Mapping the Process of the Administration Department
At the Swedish School of Textiles
University College of Borås

Wallapa Parnchai
Günther Sereinig

The Thesis comprises 15 credits and is a compulsory part in the Master of Science in Industrial Engineering with a Major in Quality and Environmental Management,

Nr. 2/2008
Mapping the process of the Administration Department at the Swedish School of Textiles University College of Borås

Wallapa Parnchai
Günther Sereinig

Master thesis

Subject Category: Quality
Series Number Quality and Environmental Management 2/2008

University College of Borås
School of Engineering
SE-501 90 BORÅS
Telephone +46 033 435 4640

Examiner: Henrik Eriksson
Supervisor: Tina Ottoson, the Swedish School of Textiles
Client: The Swedish School of Textiles at the University College of Borås
Date: 
Keyword: Process Mapping, Textile, Administration, Improvement
Summary

The Swedish School of Textiles is an international resource centre with more than one thousand students. The Institution did not only grow massively in many last years, but had also grown in an uncoordinated way.

Some staffs now do the same tasks; therefore it wastes a lot of time for discussion which job has already been done or who should do which job. In addition, the organization has the functional design with responsibilities for some tasks of each staff, therefore if some staff gets ill, his or her tasks are still undone. Everything is focused on one customer (the students) but more customers have to be considered.

The Theoretical frame work are ISO 9001:2000 a Quality Management System that is based on processes and process mapping.

In order to achieve process mapping, several Quality Management tools have to be used as tree diagram, affinity diagram, and interviews.

The process mapping is suitable for visualization the administration’s current work flow and clearly definition the interfaces of working of the administration staffs.

The results are process mapping of the main processes and one level down in the sub-processes. Consequently, the thesis would help the administration department for clearly defining their processes, including suggestion of continuous improvement as being presented in the suggestion part.
# Table of Contents

Summary .......................................................................................................................... i  
Table of Contents .............................................................................................................4  
Table of Figures ...............................................................................................................6  
Index of Abbreviations ....................................................................................................7  
1. Introduction .................................................................................................................8  
  1.1 Background .................................................................................................................8  
  1.2 Problem Discussion .....................................................................................................8  
  1.3 Purpose of the Thesis Work .........................................................................................8  
  1.4 Limitations ..................................................................................................................9  
2. Theoretical Frame of Reference ................................................................................ 10  
  2.1 ISO 9001:2000 .......................................................................................................... 10  
  2.2 Process Mapping ....................................................................................................... 12  
3. The Methodological framework ................................................................................ 15  
  3.1 Research Methods ..................................................................................................... 15  
    3.1.1 Affinity Diagram .................................................................................................. 15  
    3.1.2 Tree Diagram ....................................................................................................... 16  
  3.2 Data Sampling Methods ............................................................................................ 17  
    3.2.1 Interviews ............................................................................................................. 17  
  3.3 Using the Process Mapping ....................................................................................... 17  
4. Empirical Part ........................................................................................................... 19  
  4.1 Description of the Administration Department of Textile School ......................... 19  
  4.2 Results from the Interviews [2] .................................................................................. 20  
    4.2.1 Senior Administration Officer ............................................................................... 20  
    4.2.2 International Secretary .......................................................................................... 22  
    4.2.3 Student Recruitment Officer ................................................................................. 24  
    4.2.4 Technician ............................................................................................................ 26  
    4.2.5 Quality and Environmental Officer ....................................................................... 28  
    4.2.6 Secretary 1 ............................................................................................................ 30  
    4.2.7 Secretary 2 ............................................................................................................ 32  
    4.2.8 Secretary 3 ............................................................................................................ 34  
    4.2.9 Secretary 4 ............................................................................................................ 36
5. Analysis and Discussion ............................................................................................................. 38
  5.1 Current Structure ........................................................................................................... 38
  5.1.1 Disadvantages ........................................................................................................... 39
  5.2 Improvement by Process Mapping .................................................................................. 40

6. Conclusion ............................................................................................................................ 58
  6.1 Suggestions for Further Improvement and Further Research ........................................ 58

List of References .................................................................................................................... 61

Appendix 1 Interview Questions
# Table of Figures

- Figure 2-1: Model of ISO 9001:2000. ..............................................................................10
- Figure 2-2: Functional Organisation.............................................................................13
- Figure 2-3: Process Oriented Organization.................................................................13
- Figure 2-4: Process Definition......................................................................................14
- Figure 3-1: Affinity Diagram .......................................................................................16
- Figure 4-1: Organization Chart of the Textile School ....................................................19
- Figure 4-2: Senior Administration Officer’s Responsibilities Chart...............................21
- Figure 4-3: International Secretary’s Responsibilities Chart .........................................23
- Figure 4-4: Student Recruitment Officer’s Responsibilities Chart ..................................25
- Figure 4-5: Technician’s Responsibilities Chart ............................................................27
- Figure 4-6: Quality and Environmental Officer’s Responsibilities Chart .......................29
- Figure 4-7: Secretary 1’s Responsibilities Chart ............................................................31
- Figure 4-8: Secretary 2’s Responsibilities Chart ............................................................33
- Figure 4-9: Secretary 3’s Responsibilities Chart ............................................................35
- Figure 4-10: Secretary 4’s Responsibilities Chart ..........................................................37
- Figure 5-1: Current Organization ..................................................................................38
- Figure 5-2: Main Process Mapping of the THS Administration .....................................40
- Figure 5-3: Sub-Process Mapping: Define Work Environment 002 ..............................42
- Figure 5-4: Sub-Process Mapping: Promote Textile University 004 ..............................44
- Figure 5-5: Sub-Process Mapping: Finance Internally 005 ..........................................46
- Figure 5-6: Sub-Process Mapping: Take Care Personally 006 .......................................48
- Figure 5-7: Sub-Process Mapping: Take Care Non-Personally (Computer Work) 007 ....50
- Figure 5-8: Sub-Process Mapping: Define Semester Start Routine 008 ..........................52
- Figure 5-9: Sub-Process Mapping: Define Personal Matters 009 ..................................54
- Figure 5-10: Sub-Process Mapping: Define Lecturing Service 010 ...............................56
Index of Abbreviations

HiB       University of Borås (Högskolan i Borås)
THS       Textile University (Textile Högskolan)
Adm.      Administration
Q & E     Quality and Environmental
Dept.     Department
ISO       International Organisation for Standardisation
TIC       Textile Innovation and Competence Centre
1. Introduction

1.1 Background

The city of Borås, located in the Southern of Sweden, is famous for textiles and clothes. Textile education was started in the second half of the 19th century and has therefore a high reputation and a long tradition.

Nowadays, the Swedish school of textiles is both, a national and an international resource centre, with students from all over the world who are being educated in many different programs varying from Bachelor programs up to different Master programs. More than seventy employees take care of more than one thousand students. [1]

1.2 Problem Discussion

In the last couple of years, the administration has expanded massively due to an increasing amount of students of the Textile University College of Borås. Consequently new administration staffs were employed, new tasks were created, and the old tasks became more comprehensive. Because of the rapid growth on one hand and time limitation on the other hand, the department was developed unsteadily and without a good plan. Staffs just did according to his or her routine job or did other tasks from the manager’s assignments. This therefore means that all staffs are very busy at the start of the thesis and do not have the time to search for improvements themselves.

Moreover, there are nine administration staffs at the present. Their tasks are clearly defined but some staffs do the same tasks therefore they waste a lot of time for discussion which job have already done or who should do which job.

Furthermore, recently a governmental inspection also stated that the busiest working place at THS was the Administration Department. [2]

1.3 Purpose of the Thesis Work

With solving the above problem, it needs to clarify the tasks for each staff of the administration department and map the process to perceive and visualize which tasks take most of the time.
The goal of this project is to get a holistic view of all tasks that have to be done by each staff and to find out which tasks could be divided. Consequently, the interfaces are clearly defined for every responsible person.

Another goal for the thesis is to map the process of the administration department. Additionally, it should be investigated how the administration department is organized now and what could be improved in the future to relief their stress, workload and save valuable time.

1.4 Limitations

Limitations must be considered because this thesis is worth fifteen credits which are equal to only ten weeks of working.

It will be hard to investigate into detail of every task in the administration department since every task includes several steps by using software and corresponding with other staffs. Identifying all these steps would lead a lot of time and detail, especially there are more than twenty different tasks that have to be done in the administration department.
2. Theoretical Frame of Reference

Generally speaking, Quality Management is a sum of coordinated activities to direct and control an organization regarding to the quality\textsuperscript{[3]}. Various Quality Management Systems exist. In order to focus on one system, the researchers need to compare the Textile University as a company that creates and produces textiles. Since the ISO 9001 system is applicable for a supplier during designing, developing, producing, installing and servicing. As a result, all of them match to the Textile University therefore the ISO 9001 will be explained briefly in the subchapter 2.1 “ISO 9001:2000”.

2.1 ISO 9001:2000

The ISO 9001, published in the year 2000, is a process-based Quality Management System to describe the relationship between customer requirements, which are the inputs of each process and the customer satisfaction with the finished outputs.

The model of ISO 9001:2000 is shown in the following figure;

![Figure 2-1: Model of ISO 9001:2000.\textsuperscript{[3]}](image)
It also includes the PDCA-wheel in the process, indicating that everything must always be continuously improved since there is always something that can be done better. The whole process must be planned properly and done in a suitable way. The results have to be checked if they are satisfying and acting can be done if something can be improved. This loop needs to be done over and over again.

The ISO 9001:2000 also provides 8 principles as follows;[4][5]

1. Customer Focus
It is very important that the organization needs to understand customer needs and expectations. Additionally, the needs and expectations of all customers and stakeholders have to be considered equally. These needs must be communicated throughout the company. At the end, the customer needs and expectations have to be measured, furthermore depending on the results, appropriate acting has to take place.

2. Leadership
The leaders must create the uniqueness of the principle and the vision of the company. They must establish and continue the internal environment so that the staffs can identify themselves with the targets of the organisation. All the necessary resources and comfortable feeling to do the work is also important for the employees. The communication should be open-minded and sincere. The people also need to be trained, educated and coached.

3. Involvement of People
The people in all levels of the company are the backbone of the organisation. Everyone should be involved fully to work with his or her full abilities. They must accept to be responsible to solve problems, but also search for chances to make improvements and also enlarge their own skills, knowledge and experiences. The focus should be on creating values for the customer and be satisfied from their works.

4. Process Approach
A result is more economically if the actions and linked resources are managed as a process. The inputs and outputs have to be defined and measured, including the identification of all necessary interfaces. The risk, consequences and impact on the customers have to be estimated as well. Methods, trainings, resources etc. have to be kept in mind in order to reach the necessary output.
5. System Approach to Management

The identification, understanding and managing of connected processes, as a system, support the efficiency of the organisation and its success in reaching its objectives. The process needs definition and development and the system must be structured in the most successful way. There is a need for continuous improvement which is done by measuring and evaluating.

6. Continual Improvement

It should be an eternal goal of the organisation to improve their holistic performance constantly. This includes their products, processes and systems as well as cyclic measurement of established criteria. The efficiency and effectiveness of the processes has to be investigated if something could be done better. There must be training regarding continuous improvement tools.

7. Factual Approach to Decision Making

Effective decisions are founded on the analysis of the available data and information. Before a decision is made, data and information need to be measured and collected. It must be approved that the information is precise, trustful and easily reached. The data and information should be analyzed and the value of the statistical methods needs to be clear. The decisions and actions must be done based on the results of the analysis.

8. Mutual Beneficial Supplier Relationships

The organization and the suppliers depend on each other and an equally valuable relationship enlarges the capability of both involved parties to create value. This means that key suppliers have to be identified and selected. Relationships have to be built up that equal the short-term goals with the long-term concern. A clear and open communication has to be established. It should be a combined development and improvement of products and processes made possible. A shared understanding of the customer needs must be brought to attention. Information and future plans also need to be shared. [4][5]

2.2 Process Mapping

Before coming to process mapping, a usual organisation could be defined as the Functional Organisation [6] as following figure;
The same structure is applied if the management considers their staff that should do their tasks according to their names (which in fact happened in our case, compare chapter 5.1 Current structure).

The big problem here is: Where is the customer?

This question is solved in the process view organisation:

In this process view it is clear that nothing happens without the customer needs. If they are defined, the departments do their work and deliver their product and service to the customer with the support of other processes. 

To define a process, it could be demonstrated in following figure:
The meaning is to create value – adding for the customer, measure the results and productivity, deliver a stable result and consider the cross-functionality of the process. If a process is divided further, it is called sub-process and this then can be described in routines.

In order to be successful, some certain criteria must be considered:

- Top Management commitment: Only if they approve and support the changes, success can happen.
- The Focus on how to achieve defined goals and customer needs.
- Focus on the improvement of daily routines.
- Information system that supports the working process and the communication.
- Bonus systems.

The advantages of Process Mapping can be concluded that the work is managed from the customer’s point of view. All work done in the process can be seen as a flow of value-adding actions. As a result, there are effective and coordinated improvement projects.
3. The Methodological framework

3.1 Research Methods

Regarding to Chapter 1 “Introduction” the objective of the thesis is to make a work scope for the administration department of the Swedish school of Textile, at the University College of Borås to clearly define working roles and find the right personnel who is responsible for each task. Additionally, there could do continuous improvement in the future to relief the workload and save valued time of the administration staffs.

Consequently, the researcher should use the appropriate methodologies for organizing the thesis in order to achieve the purpose of the thesis. There are two major methods that contribute the remarkable phenomenon; Affinity and Tree diagram which are explained in the next sub-chapters.

3.1.1 Affinity Diagram

Definition:
The affinity diagram or KJ method is one of the Quality management tools that are very useful for synthesizing large amounts of language data by finding interactions among ideas, opinions, and issues, etc. The information will be structured and organized into meaningful groups. Finally, it will assist the researcher to clearly define what they have, subsequently to scrutinize or approach to decision. [9]

Using an affinity diagram
An affinity diagram can be used when circumstances occur as follows; [10]

- Disarray of Facts, information, or opinion.
- No new solutions came up to team ideas. Therefore, requirement for breakthrough in traditional concepts need to be considered.
- Not recommended when a problem is too simple and needs a quick solution because it takes time.
This thesis uses the Affinity diagram for issuing the interview questions in order to interview the administration staffs (See Appendix 1)

Additionally, the Affinity diagram can be used for grouping the administration’s tasks in order to make the process mapping (See figure 3-1 Affinity diagram)

![Figure 3-1: Affinity Diagram](image)

### 3.1.2 Tree Diagram

**Definition:**

The tree diagram is one methodology in order to classify functional activities. It is useful for mapping the tasks and ideas that need to be arranged to the primary goals and every relevant sub goals. [9]

Additionally, the tree diagram is helpful for breaking a task down into the sub task. The top box shown as the title of the tree diagram represent to the overall function and the below
boxes are represented as the function or detail of the title. However, it seems to the activity analysis that the below boxes are the result of each activity that was analyzed. \[10\]

The thesis also uses this methodology, “Tree diagram”, in order to demonstrate all tasks in the administration department (See Chapter 4.2 “Results from the Interviews”)

3.2 Data Sampling Methods

The outstanding data sampling method for the thesis are interviews, since the interviews could get many details and information from the administration staffs and their processes.

3.2.1 Interviews

By performing interviews, there are both advantages and limitations indicated in detail as follows:

The interviews are useful in several aspects. To begin with, it can be used when the researcher do not have time for the observation of the whole related processes that they are interested to. For instance, the administration department has nine staffs that are responsible for different works so it is hard for the researchers to observe all of them with the inadequacy of time. Moreover, the interviews make the researcher easily to control their questions and ask directly to the relevant persons in order to get the precise answers.

On the other hand, the interviews could be limited by the answer’s filtration of respondent, by the influence of the researcher’s presentation, by the bias of the interview place, or by improper formulation of the questions of the interviews.

Therefore it is very important that the researcher need to use the method of the interview with the proper way of preparing the correct formulated questions, presenting the questions in neutral method, and setting the right place for interview. Consequently the interview results would be effective and efficient from the accurate interviews. \[12\][13]

3.3 Using the Process Mapping

For achieving the result of the process mapping the following steps need to be conducted \[14\],

1. Brainstorming

According to each task each staff had to do, the researchers created the questions for the interviews (see Appendix 1 “Interview Questions”).
2. Interviews

Each staff of the Administration department was interviewed for around 40 minutes.

3. Analyzing and Usage of Tree Diagram

The Interviews had to be analyzed and all the information visualized (See Chapter 4.2 “Results of the interviews”).

4. Affinity Diagram

In order to be able to draw a process map, core processes had to be considered. A useful concept is to define the tasks that each staff has to do as core processes. Since there were twenty-five different core processes at the beginning, the Affinity diagram was used to group the tasks and find an own sub-title for them. These sub-titles provided the core processes of the main Process Mapping (See Chapter 5.2 “Improvement by Process Mapping”).

5. Process Mapping

After gathering the core processes, the customers and their needs were defined. This happened according to the interview results again when the staffs told whom they are working for.
4. Empirical Part

In this chapter, the documentations relating to the description of the Textile University and the results from the investigation are demonstrated as follows;

4.1 Description of the Administration Department of Textile School  
(University College of Borås)

The University College of Borås\textsuperscript{[1]} was established in 1977. At the present it consists of six academic schools.

- School of Engineering
- School of Library and Information Science
- School of Health Science
- School of Business and Informatics
- School of Education and Behavioral Science
- School of Textile

The Textile school is divided to several departments shown in the organization chart:

![Organization Chart of the Textile School](image)

Figure 4-1: Organization Chart of the Textile School \textsuperscript{[2]}
In this thesis the focus is on the administration department by separating to its staffs shown as Administration’s organization chart (See Chapter 5.1 “Current structure”)

The main responsibilities of the administration staffs are to support the whole school of Textiles both students, lecturers, and any other people who need to reach the information of Textile school.

4.2 Results from the Interviews [2]

Subsequent to investigate the process of administration department through interview the nine administration staffs. The results are revealed by sorting out each personnel with their variety of responsibilities as different job positions. The questions for the interviews can be found in the appendix.

4.2.1 Senior Administration Officer

The senior administrative officer is responsible for;

- Budget/prognoser - budget/forecasts
- Administration av projektekonomi – Administration of project economy
- Inköpsrekvisitioner – Purchase orders
- Reserekvisition – Traveling orders
- Sjukskrivningar – intyg mm – Certificate for sick leave
- Försäkringar – Insurances

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Economic works (50%)
- Administration head (50%)

Consequently, the interview result is shown as figure 4-2: Senior Administration Officer’s responsibilities chart.
Figure 4-2: Senior Administration Officer's Responsibilities Chart

Senior Administration Officer

- Budget/Forecast
  - Mid May & Sep, forecast of students’ economics
  - Forecast for budgets, rules
  - Correct the forecast
  - Manage money from Central administration, other companies/
    organizations from research
  - Forecast amount of the students
  - Prepare data for economic situation meeting

- Administration of Project Economy
  - The projects are the part of the budget/forecast tests
  - Review the agreement when starting the new project from the
    companies
  - Follow the project in the economic system
  - 15-18 projects a year
  - Handle total yield for institutions to get money from any new way

- Purchase Orders
  - Approve the purchasing orders
  - Special cases, contact Per (Director of studies) for suggestion

- Travelling Orders
  - Permission is done personnel boss directly
  - Register travelling orders

- Certificate for Sick Leave
  - Approve sick leave that more than 2 weeks

- Insurances
  - Insurance of building personnel and students

- Administration
  - Develop the routine job
  - Answer lot of questions during the day
  - Contact the HR department for hiring new employees to a
    permanent job
4.2.2 International Secretary

The International Secretary and Student Counseling position is responsible for;

- Internationalisering - Internationalization
- Vägledning studenter – Student counseling
- Ping Pong – Administration – Administration of Ping Pong users
- Web – engelsk –English web page

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Internationalization
- Student counselling
- Updated English webpage : design of pictures

Consequently, the interview result is shown in Figure 4-3: International secretary’s responsibilities chart.
International Secretary

- Internationalization
  - Contact to universities’ partners
  - Exchange students incoming & outgoing
  - Contact only students, not companies
  - Travel inside EU, introduce school

- Student Counselling
  - Individual study plans
  - Course solution for students
  - Autumn: busy time for new students
  - Problem solving for students (Such as student loans)

- Administration of Ping Pong Users
  - Put the course in ping pong
  - Solve the errors/problems

- English Web Page
  - Check the webpage every week by cooperating with Swedish webpage
4.2.3 Student Recruitment Officer

The Student recruitment officer is responsible for;

- Rekrytering studenter – Student recruitment
- Öppet hus – “Open house“ for recruitment
- Exit – Examination exhibition
- Web – svensk - Swedish web page

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Stay in front of computer for checking email and website
- Nov-Apr : Travel for recruitment

Consequently, the interview result is shown in Figure 4-4: Student recruitment officer’s responsibilities chart.
Student Recruitment Officer

Student Recruitment
- Oct to Apr: new student’s recruitment
- Mails
- Arrange trip to high schools to promote THS
- Go to exhibition in big universities
- Focus on recruitment both Bachelor, and Master students

“Open house” for Recruitment
- End of Jan on Sat-Sun, send cars to every school in Sweden and bring students here, provide them education information
- 3 staffs helping for answer the questions

Examination Exhibition
- Help students for lots of questions such as media, advertising to achieve their examination exhibitions

Swedish Web Page
- Check the webpage every week
- Update webpage
- Cooperate with International secretary to update the Textile webpage in the same way as English webpage

Others
- Mails distribution to all staff and student for starting galleries or workshops
- Arrange students to guide the visitors, put papers in envelops, have lunch/dinner
- Coordinate with the activities of students for Christmas, spring parties.
- Arrange meeting such as “standup textile” for old students come back to tell new students how to work outside etc., and “side café” to invite the big companies to meet students
- Autumn: new students arriving, calling the students
- Summer: help when some people calling
4.2.4 Technician

The technician is responsible for;

- Lokaler - underhåll/möblering – Maintenance/furnishing of accommodation
- Teknisk utrustning – underhåll/bokning – Maintenance and booking of technical equipment
- Nycklar – Keys
- Passerkort – Access cards
- Kopiering av undervisningsmaterial mm – Copying of material for education purpose
- Expeditionstid för studenter – Office service time for students

After interview, the researcher can identify the remarkable point in his most time spending as follows;

- Run around in the house for preventive service

Consequently, the interview result is shown as Figure 4-5: Technician’s responsibilities chart.
Figure 4-5: Technician’s Responsibilities Chart

Technician

Maintenance/Furnishing of Accommodation
- Lectures come to him to request him to furnish or maintain something
- Take care of 15 Classrooms’ equipment

Maintenance and Booking of Technical Equipment
- Cameras, laptops, 10 printers, recorders, 3 copying machines, 15 overheads once a week
- Preventive maintenance by checking the technical equipment 2 times a week
- If some machine breaks down, he calls the service
- Booking technical equipment by writing down the students’ name and follow them to return

Access Card/Keys
- New teachers and staffs request the access cards
- Different access cards between staffs and students

Copying of Material for Education Purpose
- Lectures request to copy and scan the education materials twice a week
- If a large amount request, send to the main building

Office Service Time for Students
- 2 hrs a day, 1 hr in the morning and 1 hr in the afternoon
- For buying materials (overhead films, plastic covers, copy cards, etc.) and enrolling printing credit

Others
- Mails from students, teachers and staffs
- Help lectures to connect their own laptops
- Someone comes with no plan and need his help, so he needs to do immediately
- Empty the 20 recycle bins every week
4.2.5 Quality and Environmental Officer

Quality and Environmental Officer is responsible for;

- Kvalitets- och arbetsmiljöfrågor – Quality and working environment issues
- Incident reports
- Fire Safety
- Administration of documents/routines
- Coordinator of working environmental issues on the textile department (THS)

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Waiting for decisions and discuss the suggestions for improvement (bureaucracy); from Top management.

Consequently, the interview result is shown in Figure 4-6: Quality and Environmental Officer’s responsibilities chart.
Figure 4-6: Quality and Environmental Officer’s Responsibilities Chart

**Quality and Environmental Officer**

**Quality and Environmental Issues**
- Discuss with Board of Environmental issues; Ronald & Maria O.
- Take care safety issues
- Safety meeting 3 months a time with Ronald, Maria O., Tina and staffs
- Suggestion work with processes
- Focus on environment

**Fire Safety**
- Follow directives and prevent accidents from fire department & from law
- Risk assessment with working group (talk to Maria O, Tina, Per)
- Meetings & introduction that everybody knows where extinguishers are
- Regular practise alarms

**Incident Reports**
- Meeting students & staffs how to improve and prevent by using results from the report (electronically)
- Future recommendation
- Repeat information to others again and again

**Administration of Routines**
- Organize and Coordinate for working on environmental issues
- Reformulate directives to staffs and textiles to solve problems
- Be informed about new laws
4.2.6 Secretary 1

The secretary 1 is responsible for;

- Leverantörsfakturor – Suppliers Invoices
- Kund- och studentfakturor – Customer and student invoices
- Reseräkningar – Traveling invoices
- Arvoden - Fee
- Ersättning utlägg - Payment for expenses
- Internfakturor – Internal invoices
- Rese- och hotellbeställningar avseende timlärare/gäster – Booking of travels and hotels for guest teachers
- Semesteranmälan – Registrations for holiday

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Invoices (travel booking)

Consequently, the interview result is shown in Figure 4-7: Secretary 1’s responsibilities chart.
Figure 4-7: Secretary 1’s Responsibilities Chart

**Secretary 1**

**Supplier Invoices**
- On computer
- Talk to supplier, teacher, economic dept.
- Purchase books, magazines

**Customer & Student Invoices**
- Customer regular 1 month
- Supplier twice a year (material)
- From teachers

**Travelling Invoices** (Small task)
- Employees, teachers

**Fee Task**
- Salary deadline on 5th of every month
- Talk to Erik, Maria, Per
- Time consuming to find people

**Expenses Payment**
- Buying from private money to refund it

**Internal Invoices**
- E.g. Conference room, ask back to person if its O.K.
- Maria O. looks at it too

**Travel & Hotel Booking**
- Guest lecture calls her or somebody from top management tells
- Travel agency helps for hotels & tickets

**Holiday Registration** (Small task)
- Forms from staffs, verify by Erik/Per
4.2.7 Secretary 2

The secretary 2 is responsible for;

- Ladok – programstudenter.- Adm. of student records – program students
- Sekreterare Grundutbildningsnämnden – Secretary, board for education
- Kursinfo – kurs- och utbildningsplaner – Course information – course and program plans

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- LADOK

Consequently, the interview result is shown in Figure 4-8: Secretary 2’s responsibilities chart.
Secretary 2

LADOK
- Register students in computer (from mail or in person)
- Confirmation of students list from teacher for examination
- Paper form for registration, examination results

Secretary Education Board
- Meeting once a month
- Inform people (teacher, students, etc.) about meeting
- Send list with tasks
- After meeting write report (takes a lot of time)

Course Information
- After meeting
- System called Kursinfo
- Send to teacher to approve it
- No in ping-pong; just in kursinfo; no catalogue work
4.2.8 Secretary 3

The secretary 3 is responsible for;

- Ladok – programstudenter - Adm. of student records – program students
- Sekreterare Grundutbildningsnämnden – Secretary, board for education
- Kursinfo – kurs- och utbildningsplaner - Course information – course and program plans
- Schema – Schedule

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- LADOK

Consequently, the interview result is shown in Figure 4-9: Secretary 3’s responsibilities chart.
Figure 4-9: Secretary 3's Responsibilities Chart

**Secretary 3**

- **LADOK**
  - Teacher comes with results
  - Paper & electronic (exam paper has to be signed by teacher etc.)
  - Response 11 programs

- **Secretary Education Board & Course Information**
  - A lot of work with Per (chairman of board) regarding mail before meeting
  - Check syllabus written style (later accepted by board)
  - Type syllabus into program kursinfo
  - If program approved in kursinfo available in internet as course information

- **Schedule**
  - Per makes the plan what course should be in what period
  - Talk to teacher if schedule is ok for planning, how many lectures they need etc.
  - Check and book the room
  - Plan for examination (guards, room, etc)
  - Inform students if lecturer is sick

- **Catalogue**
  - Course program for twice a year
  - Correspondence with teacher to check if everything is ok
4.2.9 Secretary 4

The secretary 4 is responsible for;

- Tentamensadministration, Administration of examinations
- Ladok – fristående kurser, Adm. Students records short courses
- Utskick vid terminsstart - mail distribution at start of semesters
- Sjukanmälan – absence of work (sick leave) reports
- Mottagande av nyanställda – introduction to new employees
- Telefonlista/adresskatalog – telephone number list and address catalogue

After interview, the researcher can identify the remarkable point in her most time spending as follows;

- Examination (many examinations, starting the new semester, re-examination work)

Consequently, the interview result is shown in Figure 4-10: Secretary 4’s responsibilities chart.
Figure 4-10: Secretary 4’s Responsibilities Chart

Secretary 4

Administration of Examinations
- For re-examination, the students contact her
- Receive the exam from the teachers, copy, file them
- No schedule fix for the reexamination
- Arrange the examination date

Adm. Students Records Short Courses
- Work together with 3 persons
- Sometimes call the teachers for reminding them to send the result

Mail Distribution at Start of Semesters
- Work together with 3 persons (Annika, Maria L.)
- Send information (how to register to the courses, how to get the students’ account, schedule, map) to new students

Absence of Work (Sick Leave) Reports
- Staffs call her to inform they cannot come to work and register in the computer system
- Leave message on their door, and leave message on the telephone
- Teachers cannot come, she will inform the students
- Sick statistics can find in the computer program in the central system

Introduction to New Employees
- The teacher who is responsible for the course will introduce the new lecture by himself
- Central information for general introduction

Telephone Number List and Address Catalogue
- Review every autumn for every staffs and students of the textile school
5. Analysis and Discussion

In this chapter it will be described how the current situation looks like, what disadvantages have to be faced and what can be improved.

5.1 Current Structure

As explained in chapter 1.2., due to massive growth in student admissions, the administration expanded massively and there was no time to develop the organization in a proper way. The Senior Administration Officer is the head of the department and distributes the tasks. The following diagram makes it obvious that the current structure is a tree diagram:

![Current Organization Diagram]

Figure 5-1: Current Organization [2]
5.1.1 Disadvantages

The current organization has various disadvantages:

- If one person gets ill and no one knows about his or her tasks, it will remain unsolved until that person returns.

- There is not transparency how the interfaces are defined because more people do the same tasks (e.g. the LADOK task that the secretaries have to do). They must talk to each other lots of times and discuss who should do what or which job has already been done.

- Due to permanent availability for the students, the staffs do not have enough time to concentrate on their main work and feel stressed and uncomfortable.
5.2 Improvement by Process Mapping

Figure 5-2: Main Process Mapping of the THS Administration [2]

---

[2]: Source reference
In the main process mapping, there are three significant customers; students, society and lecturers/staffs. Each customer has different needs and therefore different core processes have to be applied to fulfil their expectations.

Firstly, the students need quick answers, transparency of the organisation (to whom to go) and a high quality education system. The core process to achieve these needs is the student supporting that can be further divided by taking care personally and taking care non-personally with basically computer work. Obviously, all these core processes create products as the study programs and the facilities or service providing.

Secondly, the lecturers need a comfortable feeling at their workplace. To reach this expectation, the core process as work environment defining and staff supporting have to be done. The staff supporting task can further extracted to semester start routine defining, personal matters defining and lecturing service defining. Certainly, the product for the staffs and lecturers is a job and their employment.

Thirdly, the society needs good educated students. The core process to reach this need is to promote the THS and finance internally. As a result, the product here is a University with reputation.

Moreover, the main management processes consist of the project management, the improvement management, the quality document and environmental management and the strategy management.

Furthermore, the support processes could be defined as human resources & training, suppliers, communication, infrastructure & safety, IT & technical support and external (governmental) finances.

As a result, the researcher can completely use the main process mapping to explain the overview of the administration department’s process. Consequently, the detail of their processes can be defined by the sub-process mapping.
Figure 5-3: Sub-Process Mapping: Define Work Environment 002
In the sub-process mapping “Define Work Environment 002”, consist of two important customers as the students and the staffs.

The first product is the work environment procedures. The process to achieve this product is to define quality and environmental issues. The object to show how it is done, are quality and environmental directives and suggestions which are delivered (made) by the board of environmental issues and the head of the department.

The next product is the emergency scenarios and the being aware of them. Therefore, it must be taken care of the fire safety. The objects should be the fire directives and the laws which are delivered from the fire department and the laws.

The next product, awareness for the future, is the result from the incidents reporting process with the electronic object. As the deliver is the government.

The work instructions product is the product from the process “handle routines”. Indeed, the object can be the organisation plan.

The last product in this sub-process is the financial back-up. It is being done by the process “Take care of building insurances” with the object of rebuilding the infrastructure.
Figure 5-4: Sub-Process Mapping: Promote Textile University 004 [2]
Sub process mapping “Promote Textile University 004” consists of several processes with focusing on two outstanding customers as the students and interested people.

On the one hand, it consists of handling of the “Open House” recruitment, the usual handling of the student recruitment, and the handling of the internationalization processes. All of them come from the deliver, information department, which play the key roles to guide for their processes. Moreover, the objects should be promoting activities, THS exhibitions, and e-mails. As a result, the products of this view are the registered students and the interesting study program, however the products of “Handle internationalization” should also include the presence of the THS internationally and international affairs.

On the other hand, “Promote Textile University 004” consists of the handling of Swedish and the English Webpage with staffs and lectures who deliverer needs for updating the information in the webpage. Certainly, the product is the THS online presence.
The next Sub-Process is called “Finance Internally 005” and there are three significant customers defined with the students, lecturers and staffs. However all of the customers also appear in the deliverers again, additionally the deliverer can also be Central Administration.

The important object here is the bills. They have to be processed in the handling of the student invoices, the internal invoices, the customer invoices, and the travelling invoices to achieve the products student invoice and internal invoices as well as supplier invoices and travelling invoices.

The next task of this sub-process mapping is to handle the daily allowance and define expenses payment by the refunding money object. Finally, the product in this task is getting the money back.

Another object that must be considered is the payment slip. This is being processed by defining the fee and resulting in the salary.

The object “Order Acknowledgement” leads to the process of approving purchase orders and results in the product of buying materials.

The final object that must be processed is the finance and study plan. It is done by the handling of the budget forecast, by the student forecast and the managing administration of the project economy. The product of these tasks is a balanced finance and study.
Figure 5-6: Sub-Process Mapping: Take Care Personally 006 [2]
The next sub-process is called “Take care personally 006”. The customer here is only the student and the delivery comes from the process “Support students 001”.

The product re-exam has to be done by the process “Arrange re-examination” and the object for this process is the registered form.

The product timetable general information is done by setting the semester schedule first and then has the mail distribution at the semester start. The objects for this are e-mails.

The next object comes from the course material requirements. It needs to be processed by consulting the students, arranging exam exhibitions, and providing office service time. The products here are answering the questions and the study plan, additionally the process “Provide office service time” should include printing and copying credits and textile materials as its products.

The object “Access requirement” is processed in providing the access cards and keys that the product is able to access to THS.

The last object “Booking documentation” is processed by maintain and book technical equipment and it leads to the products, borrowed technical equipment and working technical equipment.
Take Care Non-Personally (Computer Work) 007

- Manage LDAP
- Manage Ping-pong
- Be Secretary of Education Board
- Provide Course Information
- Make Catalogue

Products:
- Summary of Finished Courses & Grades
- Summary of Registered Courses
- Course Material
- Course Information
- Overview of Related Studies

Objects:
- Computer Based System
- Paper Forms
- Computer Based System
- Meetings
- "Kuris" Book

Deliver:
- Support Students 007
- Educational Board

Figure 5-7: Sub-Process Mapping: Take Care Non-Personally (Computer Work) 007

50
The next sub-process is called “Take care non-personally (computer work) 007” that the customers are the students. The delivering comes from the process “Support students 001” and from the educational board.

The first products “summary of finished courses and grades, and the summary of registered courses” are the result of the process managing LADOK. Certainly, the objects are a computer based system and paper forms.

The product course material is the result from managing ping-pong which is the object of a computer based system.

The third objects are that meetings are necessary for the process of being secretary of the education board whereas the program “kursinfo” is essential to provide course info. Both of them combined lead to the product of course information.

The final product is that overview of offered studies is processed by making a catalogue. Obviously, the object is a book format.
Figure 5-8: Sub-Process Mapping: Define Semester Start Routine 008 \(^2\)
Another sub-process is “Define Semester Start routine 008”. The outstanding customers are staffs and lecturers, while the delivering comes from “the process support staff 003”.

Firstly, the product, overview of THS is processed by the introduction to new employees. The object is done by general information.

Secondly, the product telephone number and address list is done by the process with the same name and the object are be the lists.

Finally, the object, access requirement here is again processed in providing access cards and keys that having the product is able to access to THS. Certainly, all of them is for lectures and staffs who need to access to the difference rooms.
Figure 5-9: Sub-Process Mapping: Define Personal Matters 009
The next sub-process is “Define personal mattes 009”. As the customers are staffs and lecturers and the delivering again comes from “the process support staff 003”.

The product organising of the administration is the result of the process called being the head of the administration. This process needs the objects leadership, THS directives and organisation plan.

On the one hand, if a teacher gets ill, his state status is the object of being sick. He or she has to inform the THS, which leads to the process to report the absence of work. If this is only short-termed it only results in the product of system registration, but if the illness takes longer it is processed by the approving of a sick leave certificate and results in a reorganization of the tasks.

On the other hand, the reports product includes two processes as the process travelling orders and the process of holiday registration. Firstly, the object of the process travelling orders is a registration form. Secondly, the object of the process of holiday registration is the approved form.
Figure 5-10: Sub-Process Mapping: Define Lecturing Service 010 [2]
The final sub-process is “Define lecturing service 010”. The customers are lecturers and guest lecturers and the deliverer is the lecturers themselves or from “the process support staff 003”.

Start with the product copied materials is the result of the process “copy materials” which comes from the object copy orders.

Moreover, the product course material is the result of “manage ping-pong” which is the object of a computer based system.

Furthermore, the product of “an efficient accommodation” is being processed by maintaining and furnish the accommodation which has the object of unsafe or being broken.

Finally, The product booked tickets & hotels are resulting from the process book travel and hotel which comes from the object work order from THS.
6. Conclusion

According to the ISO9001:2002, it should consider the all organisation's processes in order to fulfil the customer needs and expectations. During the interview, it became clear that the administration staffs were thinking their customer is only the students. As shown in the process mapping, there are more customers than only the student; there are also staff and lecturers as well as the society. There are different customers and each customer has different needs and expectations.

As described in chapter 5, it was possible to draw a process map and define the tasks and actions as processes as well as defining the different customers and their different needs after applying the methodological tools.

Additionally, these process mappings capture the current organisation of THS as it is now and is the template for future investigation and discussions. It provides clear processes and supports understanding of the administration processes.

Consequently, the top-management can decide and discuss if all processes are necessary in the way they are now. As a result, something could be done more to increase their efficiency.

From the researchers’ point of view, there are some improvements already possible as illustrated in the next sub-chapter “6.1 Suggestions for further Improvement and further research”.

6.1 Suggestions for Further Improvement and Further Research

Based on the findings from the interviews, process maps and the education in the Quality and Environmental Management, Master program there are following suggestions for improvement and suggestions for further research;

- One person takes care of English & Swedish web page
  - No information will be lost, one person is in charge and both sites can be changed at the same time

- Connect course information and schedule together with ping-pong
- Centralisation of relevant information for student in one side

- Provide material only in ping-pong, don’t use copies anymore.
  - Better service for students: student can study pdf file from ping-pong
  - Print the material out in a format that he wants
  - Teachers don’t have to go to Technician and “take” his time
  - Technician can do other things

- Only one person responsible for one task (one role)
  - LADOK:
    - Two persons: one person is responsible for students from surname A- M,
      another person is responsible for students surname N-Z
    - No time wasted with discussion did you do that, shall I do that, etc.

- No separation between full time students and short course students
  - Same amount of work

- Make a training for staff regarding fixing printer & copy machines
  - Easy things can be fixed by themselves (Paper jam, etc.)
  - No need to call technician for easy things

- Make “manual” for each task
  - If responsible person gets ill, replacement can read through the manual and know
    what he/she should do

- Make one page, with A4 and give to students with all persons in the administration, their tasks, their photos, their opening times
  - Students know where, when, to whom they should go
  - Less time is wasted with taking care of tasks that persons are not responsible for
• Make one person student expedition
  - Define the tasks (registration for courses, LADOK results, etc.)
  - Students know where and when to go
  - Make only certain times when student expedition is open, not all the time
    (E.g. only in the morning)
  ➔ Additionally advantage: less interruption and no rethinking necessary if
    interrupted in a process

• Buy a machine where student recharges print credits and copy card (same as in the
  main building)
  - Better service for students: recharging 24h/day every day in the week, not only in
    office times
  - Technician can focus on other tasks
  - If Technician is not here, nobody else has to take care of this task
List of References


[2] Interviews with the administration staffs at the Textile Department.


Interview Questions

Senior Administration Officer:

**Responsible:**

Budget/prognoser - budget/forecasts
Administration av projektekonomi – Administration of project economy
Inköpsrekvisitioner – Purchase orders
Reserekvisition – Travelling orders
Sjukskrivningar intyg mm – Certificate for sick leave
Försäkringar – Insurances

**Generally**

1. Take us through your daily routines; what do you have to do?
2. Who are the shareholders you have to take care of (students, staff, etc.)?
3. Who is your boss?
4. What are your goals and visions for the textile department regarding your status as Senior Administrative Officer?

**Specific to your tasks**

5. Your budget forecast task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
6. Who gives you the budget, the government? And is it for each year?
7. How & to whom (your boss, staff) do you present or show the budget plan to others?
8. If the forecasts and the real situation do not match, what do you have to do?
9. Your admin of project economy task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
10. Your sick absence information task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
11. Do you have a man power planning too?
12. If someone is absent for a longer time, do you have to arrange his/her job new?
13. Your purchase & travel orders task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
14. Your insurances task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
15. Is it different to governmental insurance?

**Your own opinions**

16. Do you have any key indicators to evaluate your staff
17. Do you have a central link that everybody can see the updated information and the goals and vision?
18. If someone has any feedback, how do you handle it, e.g. in regular meetings?
19. What takes the most time of your job?
20. What do you think about the workload in the administration department is it suitable now, can something be improved?
21. Do you have contact with companies is there a centralization of the company contacts in the administration?
Interview Questions

International Secretary

(International Secretary and Student Counselling)

Responsible:
Internationalisering - Internationalization
Vägledning studenter – Student counselling
Ping Pong – Administration – Administration of Ping Pong users
Web engelsk – English web page

Generally

1. Take us through your daily work routine; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?

Specific to your tasks

3. Your Internationalization task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
4. Do you have relationship with universities in other countries?
5. What is your scope for international is it including both international students and companies?
6. How do you contact with international students (by mail?)
7. How do you ensure that all international students receive all related information?
8. Your Student counselling task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
9. Is it lots of work load for you to do the student counselling alone?
10. How many students come to you by average per month?
11. Your Administration of Ping Pong user’s task: What do you have to do? With whom do you have to correspond? How do you do it? You only have to connect students with ping-pong or you need to do more?
12. What do you think for using ping-pong now? Does it use effectively?
13. If errors occurred on ping-pong system, how do people inform you? How long does it take for solving those problems?
14. Your English web page task: What do you have to do? With whom do you have to correspond? How do you do it?
15. If someone wants to change some information in webpage, what’s the process?
16. How often do you update information on English webpage? Do you have schedule?
17. How does it make sure that no information between English and Swedish is lost?

Your own opinions

18. What task takes the most time of your job routine? Where do you think you spend your most time?
19. Do you have to do other and additional tasks, extra work?
20. Do you think something can be improved?
Interview Questions

Student Recruitment Officer

Responsible:
Rekrytering studenter – Student recruitment
Öppet hus – “Open house” for recruitment
Exit – Examination exhibition
Web svensk - Swedish web page

Generally
1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?

Specific to your tasks
3. Your Student recruitment task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
4. Do you go to other universities to make advertisement to get new students?
5. Are you focusing more on national or international level?
6. How many students apply for textile per year? How many percentages of them get the acceptance from the university?
7. Your “Open house” for recruitment task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
8. Where do you set the open house? How often?
9. Do you need to arrange for place, students, and brochures by yourself?
10. Your Examination exhibition task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
11. Do you need to arrange for place, students, and brochures by yourself?
12. Your Swedish web page task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
13. If someone wants to change some information in webpage, what’s the process?
14. How often do you update information on English webpage? Do you have schedule?
15. How does it make sure that no information between English and Swedish is lost?

Your own opinions
16. Where do you think you spend your most time?
17. Do you think something can be improved?
Technician

Responsible:
Lokaler underhåll/möblering – Maintenance/furnishing of accommodation
Teknisk utrustning underhåll/bokning – Maintenance and booking of technical equipment
Nycklar Passerkort – Keys
Kopiering av undervisningsmaterial mm – Copying of material for education purpose
Expeditionstid för studenter – Office service time for students

Generally
1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?

Specific to your tasks
3. Your Maintenance/furnishing of accommodation task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?) which accommodation?
4. Your Maintenance and booking of technical equipment task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
5. What kind of technical equipment is?
6. Your Keys task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?) Both students and staffs?
7. Your Access card (Passerkort) task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
8. Your Copying of material for education purpose task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
9. Your Office service time for students’ task: What do you have to do? With whom do you have to correspond? How do you do it (Computer software, talking, paper notes, etc.?)
10. What kinds of questions do the students always ask you?
11. DO you need to answer questions by e-mail or phone call?

Your own opinions
12. Do you think you get too much work load?
13. If you take vacation or sick leave for a long time who will work instead of you?
14. Where do you think you spend your most time?
15. Do you think something can be improved?
Quality and Environmental Officer

Responsible:
Kvalitets- och arbetsmiljöfrågor – Quality and working environment issues
Incident reports
Fire Safety
Administration of documents/routines
Coordinating working environmental issues in THS

Generally
1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?

Specific to your tasks
3. Your task Quality & Environmental issues: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
4. You want to apply ISO 9000 and ISO 14000?
5. Quality works is quite important, but do you think that everyone is in focus of it, everybody is committed to it, do you achieve that and how?
6. Your task fire safety: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
7. Do you apply the what-if method?
8. How often do you set fire evaluation?
9. There are no sprinklers in here, how many fire extinguishers do you have?
10. Do you have any emergency plan for emergency case?
11. Do you make practise alarms for training?
12. Your task incident reports: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
13. You make further analysis of the incident with future recommendations?
14. How do you ensure that all incidents can be communicated throughout the textile department?
15. How many incidents happen each year in average?
16. Your administration of routines task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
17. Which routines?
18. What kinds of documents do you need to take care of?

Your own opinions
19. Do you have to answer a lot of e-mails too?
20. What task takes the most time of your job routine? Where do you think you spend your most time?
21. Do you think something can be improved?
Secretary 1

Responsible:
Leverantörsfakturor – Suppliers invoices
Kund- och studentfakturor – Customer and student invoices
Reseräkningar – Travelling invoices
Arvoden - Fee
Ersättning utlägg - Payment for expenses
Internfakturor – Internal invoices
Rese- och hotelbeställningar avseende timlärare/gäster – Booking of travels and hotels for guest teachers
Semesteranmälan – Registrations for holiday

Generally
1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?
3. 

Specific to your tasks
4. Your task supplier invoices: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.)?
5. Your task customer & student invoices: What, with whom, how?
6. What kind of invoices? Student fee like the Karexpedition at the IH does?
7. Can you give us examples for student and customer fees?
8. How does it differ from internal invoices and supplier invoices?
9. Your task travelling invoices task: What, with whom, how who can travel?
10. Your fee task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.)?
11. Your expenses payment task: What, with whom, how?
12. Your internal invoices task: What, with whom, how?
13. Internal invoices are close to Senior Administration Officers task, how did you organize that?
14. Your task booking travels & hotels for guest teachers: What, With whom, how
15. Do you search for flights/taxi, hotels? Do you decide for the hotel?)
16. DO the guest lecturers tell you that they want to come or do you contact them or somebody else tells you?
17. Do you contact guest lecturers directly to get known to their travelling for booking of their hotel?
18. Your task registration for holidays: What, with whom, how?
19. You tell the teachers or do they come to you?
20. If somebody wants to take a vacation for holiday, are you the first one they contact?

Your own opinions
21. Do you have to help other secretaries in case of anyone taking a vacation?
22. What task takes the most time of your job routine? Where do you think you spend your most time?
23. We know that you help Maria for students insurance, but since you are working half-time, how often can you meet the students then?
24. Do you think something can be improved?
Interview Questions

Appendix 1 (7 of 9)

Secretary 2

Responsible:
Ladok – programstudenter.- Adm. of student records – program students
Sekreterare Grundutbildningsnämnden – Secretary, board for education
Kursinfo: kurs- och utbildningsplaner – Course information: course and program plans

Generally
1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?

Specific to your tasks
3. Your LADOK task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
4. Your board education board task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
5. Your course information task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
6. Where do you provide course information (internet, ping-pong, paper?)

Your own opinions
7. We know that Secretary 4 will have to retire soon, will you get all the tasks from her or is it not clear yet?
8. There are 4 people who have similar tasks with you, Secretary 1 and Secretary 3, are you aware of their tasks and differences?
9. What task takes the most time of your job routine? Where do you think you spend your most time?
10. Do you have to do other and additional tasks, extra work?
11. Do you think something can be improved?
Interview Questions

Secretary 3

Responsible:

Ladok – programstudenter - Adm. of student records – program students
Sekreterare Grundutbildningsnämnden – Secretary, board for education
Kursinfo: kurs- och utbildningsplaner – Course information: course and program plans

Generally

1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?
3. If you get phone calls, who (which department) calls you? Students, staff of other departments or only here in administration?
4. Where should the students go if they have problems? Do you have something like studentexpedition like in the Ingenjörshögskolan?

Specific to your tasks

5. Your LADOK task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
6. How many years do you have to keep the records?
7. How many programs do you have altogether?
8. Your board education board task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
9. Your course information task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
10. Where do you provide course information (internet, ping-pong, paper?)
11. If a students wants to change his programme, does he have to contact you too then?
12. Your schedule task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
13. Who creates the schedule? You take care of the teachers, the room availability, etc.?
14. If a lecturer can’t come, do you change the schedule and inform the students or does he have to do it on his own?

Your own opinions

15. What task takes the most time of your job routine? Where do you think you spend your most time?
16. There are 4 people who have similar tasks with you, Secretary 1 and Secretary 2, are you aware of their tasks and differences?
17. Do you have to do other and additional tasks, extra work?
18. Do you think something can be improved?
Secretary 4

Responsible:

Tentamensadministration, Administration of examinations
Ladok – fristående kurser, Adm. Students records short courses
Utskick vid terminsstart - mail distribution at start of semesters
Sjukanmälan – absence of work (sick leave) reports
Mottagande av nyanställda – introduction to new employees
Telefonlista/adresskatalog – telephone number list and address catalogue

Generally

1. Take us through your daily routine work; what do you have to do?
2. Are you aware of the visions & goals from Senior Administration Officer?
3. 

Specific to your tasks

4. Your Administration of examinations task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
5. Your LADOK Student records task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
6. Your mail distribution at start of semester task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
7. What kinds of information in mail that you distribute to others at start of semester task?
8. Your absence of work (sick leave) reports task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
9. Does everybody know him/her absence in the actual period of year? How often you show about absence of work reports?
10. Your introduction to new employees’ task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
11. What kinds of information that you introduce to new employees?
12. Is it linked to ISO system/ vision / goals?
13. Your telephone number list and address catalogue task: What do you have to do? With whom do you have to correspond? How do you do it (Computer, talking, paper notes, etc.?)
14. DO you have any central link for telephone number list and address catalogue updated?

Your own opinions

15. What task takes the most time of your job routine? Where do you think you spend your most time?
16. Do you have to do other and additional tasks, extra work?
17. Do you think something can be improved?