The Front-end Analysis Report

The Office of International Programs

A commitment to customer service

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Submitted: March 23, 2007

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Executive Summary

The Office of International Programs (OIP) is a UNCW department in the Division of Academic Affairs, and it is tasked with increasing the international dimension of the UNCW campus.   The operations are split: One half deals with students and faculty going abroad and the other half deals with students and faculty coming to UNCW.   The director of the office is an assistant provost and manages 16 full-time time employees, and part-time student workers.   This year, 431 students and faculty went abroad in 47 programs and 120 students came to UNCW from 41 foreign countries.

Meeting the service needs of its community is the overall goal of the Office.   Helping students plan and prepare for trips abroad and helping international students before and during their studies here, are the primary goals of the system.   International students, according to a survey, are not impressed with the OIP customer service, particularly in the area of "staff knowledge".   The directors of both subdivisions, Study Abroad (SA) and International Students and Scholars Services (ISSS) have noticed an inefficient office workflow and low morale among staff.

Analysis shows that currently, neither formal training nor standard reference material is provided for new employees.   The coaching and on-the-job training received by the staff is not systematically implemented nor measured for effectiveness.   As a result, customer satisfaction with service, particularly with International students, is low.   This led the analysts to suggest the following solutions: formalizing office training for directors, defining the job responsibility area for each staff, developing job aids for all staff, and providing the OIP service handbook for all staff.

Analysis of solutions indicates that the most effective method to improve international student customer satisfaction is to implement an initial and recurrent training program, to include all office duties and specific skills that support the goals of the department.   Subject matter experts and training professional, both internal and external to the organization, would facilitate the training program, which would focus primarily on three directors with the ultimate outcome being performance improvement of the entire staff.
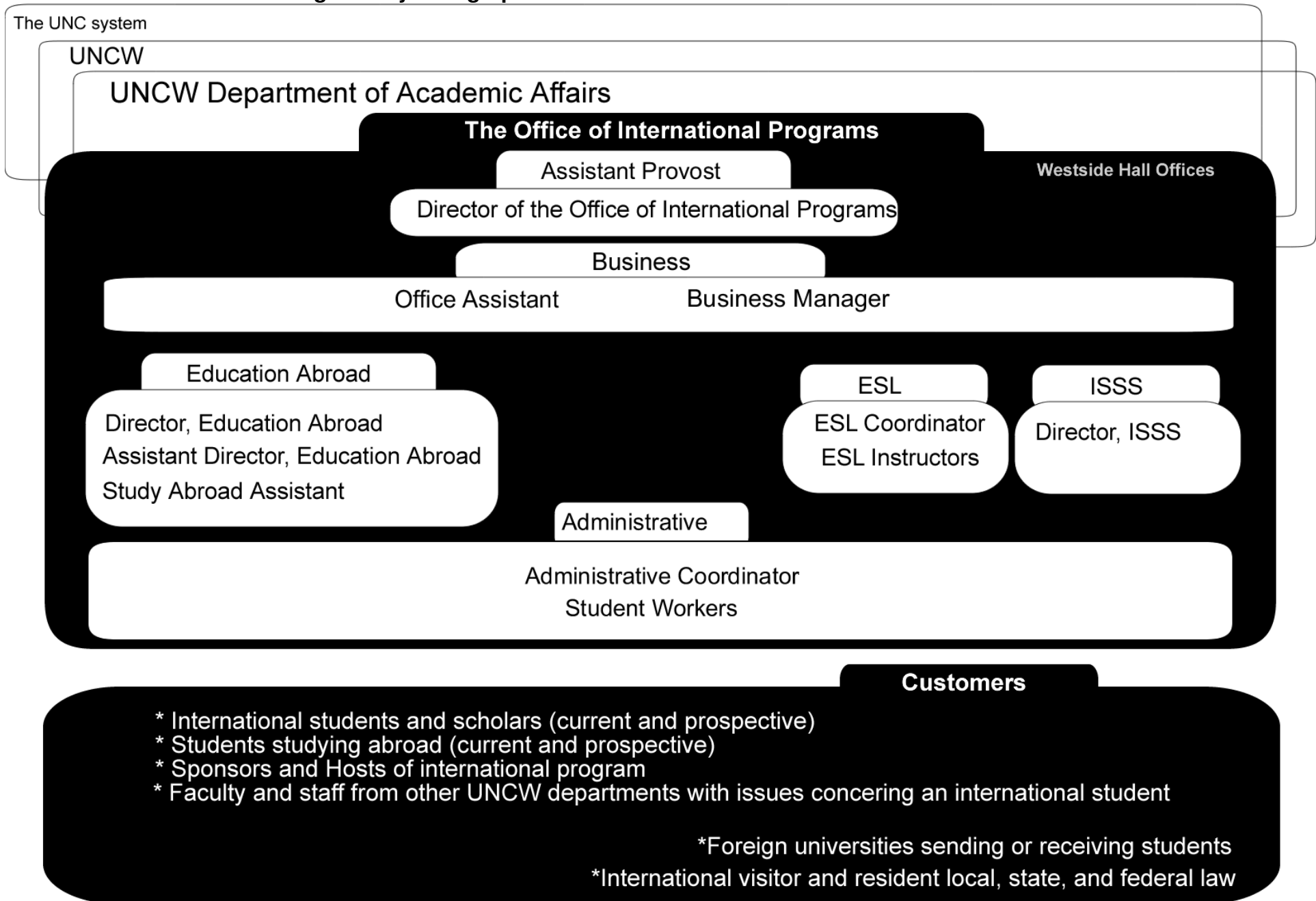
Section I

The Operating System

The Office of International Programs (OIP) is the epicenter of all international activities on the UNCW campus.   Most international concerns are funneled through the international office headed by the associate provost and chief international officer, Dr. Adrian Sherman. There are currently 431 UNCW students studying abroad and 120 international students studying at UNCW.   The office front desk handles approximately 50 inquiries a day from customers with a very wide variety of issues concerning each of the three operational unit's objectives.   The OIP also plans and executes programs such as Intercultural Week and the Hosts Family Program.

The OIP is a department within the division of academic affairs at UNCW, one of 16 campuses in the North Carolina public university system. OIP has a wide range of objectives centered on increasing the global nature of the UNCW campus. There are 17 people working in the office. Of which, the assistant provost director is the top authority among the OIP, supervising and leading five functional subsystems towards the mission and goal of the OIP. The five functional units within the OIP are: Business management, Study abroad, International Students and Services, English as a second language, and the administrative unit. Of five, Study abroad, International Students and Services, and English as a second language are mission operational units under the same level within the OIP. Their primary objectives are respectively to: assist students and faculty going abroad, assist faculty and students coming from abroad, and assist international students enhancing English speaking; while Business management and the administrative unit are supporting units within the OIP, facilitating the above three units to achieve the mission of the OIP. They are the integrate part of running the entire operating system well.

The customers for the OIP are just as varied as the mission and objectives.   Prospective and current international students, prospective and current 'study abroad' students, as well as faculty going from or coming to UNCW use the OIP as an informational and administrative headquarters.   Other customers include: faculty and staff from other UNCW departments with issues concerning an international student, sponsors and hosts of international programs, foreign universities and exchange program members, among others.

The mission of the OIP is: "To develop and increase the international dimension of the UNCW campus." The measure of this international dimension is the number of international exchanges happening at UNCW.   The Director places a primary focus on meeting the needs of students and other customers of the office. OIP customer service is the face of UNCW to international institutions and students. A pleasant customer service experience there cascades to all other areas of relations. (**See the organizational chart of OIP below**)

The Office of International Programs system graphic

The UNC system

UNCW

UNCW Department of Academic Affairs

The Office of International Programs

Assistant Provost

Director of the Office of International Programs

Westside Hall Offices

Business

Office Assistant   Business Manager

Education Abroad

Director, Education Abroad

Assistant Director, Education Abroad

Study Abroad Assistant

ESL

ESL Coordinator

ESL Instructors

ISSS

Director, ISSS

Administrative

Administrative Coordinator

Student Workers

Customers

* International students and scholars (current and prospective)
* Students studying abroad (current and prospective)
* Sponsors and Hosts of international program
* Faculty and staff from other UNCW departments with issues concering an international student

*Foreign universities sending or receiving students

*International visitor and resident local, state, and federal law

The Office of International Programs (Westside Hall, UNCW, Wilmington, North Carolina)

Super-Systems

The 16 universities of the UNC system

UNCW Department of Academic Affairs

UNCW system policy regarding students

UNCW system policy regarding faculty, departments and employees

Customers

- International students and scholars (current and prospective)

- Students studying abroad (current and prospective)

- Sponsors and Hosts of international programs

- International visitors

- Foreign universities sending or receiving students

Local, state, and federal law concerning foreign national residents

Local, state, and federal law concerning travel and residency abroad

System

The OIP

Sub-systems

Operational units

- The Study Aboard unit

- The ISSS unit

- The ESL unit

- The Business management unit

- The front office / administrative unit

Employees

- Full time employees

- Student employees and Graduate assistants

Equipment and Material

- Computers, phones, faxes, copiers

- Office furniture – desk, chairs, file cabinets

- Publications and displays

Problem Statement

The unit of International Student & Scholar Services (ISSS) falls organizationally into the Office of International Programs (OIP) of UNCW, which is under the purview of the academic affairs department. OIP is split into five groups, three operational and two in supports. The operational units are – English as a Second Language, Study Abroad, and ISSS.   And the support units are Office Management and Administrative Support. Of them, ISSS is a key service window of OIP, which serves more than 100 international students, scholars, faculty, and their dependents, as well as producing international programs in support of the OIP mission.

The observation data shows that currently students who refer to the ISSS for help are not satisfied with the assistance that they have received, and revisiting and/or visiting back for the same case often happen to students in need of relevant assistance. "I", as an international student, is a case in point. There is no case that has been solved immediately, need visiting back at least for two times, during my six visiting experiences for separate problems. The same complaints, I heard from my Chinese friends and several Japanese friends during my ESL class and leisure communication. In addition, the director of ISSS, reports that staffs are not using the database available to search and track their work for service efficiency when providing assistance. Of 13 staff members, just two use the database software when providing assistance, making up 20% of all staff. Observation and survey among the international students hint that staff providing assistance is not knowledgeable and competent; interview records show that current lunch hour training is not professional and enough, there is no formal training in the job tasks for the staff, and there is no performance measurements to assess current staff or hire new staff.

The director of ISSS is concerned that not taking the problems seriously and solving it may result in decrease in enrollment of international students and scholars and the number of UNCW students and faculty studying abroad as well as international exchange program. As a result, it impacts seriously the accomplishment of the mission of OIP to develop and increase the international dimension of the UNCW campus. Consequently, the director wants to improve customer service efficiency to achieve 80% customer satisfaction in the rest of this academic year measured by a survey through enhancing knowledge and skills of staff providing customer service and increasing the number of staff who can use the database when assisting customers from UNCW to 10, making up 92% of all staff.

What is the operating system like now?

We based our analysis on data collected during the first three weeks of March 2007.   Several methods were used, interviews (face to face, via email, and by telephone); document analysis of the organizational chart, website, mission statement, and office manual (in development); observations of office operations over a period of three days and at different times of day and with different staff on duty; and a survey of the international students and scholars. Data gathered using these methods were used to draw conclusions about the present status of the system.

Objectives:

The objectives of the Office of International Programs are outlined in the mission statement.   Relative to our problem, the most pertinent is "fostering programs and services for international students".   This reflects the dual-purpose role of ISSS - programs and service, administrating international programs and providing comprehensive service to international service in all areas of campus life-before and during their stay. While based on interviews and observations, currently the stated objective are not being fully met due to some issues such as work overload with director (the only staff working in the ISSS), lack of effective assistance from the front desk, lack of clear-cut workflow and lack of teamwork spirit among the OIP.

Activities:

Customer service is a primary goal of the OIP.   Customer service begins with interacting with the student workers at the front desk in four ways - by telephone, by email, by walk-in, and by the website (Standard mail is a fifth way but was not considered for this report). For the customers requesting assistance, some student workers ask for and understand what their query is first, and then direct them to the appropriate office for the proper response. A typical incident involves a student customer who wants to study abroad and walks in to the office.   A student staff member (there are generally two on duty) asks for and understands her query.   The customer is directed to the appropriate area (or subsystem) in the office - in this case a sign-in sheet for a "Study abroad initial info session"; while some student workers just ask who the customers are looking for regardless of what query they need help with, and then direct them to some full staff for response. This time the problems of service deficiency happens such as revisiting different staff, influencing the service progress of the staff, frustrating some staff, etc.

The student workers (SW) have a four-hour shift and usually work 20 hours a week.   The full time staffs operate on a standard 40-hour workweek.   On special occasions, all staffs are asked to work evenings and weekends. Interview with Directors shows that among the OIP some staffs are feeling overloaded; some staff members are not fulfilling their job duties. Some staffs don't know what is expected of them for their job; some staffs don't know their job responsibilities. Almost all staff work independently in OIP and don't care and have some responsibility of other staffs' work area. They are not clear about the entire workflow and don't know how and what to do in order to run the operating system smoothly. For example, if the director is out of town for business, then her service work will be discontinued without one alternate staff. This affects the normal operation of the system and results in the problems of service deficiency. There is no relevant system in place for recording customer service satisfaction data and for customers to offer feedback on a routine basis. There is no written job qualification

checklist available for hiring the new full time staff. There are neither job aids nor job manuals available for staff reference. In addition, for the database that can enhance work efficiency and streamline the workflow among the OIP, most staff members don't know how to use it proficiently. There has been an attempt at a providing some training for the staff.   During one-hour lunch break, the section managers trained the entire staff in its operations. The training session has not achieved desired effects without professional training process. For the customers, they don't know exactly which staff or office they should ask for help/assistance at all.

In general, the office does not have a performance goal mindset. Staff members are aware of problems and are willing to change.   Even though the Office of International Programs is mentioned by name in the annual report, all staff members don't realize how their performance is measured.   There is a feeling of 'work overload'.   Because the mission is to increase service, and they currently feel at a maximum performance level, the staff is focused on improving overall efficiency and effectiveness for the office.

Side Effects:

An important side effect of the present activities was that to some extent almost all staffs are lack of knowledge and skills related to service area of OIP. This is evidenced in the present activities above. Among the OIP there is no formal training for staff in job tasks; there is no job qualification for staff; there is no job aids or job manual for staff reference. On the one hand, the staff has no chance to update their knowledge and skills professionally; on the other hand, the staffs have no pressure of performing their job well. Possessing relevant knowledge and skills is the necessity for the staff to serve the customers to achieve the mission of the OIP.

Another important side effect that was observed was that the full time staff and student staff lack of intrinsic work motivation. Without written feedback about service from customers, without job performance measurement mechanism among the OIP, and without clear-cut job responsibilities, it is very hard to drive the staffs to take full commitment to their job. To accomplish the mission of OIP, taking full commitment to job area is the first step for the staff to follow.

Resources:

The OIP has a budget, which is divided among the sub systems in the office. The office space, budget, and personnel are constrained by the Academic affairs department and divided among the 4 operational units at the discretion of the Director, who can apply for increases.   During the course of this study, two changes in personnel where authorized.   There are two computers and three phones available to the student staff in the front office.   As indicated in interviews, changes in equipment and resources are not hard to achieve. For the small formal training, the budget can be solved within the OIP. For the formal training in the big range, the budget may be submitted to the academic affairs department for approval. Our change is in the small scope, and its budget can be solved by the OIP itself.

Constraints:

There are many fixed constraints in the OIP system. The policy of student workers' hours and pay as set by

UNCW.   Many other UNCW policies regulate and constrain the system.   These policies and regulations range from who can update the OIP website to the physical location of the office.   The federal laws regarding foreign national residence are another constraint of the system.

Management:

The chief international officer of UNCW, an assistant provost, manages the entire office and all units. The front office staffs report directly to the new office administrator position that reports to the director. Each of the other full time staff can ask the student staff for assistance. The student staff makes decisions concerning how and when to handle a situation and when to send the customer to a full time staff person, based on personal judgment.

The customers for the office are mostly study abroad students and there is a bias in that direction.   Because training is done 'on the job', the staff learn to how to handle study abroad issues by observing others. However, International student's issues are neither discussed nor observed on the job.

What should the operating system be like?

Interview, survey and extant data analysis are the main methods to collect and analyze to determine what might be out of line in the operating system and how it should run. Interviewing the key stakeholders of the system such as academic affairs, assistant provost and director of OIP,   and the other directors of three areas of the OIP, is intended to identify what they are expecting of their organization and to ascertain how it should run to function well. Interviewing occurred throughout the project by phone and email contact. In addition, a customer service satisfaction survey for international students was designed and implemented to answer the question of "How satisfied the international students were with the OIP.   We also analyzed extant data, such as OIP desk manual, web sites of other international programs of benchmark universities, in order to find out optimal of the operating system.

Optimal objectives

According to mission statement of the office of international programs, its main goal is to develop and increase the international dimension of the UNCW campus. This should be accomplished by fostering programs and services for international students and scholars, and for UNCW students and scholars studying abroad; developing and strengthening educational linkages with international partners; identifying and obtaining resources to further the internationalization of UNCW, and by enhancing and expanding international and global opportunities and resources on campus and in the surrounding community. Of which, fostering programs and services for international students and scholars is the primary objective the OIP expresses. The objective is well reflected in interviewing the key stakeholders and relevant documents. Others are regarded as secondary objectives of the primary objective. Once the primary objective is achieved, other affiliated objectives of the system are achieved one after another.

Optimal system activities

To accomplish the primary objective, a series of activities should be carried out accordingly. First, a long-term plan for recording and monitoring customer service data (input and output) on a routine basis is in place because it is an effective avenue for assessing customer satisfaction. Secondly, a written description about work area each staff is in charge of and job expectations/objectives of each staff is available for each staff. Thus, not only all assistants at the front office can introduce coming customers to who can serve best but also staff can determine which assistant at the front office she/he can request assistance on difference cases. Thirdly, each staff knows the entire workflow of the office and not just their specific area.   This forms a powerful team with a smooth streamline of work tasks in OIP and maximizes work efficiency, particularly during peak times of each semester. Thus, cases are resolved regardless of staffing, and overloading does not occur. Fourthly, a relevant incentive/motivation mechanism functions within the OIP. This serves to increase confidence of all staff in related knowledge and skills and is a key step toward serving customers well. Fifthly, formal and informal training for keeping knowledge and skills related to job current is provided to improve work efficiency of all staff.

OIP is really expecting that every staff can have the knowledge and skills to use the service database software for international students in order to improve get individual job duties well done, effectively and efficiently. This database is developed to improve work efficiency of organizations serving international students in universities.

Optimal side effects

In an optimal system, the customers are satisfied with the highly efficient service provided by OIP. The good repute of the OIP will diffuse through the community via the customer's 'word of mouth'. This would increase the enrollment of international students and scholars, the number of UNCW students and faculty studying abroad, the number of exchange programs and universities, which could accomplish the goal of OIP: develop and increase the international dimension of the UNCW campus. Likewise there would be lower stress in the office, less turn over in staff, and increased motivation.

Optimal management

In the optimal state, communication among departments would increase the efficiency and effectiveness of the OIP to achieve its mission goals. Management is systematic and has a plan in place for strategic planning and change. In addition to the above, each member of OIP should be considered to be an important and essential part of the system and other individuals to diffuse and implement team spirit completely in the system. The system should be organized and managed in the systematic way to accomplish the goal of the system.

Appendix A – Performance Gaps

What is happening	What should be happening	Gaps
Staffs are learning just enough to perform the majority of their job tasks. Many other tasks they feel are outside of their scope and are not performing them.	Staff is motivated to accomplish all job duties and strive to improve job skills.	The office is missing proper incentive. (motivations and incentive) Employees lack training to improve job knowledge and skills that are not learned on the job. (knowledge and skills)
No system is in place for performance measures or goals for the office or individuals.	Staff feels a strong 'Esprit de corps' in the office. Staff takes ownership of the plans and processes of the office.	The office is missing valuable feedback among the staff. (work environment) The employees are lacking in unit cohesion and the feeling that progressive improvement can happen. (motivation and incentive)
Some staff members are overloaded. They are interrupted many times during the day and are unsure they can get everything done.	Staff feels they can achieve what is expected of them. Interruptions are limited and only happen when necessary.	Staff lacks confidence in job skills. (knowledge and skills) The office lacks detailed job descriptions(work environment)
The staffs at the front office are often very busy at the front office answering frequently asked questions and performing information retrieval.	Staff answers only exceptions to the FAQ and handle service that can't be accomplished by self-service means.	Employees lack the knowledge and skills to incorporate self service customer service options.(knowledge and skills) The office is missing self service options (work environment)
Just 15% staff can use service database for international students.	Staff uses more computer based tools in order to manage more customers in a professional, efficient, and effective manner.	Employees lack the knowledge and skills to use computer based office tools. (knowledge and skills)
Staff learns the skills and knowledge to help customers and perform job duties on the job with the help of informal coaches and mentors.	Staff are trained in all areas and can handle all basic (not just common) requests	Employees are missing valuable information for helping ISSS customers. (knowledge and skills) The office is missing formal initial hire, on going, and professional development training. (work environment)

Appendix B - Possible causes of the problem

Lack of Skills/Knowledge	Work Environment	Lack of incentive/motivation
60% of staff members lack relevant skills and knowledge to serve customers well.	There is no clear cut workflow	There is no feedback mechanism for staff's performance and customers satisfaction
65% of staff members don't know how to use service database for international students to improve their work efficiency, increasing service satisfaction.	There is short of job aids for each staff	No specific expectations for each staff are presented among all staffs.
Informal training provided was not created using performance objectives/assessments	No smooth chain of workflow exists and be informed among the staff	No relevant measurement and/or evaluation system for staff's performance
Manager that provide lunchtime training lacks relevant knowledge and skills about training	There is no professional trainer available	No relevant rewards mechanism for staff's performance

Probable Cause of the Problem

Skills and Knowledge

By graphing discrepancies between present status and ideal status (see Appendix A) based on the analysis of data collected through interview and survey as well as the analysis of performance problem, there are the following possible causes of the problem (see Appendix B). The first category of causes falls under *lack of skills and/or knowledge*, which appears to be most relevant causes of the problem Interview data indicated that the current informal and on-job training is ineffective for training a wide range of skills and knowledge. In addition, the informal lunchtime training is not focused on analysis of needs and OIP's performance objectives/assessments. Currently, other than weekly meetings there is not training that can solve staff's performance problem. Furthermore, the manager who conducts the informal training has no professional knowledge and skills for designing and conducting training. The informal training sessions are conducted by asking the staff as to solutions for the emerging problems rather than by preparing them for a wide range of issues. Thus the staffs didn't not only learn or update their knowledge and skills for performing the job well but also lost gradually passion and specific expectations for the further training. In the OIP, no relevant formal training for knowledge and skills that keep all staff current is provided. For example, service database available in the OIP, there is no training about how to use service database for all staff. Those two staff members that can use this service database are staffs that like new things and are open to new technology for job. Other staff members, even relevant stakeholders didn't realize need and importance of using it to perform their job well.

Work environment

The second category of causes for the problem falls under the *work environment*. There is an uneven workload and no clear-cut workflow among all the staff.   Some staff members feel overloaded; some staff members are not fulfilling their job responsibilities. This would negatively impact accountability of the staff for job and results in duplication of staff's efforts, which decrease work efficiency of the office and customer service satisfaction. No smooth chain of workflow exists among the OIP. According to interviews, about 90% of staff work independently from others and don't know what fellow colleagues in other units are doing. If one worker is absent because of sickness, there will be a discontinuity of some service for customers. Lack of interactions and cooperation occurring on the job among the staff would affect negatively service efficiency of the OIP, particularly during the peak times and some staff's absence.

Shortage of job aid for staff and no professional trainer are additional performance problem causes related to work environment. When staff needed to ask timely help with something while providing assistance, there was no relevant job aid available for staff to ask. Normally, this moment no job aid in hand has negative influence on staff's performing their job effectively and efficiently as well as staff's confidence in job. No professional trainer was available and accessible to the staff, which would depress staff's motivation for improving knowledge and skills related to job. Obviously, this effects advancement of work performance. The objectives are too wide and

unfocused for such a small office to handle.

Motivation and Incentives

The final category of causes that has been identified through interviews and survey is *lack of motivation/incentives.* There is no feedback mechanism for staff's performance and customers' satisfaction. Staffs don't get feedback based on their performance. Customers have no appropriate method to express their opinions about services the OIP has provided. Without feedback, staffs don't know what requirements and dissatisfaction customers have with service provided. Even if the staffs want to serve their customers well, they have no effective methods to enhance their service within their ability. There is no relevant measurement and/or evaluation system for staff's performance. Staffs don't know what performance is good one or bad one. Thus they don't know what they should follow and what they should avoid during performing their job. There is no relevant rewards mechanism for staff's performance. According to Keller's ARCS model, the factors above are the key factors that negatively impact the motivation/incentive of staff on performing their job and committing to their job, which cause work inefficiency of the staff, leading to customer dissatisfaction.

Section II

Possible Solutions

- Restructure the informal lunchtime training program

- Design "training the trainer" training program

- Develop a clearly stated job description for each staff with relevant job expectations.

- Create a job aid for streamlining the entire service workflow

- Create FAQ on the OIP website

- Develop feedbacks and/or comments box for the customers

- Develop an evaluation rubric for staff' performance

The possible solutions above pertain to three categories identified in the section of possible causes of the problem (See Appendix B): lack of knowledge/skills, working environment, and lack of incentive/motivation.

The informal lunchtime training program is restructured for manager's use in learning to solve the problem of knowledge, skills and attitude happened to the staff on a routine base. This solution is intended to develop a general training guide for manager to follow: focusing on how to provide training with relevant measurements/objectives and what basic knowledge/skills a trainer should have. On the other hand, the solution may work as a rubric for the staff to evaluate the training provided.

The second solution is to hire an instructional designer to develop "training the trainer" program, focusing

on knowledge/skills related to the entire service workflow occurred in the OIP, in particular how to use service database for the customers. It mainly includes training objectives, training contents, and training implementation plan with timeline and budget. A training specialist will be hired to train the provost Director of OIP, Director of studying abroad, and Director of ISSS, Director of the administrative office to be the trainer of the second round training for all staffs in the OIP. The provost assistant director of the OIP should attend this training to learn about how the entire service happens and is completed effectively and efficiently in macro level.   Study abroad, ISSS, and the Administrative office are the core axis of the OIP. Director of study abroad, Director of ISSS, and Director of the administrative office are not only evaluators of but also implementers and mediators of the OIP system. They should have knowledge/skills related to running their subsystem well as well as others in the OIP system. They should be very familiar with the entire service workflow in micro level to train other staff working in the OIP. In addition, Director of the administrative office should be knowledgeable and competent in how to manage and deploy student workers at the front desk in order to provide the most effective assistance across the OIP.

The third solution is to develop a clearly stated job description with specific expectations for each staff. Each staff is required to know what his responsibility is to eliminate the problem that there is no even load among the staff. To enhance work efficiency and service satisfaction, job expectations for each staff are needed, which make them work actively and smoothly.

Developing a job aid is the fourth solution for the OIP to streamline the entire workflow. A relevant job aid is really in need when some staffs are not very familiar with their job or take charge of other staff's work during their absence even if relevant training is provided, especially for new employee or inexperienced staff.

Creating FAQ on the OIP website is the fifth solution for eliminating duplicate efforts on answering the questions often asked among the customers. Meanwhile, the solutions may increase the ways of customers to get information they need. As a result, service efficiency will be enhanced to some extent.

Developing feedbacks and/or comments box for customers is the solution for lack of incentive/motivation. The solution, on the one hand, is used to assess the degree to which the customers are satisfied with service. On the other hand, it may be used to measure work performance of staff. By the feedback system, the staff can know what deficiencies there are in their service, which in return lead them to serve customers better.

Another solution for lack of incentive/motivation is to developing an evaluation rubric for staff's performance. This solution provides an evaluation tool for the OIP or a self-evaluation tool for individual staff to determine whether staffs are performing their jobs well or not. It shows that the OIP takes each staff's work performance seriously, which motivate staff to work hard to catch up other staffs.

Analysis of Solutions

Instructional Development and Delivery Capabilities

If developing "training the trainer" program and a job aid is a desired solution, then it will entail relevant Instructional Development and Delivery system among the OIP.

Instructional Development system mainly includes Subject Matter Experts, Instructional Designer, and Media Production Specialist. Currently there is no Subject Matter Expert available in the OIP. But the directors of ISSS, SA, and ESL can work as individual SME in some aspect. They are responsible for different service areas and are SMEs in subject areas they take charge. There is no Instructional Designer, Media Production Specialist, and professional trainer available, not to mention special training department. The managers who are conducting informal lunchtime training are Directors of ISSS and SA for different problems. They have capabilities of determining what knowledge and skills should be trained or be prioritized for accuracy and appropriateness of training content. As to how to plan, implement, and check training, they are lack of relevant professional knowledge/skills. Without professionalism and methodology, current training for the staff's job performance problem was not effective. The directors, working as trainers for this lunchtime training, had no any guide from professional or relevant training tutorials. They expressed the concern that not charging with knowledge and skills related to training will result in worse regular training for staffs.

Instructional Delivery system involves instructors, hardware and software, space, and support staff. Presently, instructors are mainly Directors of ISSS and SA as well as provost Director. Relevant hardware and software for this training are all available. Each staff is equipped a computer with campus Internet connection. Fax, scanner, copier and printer are all available for use. Software for routine work and database software for international service is available on every computer in the OIP. There is a large conference room with projector and television, accommodating 20-30 people. The room also can be used for instruction or training with relevant instruction equipment. The lunchtime training happens in this room. The form of delivery is mainly "sit-to-listen", and instructors use barely instruction computer and relevant facilities on the front of the room, not to mention training materials. As mentioned in previous paragraph, the training is more like a discussion about problems occurred to the staff. There is five support staff, including administrator at the front office, available in the OIP. Currently, five student assistants are staffs to provide supports for Directors of different offices serving the customers effectively and efficiently and to facilitate to maintain the smoothly running of the OIP system. Getting some relevant materials and equipments needed by the OIP system prepared in advance is also in the scope of their job responsibilities. In addition, staff members all are excited about this training and are looking forward to this kind of training for them. They welcome a new training that improves actually their knowledge and skills related to job. They are willing to provide any support needed in the initial training just for the three Directors. One example would be: voluntarily taking charge of more workload during the Directors' absences. Some relevant material resources are developed, but are not yet completed and just public to Directors. The directors to be trained have some knowledge and skills, and have ability to adopt and learn new knowledge and skills quickly. For initial training, current delivery system is almost complete. But in the long run, the conference room with multiple uses should be equipped with several

computers for use in training and learning of staff in the OIP because not all staff have a personal laptop, and taking laptop each time is not convenient. Relevant software license purchase is an additional consideration. The hired Instructional Designer should work as an Instructor in the Instructional Delivery system. As explained above, the Directors need to learn not only holistic knowledge and skills but also instructional delivery method they are lacking. After initial training for the Directors, training that happens to other staff subsequently is the responsibility of the Directors in the OIP. Budget for purchasing this equipment and relevant resources are available within the OIP.

According to interviews and observations, the most probable constraint of the Instructional Delivery is time. All three Directors are very busy on a routine basis and are overloaded. Skipping peak service time and accepting other staff's support will solve this constraint accordingly.

As a whole, Instructional Development and Delivery Capabilities of the OIP system are enough for the recommended solution.

Comparing Solutions Table

Possible Solutions	Time	Environmental Considerations	Organizational Change	Space Equipment Requirements	Cost	Benefit & Loss Individuals	Benefit & Loss Organization
Restructure the informal lunchtime training program	-	-	+	0	-	-	+
Design "training the trainer" training program	-	+	+	0	-	+	+
Develop a clearly stated job description for each staff with relevant job expectations.	-	+	0	0	-	+	+
Create a job aid for streamlining the entire service workflow	-	+	+	0	-	+	+
Create FAQ on the OIP website	-	-	+	0	0	+	+
Develop feedbacks and/or comments box for the customers	-	+	+	0	-	-	+
Develop an evaluation rubric for staff' performance	-	-	+	0	-	+	+

Comparing Solutions

As demonstrated in the table above, there are several possible solutions for the problem. Based on the specified questions for six benchmarks, the solutions above has been analyzed and compared. As a result, "training the trainer" training program and job aids are the most appropriate solution for the problem among the OIP. Other solutions are incomplete solutions for the problem, just solving the part of the problem, or can't provide both individual and organization long-term benefits. Although there are constraints of time and cost with this desired solution, the benefits far outweigh these constraints identified. Moreover, the stakeholders prefer to this solution because they can see the advantages of this solution over other solutions. It is not only cost-effective and can solve the problem identified radically, producing the positive outputs of the system. To implement the solution among the OIP, no extra space/equipments are required and no much cost is needed comparing to general training. The space/requirements needed for this solution are all available within the OIP, and the funds needed for this solution can be resolved within the OIP. The staff is more receptive to this solution because it can keep the individual staff current, personally and professionally. Both the individual staff and the organization will benefit from this solution. Anyway, the solution will be implemented completely among the OIP with support from software and hardware aspect.

Recommended Solution

Based on four weeks of careful analysis, we recommend that the Office of International Programs department implement an instructor-led training program.   All staff, from the student workers answering phones to the Directors of the operational units, must understand and be able to demonstrate knowledge of all areas within the department's scope as defined in its mission statement.   In addition, we feel a better training program will alleviate some of the issues with morale and motivation among the staff, because training and attaining mastery of job skills is a stated reason for working in the office for the majority of the staff.

All staffs are required to operate unaided in novel, unpredictable situation.   Most of the job duties are 'time sensitive' and require mastery of several lower level tasks in order to be proficient   Because of this, our recommendation is formal, instructor led training supported by job aids and reference material.

In order to fit the current system constraints, we recommend hybrid-training program that has self study and instructor led components.   The self-study components would serve to support and augment the main focus, which is face-to-face instructor-led training.

Our training is "training the trainer" training program, which is designed for the three Directors in the OIP. In this training, we need to provide training about not only knowledge and skills related to job but also knowledge and skills relate to how to train other staffs in the later phase. In order to implement this solution successfully, there should be an Instructional Designer hired in the Instructional Development system. The Instructional Designer may be assigned from training department of UNCW or is hired outside of UNCW. He or she is responsible for planning, designing, and implementing the entire training. During the process, the Directors, including provost Director, should participate in it completely, learning and providing relevant assistances. If possible, a couple of experienced and excellent Directors should be invited to evaluate the current context and the training, who are working in the office of international program from UNC 16 universities. This probably is the only constraint of Instructional

Development system. According to the OIP system and the training in need, there is no Media Production Specialist needed in the Instructional Development system. An Instructional Development system than involve SMEs and an Instructional Designer is enough for this training program.

We feel that the successful implementation of the recommended training solution will reduce many of the problems facing the Office of International Programs.   Staff will be more happy and productive.   Customers will be more satisfied.   Performance will increase and the mission of the Office of International Programs will be a success.

4. Rate the service below

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total
The staff was friendly.	57% (12)	43% (9)	0% (0)	0% (0)	0% (0)	21
The staff was knowledgeable.	29% (6)	43% (9)	29% (6)	0% (0)	0% (0)	21
The staff understood my issue.	33% (7)	48% (10)	14% (3)	5% (1)	0% (0)	21
The staff was professional.	43% (9)	38% (8)	14% (3)	5% (1)	0% (0)	21
					Total Respondents	84

5. Please rate the quality of service.

	Response Total	Response Percent
Excellent	8	38%
Good	12	57%
Neutral	6	29%
Fair	1	5%
Poor	0	0%
Total Respondents	21	

Appendix C - Customer Survey Excerpt