dr. Adebayo	As the director of IGI, he is only responsible to approve the regular expenses of the CIKSU except the funds from CI Headquarters but not responsible to oversee the CIKSU.
	CEO	Mr. Jin	As the director of CIKSU, he is responsible to propose the development plans and annual plans and manage the regular operation of CIKSU.
	Operators	Ms. Liao	As the coordinator, she is responsible to implement the specific projects and deal with the routine affairs.
		Intern	Though intern is not the regular position in the CIKSU, in this case, I act as an assistant of Ms. Liao to help implement some projects and work on some affairs during my internship.

Figure 3: Description of “Power Diagram” of CIKSU

Coalition	Role	Actor	Influence	
External	Owners	CI Headquarters	Owning the proprietorship of the name, logo and brand. The only regulatory body that provides guidelines to the CI worldwide.	
	Employees Associations	Chinese language teaching volunteers	Core manpower to help CIKSU provide the services	
	Associates	Suppliers: HANBAN		Technical supports such as books, audio and video materials
		Partners: - IGI - Asia Study Abroad - Asia Club - Chinese Student Union		Helping CIKSU input resources
		Competitors: CI at Emory University		Stimulating CIKSU to provide better services or produce distinguished products
		Clients: American people who desire learning Chinese language and culture		Requiring CIKSU for better services or distinguished products
	Publics	National governments: - Chinese government; - U.S. government		Standing for relative interests respectively at large to CIKSU
		Government agencies: - Ministry of Education of China - Georgia Department of Education		
		Local government: - Georgia State; - Cobb County; - Kennesaw City		
		General public: American people and families		
Special interest groups: - Communities; - Public & private schools				

Figure 3: Description of “Power Diagram” of CIKSU

Therefore, in light of the style of project-driven management, CIKSU employs the method of Program Budgeting (Nice, 2005) into its financial plan except the compensation of personnel. Basically, CIKSU proposes an annual operational plan including the catalogue of the specific programs and estimates the appropriate costs of each program at the beginning of one year. After the plan is approved by CI Headquarters and the President of KSU, CIKSU will apply for funds from HANBAN to implement the program or project schemed on the schedule. Typically, a program proposal includes the goal, the scope, the executive procedure, the expected benefits and the approach of evaluation.

As the director of CIKSU, Mr. Jin elaborated the initiatives for CIKSU with his rich experiences on project management and culture exchanging activities. Although he came from China, he has been to the United States for more than 20 years and then he has had a very comprehensive understanding of American culture and social custom. Furthermore, because he has acted as the international program director of Continuing Education College for a long time, he is very good at how to manage the projects with high efficiency and effectiveness. According to the theory of style approach for leadership, in my view, his leadership orientation is more like the Team Management based on the Blake and Mouton's Managerial Leadership Grid (Northouse, 2007). The features of his leadership can be described as follows:

- Intending to discussions about the implementation of the projects instead of direct commands. Although Mr. Jin is familiar with how to do a project well, he still likes to encourage the staffs to express their opinions about the project which is planned to conduct. Also, the subordinates' valuable suggestions are used to being adopted by him.
- Emphasizing the quality of project's results instead of demanding the

quantities of projects. Mr. Jin makes sense of the current situation of CIKSU so he never pursues too many activities that CIKSU desires to do. However, he requires each project can achieve the preset goals and the results can satisfy the customer's actual needs.

- Coaching how to improve the performances instead of criticizing the wrongdoings. Sometimes when the subordinates met problems during the implementation of a project due to lack of experiences, Mr. Jin never reproaches them with errors or mistakes but always instructs them patiently with the skills to deal with the issues.

- Regarding the interpersonal relationships within the team. Besides formal working relations, Mr. Jin facilitates a harmonious atmosphere filling in the CIKSU. He likes to invite the subordinates to have lunch together and talk with them about any difficulties they faced in a friendly manner, whether on works or in daily lives. He has built an image of not only a gentle leader but also a kindly elder on the subordinates' minds.

Based on the discussions above, I carry out a SWOT analysis to discuss the more appropriate developmental strategy for CIKSU. Basically, SWOT is an acronym for the Strengths and Weakness as the internal factor of an organization and the Opportunities and Threats posed to the organization by its external environment (Stapleton and Thomas, 1997). Thus, SWOT analysis is to identify those internal and external factors and generate the possible strategies by collocating with different pairs of one internal factor and one external factor, so as to find out the most reasonable collocation of internal and external factors as a guideline for an organization to plan its development strategy.

To begin with, Figure 4 draws a SWOT model for CIKSU.

Strength (S)	Weakness (W)
<ul style="list-style-type: none"> • Seasoned leader; • Sufficient funding support; • Authoritative brand on Chinese language teaching in the world; • Global learning is facilitated in KSU 	<ul style="list-style-type: none"> • Lack of enough staffs; • Relatively low awareness in communities due to new establishment; • Personnel from YZU are tardy in designated position
Opportunities (O)	Threats (T)
<ul style="list-style-type: none"> • High increase in development of KSU in recent years; • China's development attracts more and more people to be interested in Chinese language and culture; • Diversity of culture roots in American society; • Culture exchanging activities tend to more frequent between China and America 	<ul style="list-style-type: none"> • Economic regression causes budget cutting so that Chinese language program will be hard to be promoted in most of schools; • Traditional American families intend to let the children learn western language rather than orient language; • CI at Emory University competes in the same marketplace

Figure 4: SWOT Analysis for CIKSU

In terms of the results of the analysis, I raise four alternatives for CIKSU to make the strategic selection (See Figure 5).

SO	Improving the popularity by a series of publicity campaign
ST	Providing more innovative products and outstanding services
WO	Attracting more volunteers besides Chinese to get involve in comprehensive culture exchanging activities
WT	Taking advantage of limited resources to concentrate on a minimum of featured programs so as to keep a relatively competitive position

Figure 5: Strategic Alternatives for CIKSU Based on SWOT Analysis

As the 2009 annual plan of CIKSU has been submitted to both CI Headquarters and the President of KSU waiting for approval, I would like to introduce the plan briefly so as to identify which strategic alternative that CIKSU prefers to. Basically,

the plan covers six catalogues including 18 projects or activities respectively (See Figure 6).

Catalogue	Project or Activity
1.Publicity of Chinese culture	(1) Chinese New Year Celebration (2) Exhibition of photos of 2008 Beijing Olympic Games (3) Hosting or collaborating a series of events including Chinese New Year program for Senior Center, Festival of Dragon Boat, Festival of Asian Film, Festival of Chinese Lamp and Festival of Chinese Music. (4) CIKSU official opening ceremony
2.Chinese language teaching	(5) Preparation for preschool Chinese language learning center (6) Preparation for Chinese culture and language learning center of North Georgia (7) Operating the certification for Chinese language teacher (8) Chinese Bridge program for both students and presidents (9) Chinese Proficiency Test
3. Organizing to visit China	(10) Tour of learning Chinese traditional medicine (11) Tour of academic exchanges between American and Chinese primary and secondary school teachers
4. Training	(12) Training Chinese language and culture for the current teachers of Cobb County (13) Training Chinese culture and communication skills for the employees from a TNC which has joint-venture corporations in China
5. Chinese featured class	(14) Chinese cuisine class at the future dining hall in KSU
6. Cooperation items	(15) Cooperation with CI in Atlanta to host the training for college instructors teaching Chinese language (16) Sponsorship to China Tree Academy with Chinese instruction and cultural lecture (17) Sponsorship to local private schools with Chinese instruction (18) Sponsorship to Chinese Teachers Association of Georgia

Figure 6: 2009 Annual Plan of CIKSU

When we examine the planed projects and activities and assess their portions, apparently those cultural events and exchanges have occupied a high proportion in the

whole plan. That suggests CIKSU intends to select the SO strategic alternative as its developmental orientation.

As far as I have been the intern at CIKSU in this year, CIKSU had finished three projects for publicity of Chinese culture, such as Chinese New Year Celebration, exhibition of photos of 2008 Beijing Olympic Games and Chinese New Year program for Cobb County Senior Center. At present, it is promoting the Chinese Bridge project which is especially for the American teens but not Chinese American to take a free tour to China visiting the historic sites and attractions and learning Chinese language and culture. Feedbacks from the faculty and students on campus and the families from the communities suggest those projects good effects. As a result, CIKUS arouses lost of American people's interests of Chinese culture and language.

Description and Analysis of Internship

In this section, I would like to introduce my internship career at CIKSU and make an analysis of my internship in terms of the evaluation of my performance and acquisition during working at CIKSU.

According to the requirements of the syllabus of PAD 7985, Internship in the Public Service, the learning objectives for us are to gain on-site professional experience and utilize skills obtained in the academic setting and demonstrate mastery and integration of previous course work in preparing and carrying out this internship. Also, in terms of the agreement signed with my supervisor, I was expected to exercise the approaches as follows:

- Good written and oral communication;
- Explaining policymaking, implementation, administrative procedures,

explaining theories of government organization, structure, management, leadership in democracy;

- Using analytical methods to create research designs and to engage in scholarship;
- Evaluating public policies and write reports;
- Evaluating concepts like efficiency, equity, empathy, responsiveness, and effectiveness.

Originally, another one of my classmate applied for the intern at CIKSU and was approved by Mr. Jin like me. However, she turned to select the practicum before this semester began. Then, through full communication with me, Mr. Jin decided to assign me as the assistant of Ms. Liao to coordinate Cultural Awareness Programs, Business Programs, Life Enrichment Programs, Chinese Language Programs and Study Abroad Programs with her. Besides the routine affairs, my works mainly spent on the specific programs, especially the Cultural Awareness Programs. So I describe the events I involved in sequence as follows.

Chinese New Year Celebration

Basically, this event was the fifth annual program at KSU but it was the first time for CIKSU to organize this event with others. Before I participated in this program, CIKSU and other organizers including KSU Asian Studies Program, Chinese Student Association and Asia Club had accomplished some preparation works, such as obtaining the sufficient funds for the program, determining the sites for performing and dining and contracting with the emcees and performers. On January 7 when I just began my internship, I was asked to take part in the meeting of preparation for the event with Ms. Liao. The participants included the representatives from each

organizer and the manager of performance site. At the meeting, firstly they checked the items needed to be finished for preparation whether deliverable. Secondly, they defined the roles that were necessary for this event. At last, after discussion about the available candidates, they quickly assigned the relative persons with a specific title respectively. The positions involved with Co-chairs, Masters of Ceremony, Stage Director, Performance Coordinator, House Manager, Manager of Performance Hall, Coordinator of Performance Hall, Volunteer Director and Graphic Designer. Because I was a new comer to this event, Ms. Liao who took the position of House Manager assigned me to help Volunteer Director communicate with our classmates who were assigned as volunteers as well, help Graphic Designer make up the flyers and brochures and coordinate with the photographers. So, the responsibilities for each position can be presented as the following table (See Figure 7).

Position	Responsibility
Co-chairs	Monitoring the process of implementation;
Masters of Ceremony	Designing the performing process
Stage Director	Directing the sound engineer and the stage workers to collaboration for what the performances demand
Performance Coordinator	<ul style="list-style-type: none"> • Arranging the rehearsal; • Reminding the performers to perform on the stage in a designated order
House Manager	<ul style="list-style-type: none"> • Contacting the performers; • Delivering the tickets; • Monitoring the making publicity materials; • Purchasing the decorating stuffs; • Contracting with the buffet supplier; • Coordinating the volunteers inside the performance hall; • Coordinating the photography and video recording; • Dealing with the finance; • Contacting the local mass media
Manager of Performance Hall	Monitoring the process of preparation for the performing program

(Continued)

Coordinator of Performance Hall	Arranging the equipments and staffs for the performing program
Volunteer Director	Coordinating the volunteers to decorate the performance hall and dining hall; Coordinating the dining services
Graphic Designer	Designing the tickets, flyers and brochures of the event

Figure 7: Description of Positions and Their corresponding Responsibilities

Additionally, based on the consensus of all the organizers, the key issue that would affect the event's success was identified as the risks. Therefore, regarding the methodology of risks management, the organizers improved the primary proposal in order to actually satisfy the guests (See Figure 8).

Risk Event	Impact of Risk	Prevention/Mitigation Strategy
Performers arrive late.	The program has to be delayed so as to cause the audience's complaining.	Moving the deadline for the performers' arrival towards to 30 minutes before the predetermined time.
Performers are absence from the planned program due to unexpected causes.	The program schedule would be disrupted so as to decline the quality of the whole program.	Arranging one or two performances as the backup.
Performers cannot keep good communication with Performance Coordinator due to language barrier	The program schedule would be disrupted so as to decline the quality of the whole program.	Assigning a Chinese volunteer who is good at speaking English as the assistant of Performance Coordinator to help communicate with the performers.
Foods are not sufficient.	Guests would be unsatisfied with the services.	Allocating more money to reserve additional food as possible as the budget permits.
Guests miss the path from the Performance Hall to Dining Hall.	Guests would leave and complain about the bad services.	Designating several volunteers to guide the guests.

Figure 8: Risk Mitigation Plan

Finally, on the 3:00 pm of January 18, this event was carried out as what it was

planned and everything went somewhat smoothly. At least in light of the warm response from the live audiences, the event reached its goals on the whole. Soon after this event, all of the people involved with the management held a meeting to evaluate this event particularly. As I had to attend the class, so I was absent from the meeting but I learned about the assessment and recommendations for improvement of the event from the memo recorded by Ms. Liao. I will discuss about the evaluation involved my performance in the next part.

Chinese New Year Program for Cobb County Senior Center

To respond to the invitation from Cobb County Senior Center, CIKSU decided to organize an event to serve the seniors because it was a good opportunity to promote the Chinese culture in the area. Mr. Jin held a meeting with Ms. Liao and me to discuss the scheme of event. After a brainstorm among us, we proposed a small performance program which would be performed by the Chinese Cohort of MPA program because the Cohort had succeeded in holding a party at the Thanksgiving Festival. So Mr. Jin designated Ms. Liao to purchase the decorating stuffs for the program and little gifts for the seniors and also designated me to contact Ms. Maggie Liang, the coordinator of the Cohort with the transportation, coordinate the performances and arrange the photography and video recording. I made a short plan for my works at once. Firstly, I called Ms. Liang to make sure that she would be available to drive the van for our transportation to the Senior Center and ask her for help with the recruitment of volunteers in the Cohort. Secondly, I communicated with Lily, who is used to be the performance coordinator in the Cohort to plan the appropriate performances not only would satisfy the seniors but also would be full of Chinese cultural features and easy to be prepared and performed by the designated

volunteers. Thirdly, I assigned a volunteer who had his own camera to act as the photographer. To prevent the occasional problems happened on the volunteer's camera, I prepared my camera as a backup especially. On the morning of January 26, which was the first day of Chinese New Year of OX as well, CIKSU and 10 volunteers came to the Senior Center to present a wonderful program for the seniors. The program consists of five short performances including introduction of the history of Chinese New Year, Chinese folk songs singing, display of Chinese scenery and so on. Because the program was meticulously planned in advance, although the time was very limited for preparation, the program was warmly welcomed as expected. Through the event, CIKSU was not only successful to promote the Chinese culture, but also raise its reputation meantime in the community.

The Exhibition of Photos of 2008 Beijing Olympic Games

This activity was required by CI Headquarters and CIKUS was waiting the available showroom to hold the exhibition until February. After discussion with Mr. Jin and Ms. Liao, they determined that this exhibition was consigned to me except the necessary stuffs purchased by Ms. Liao. As it was the first time for me to be mainly responsible to execute a project, to ensure the exhibition held on schedule with high quality, I made a work breakdown structure (See Figure 9) and a milestones report (See Figure 10) in light of the methodology of Project Management. Since I am not the expert of exhibition design, I asked Ms. Sandy Ning, who used to major in advertisement design to help me. Apparently, the original goals of the activity were to show the imposing appearance of Beijing Olympic stadiums and introduce the success that 2008 Olympic Games had achieved. For better effects, I suggested placing a computer in the showroom to play the video of the opening of Beijing Olympic

Games. Furthermore, considering the needs of promoting Chinese culture, both Ms. Cathy and I decided to decorate some featured Chinese handcrafts with the exhibition. Moreover, in order to attract more visitors, with the approval from Mr. Jin, we also decided to offer a batch of Chinese calendars as free gifts to the visitors who would come earlier.

1. Initiation	<ul style="list-style-type: none"> a. Mr. Jin assigned Ms. Liao and me the specific tasks b. Determine major stakeholders as CI Headquarters and faculty and students on KSU campus.
2. Planning	<ul style="list-style-type: none"> a. Collect the photos and the text descriptions b. Collect the decorations and gifts c. Check the showroom whether available d. List the necessary stuffs and snacks and drinks especially for the opening of the exhibition e. Test the computer and video disk f. Assign Ms. Sandy Ning the task of design
3. Execution	<ul style="list-style-type: none"> a. Purchase the necessary stuffs, snacks and drinks b. Type the text descriptions for the photos and print them out c. Make the exhibition panels d. Design the sketching and rendering of the exhibition e. Verify the effects of exhibition with the panels testing on one side of the wall of the showroom f. Adjust the design to meet the best effects g. Install all the panels, decorations and the computer h. Send invitation emails to all the faculty i. Lay the gifts, snacks and drinks on the table
4. Control and Monitoring	<ul style="list-style-type: none"> a. Keeping the project on schedule b. Keeping the cost on budget c. Monitoring the panels whether tight enough d. Fixing the panels if dropping down
5. Closing	<ul style="list-style-type: none"> a. Tear down the panels and decorations b. Clean the showroom c. Report the event on the website of CIKSU

Figure 9: Work Breakdown Structure of the Exhibition

Milestone	Date	Resource	Status
Initiation phase	January 27	Mr. Jin	
Planning: Collect the photos and the text descriptions	January 28	Qian Li	
Planning: Assign Sandy Ning the task of design	January 28	Qian Li	
Execution: Purchase the necessary stuffs, snacks and drinks	January 30	Ms. Liao	
Execution: Make the exhibition panels	February 5	Qian Li	
Execution: Design the sketching and rendering of the exhibition	February 5	Sandy Ning	
Execution: Send invitation emails to all the faculty	February 5	Ms. Liao	
Execution: Install all the panels, decorations and the computer	February 9	Qian Li	
Closing: Clean the showroom	March 1	Qian Li	

Figure 10: Milestones Report for the Exhibition

Therefore, a plan based on comprehensive considerations has come into being mature. With our collaborative efforts, the exhibition was held successfully on February 10 and every visitor was attracted by not only the photos but also the display of the whole exhibition. Surely, all the visitors were very satisfied with free gifts and appreciated those definitely. Because more than 100 gifts were all taken away and we recommended one gift for one visitor, we estimated that 100 visitors at least had come to this exhibition in 14 displaying days.

Analysis of Internship

In fact, I have regarded my internship as a very valuable learning experience so far though I just spent no more than 80 days at CIKSU. In terms of the results of three projects particularly I participated in, I would like to make a self-evaluation on my

performances so as to examine whether I have achieved the objectives of the internship.

As the project of Chinese New Year Celebration is described above, although the time for me to participate in this project sounded a little late and what I involved was not so in-depth and important, my efforts on the project were approved by the organizers representing the following aspects.

(1) Good assists to coordinate with Ms. Liao and the Volunteer Directors to designate the volunteers from the Chinese Cohort of MPA program serve the audiences inside the Performance Hall. As I was familiar with the situation of my classmates, I assigned proactively the suitable persons to the reasonable positions. Basically, they acted their roles well and met the requirements for them.

(2) Good awareness of risks management. Yet the organizers have already noticed the potential risks and made an improved plan to mitigate the risks as possible, I found that the camera and the camcorder that were borrowed from the Media Department would have the likelihood of temporary problems. So I assigned two classmates who have their own camera and camcorder to act the photographers if necessary. As expected, both the borrowed camera and camcorder were failed in low volume of batteries to record the most of performances. Fortunately, the classmates who I assigned as the backups helped photograph many of photos and videos of this event so that CIKSU had sufficient sources to make the collection.

However, the memo of evaluation also pointed out my neglects on some specific details. For example, as the Risk Mitigation Plan identified that guests would miss the path from the Performance Hall to the Dining Hall so that it was necessary to designate several volunteers to guide the guests, Ms. Liao asked me to settle this issue when the show was over and guests began to move to the Dining Hall. But all the

volunteers including me were required to hurry up to help the others make up the Dining Hall, under such urgent situation, I only could ask some of my classmates act the temporary volunteers to do this job. Lacking of clear and sufficient communications, inevitably they could not finish this task as expected.

Through this event, I think it enhanced my knowledge of project management especially the importance of risks management. On one hand, I noticed the risks during the tools' usages but on the other hand I did not realize that the risks of human resource are more difficult to control than the risks caused by tools. Furthermore, I learned that an excellent project manager should be comprehensively aware of all the resources he can utilize; otherwise the allocation of resources will be misused and hard to meet the goals of the project.

As discussed previously, the project of Chinese New Year program for Cobb County Senior Center is a small and short project. However, to satisfy the needs of such special group is not so easy. In light of Mr. Jin's appraisals, the program was design very successfully. Considering the acceptance of the seniors and the needs of promoting Chinese culture on such a significant day, Mr. Jin suggested that the performances might be full of Chinese features with warmness and happiness. Apparently, those performances were highly welcomed by the seniors so that they even sung and cheered with us together. From this activity, I got to know that the stakeholders' interests are the key to determine the project whether will be successful or not. To be a seasoned project manager, customer orientation and sophisticated analysis of customer's demands are so critical at the initiation phase.

Although the project of exhibition of photos of 2008 Beijing Olympic Games looked a little bit simple due to the limited budget, in terms of feedbacks from Mr. Jin and most of visitors, I think its quality has been the highest among the projects I

engaged in. Benefiting from the course of Project Management, I have learnt quite a lot of knowledge about the WBS and how to control the process of a project. The WBS I illustrated above was based on the scope of the project and careful analysis of each task with a deliverable-oriented perspective. It is more like a guideline for me to conduct the project while constantly checking if there is any omission. When I initiated the project, milestone report helped me keep track of the critical tasks so as to ensure the whole project could be done on schedule. Generally, for such project, time consuming is used to be the important factor that influences the quality.

Conclusion

As what I mention above, my internship at CIKSU is just what I desired to learn from the MPA program. Through about 80 days during working at CIKSU, I have not only made great sense of the organizational structure, strategy of development and operation of CIKSU, but also enriched my experiences on management a department of public service. The most valuable achievement for me is to participate in the specific projects involved with culture exchanges while applying the knowledge I have learnt from the classes before into the initiatives of CIKSU. Though it is a new establishment at KSU, its team-based structure, team management style of leadership, customer-driven orientation and seasoned skills of project management has deeply attracted me so far. To sum up, I think I have really spent a full and significant time during my internship at CIKSU without boredom, and I believe I will finally achieve the goals as expected before my graduation in the last semester.

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