INTERNATIONAL STAFF MOBILITY (ISM) PROGRAM

"One-Week Experiences in ITS"

Institut Teknologi Sepuluh Nopember (ITS)
Surabaya, East Java, Indonesia
5–9 October 2026

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Executive Summary

This report summarizes the key activities and experiences gained through participation in the International Staff Mobility (ISM) Program under the theme “One-Week Experiences in ITS,” held at Institut Teknologi Sepuluh Nopember (ITS), Surabaya, Indonesia, from 5 to 9 October 2026. The program aimed to support learning in cross-cultural communication, the exchange of good practices, professional networking, and a better understanding of the operational context of an overseas higher education institution. The experiences may be applied to the work of the Institute of Research and Development, particularly in service communication, training activities, knowledge management, and the development of research support processes.

The program included a welcome and networking activity, an opening ceremony and campus tour, language and cultural learning activities, visits to departments and units, an excursion to Mount Bromo, promotion of international study opportunities, the ITS Global Engagement Session, and a farewell dinner.

1. Background and Objectives

The objectives of the program were:

- To enhance the capabilities of support personnel in higher education institutions as one mechanism for improving work quality.
- To learn from an overseas institution and provide staff with opportunities to observe approaches to administration, service delivery, communication, and teamwork.
- To build professional networks in a different institutional and cultural context and exchange experiences that can be connected to research coordination, researcher support, training activities, and research-related standards. Particular attention was given to developing service systems that are clear and user-friendly.

2. General Information about the Program and Travel

Program: International Staff Mobility (ISM) – “One-Week Experiences in ITS”

Host institution: Institut Teknologi Sepuluh Nopember (ITS)

Location: Surabaya, East Java, Indonesia

Program dates: 5–9 October 2026

Travel itinerary

Date	Departure / Activity	Arrival / Destination
3 October 2026	22:00 – Van from SUT	02:00 – Suvarnabhumi Airport
4 October 2026	07:00 – Flight from Suvarnabhumi Airport; 12:00 – Malaysia International Airport; 16:00 – Taxi from Juanda International Airport	10:00 – Malaysia International Airport; 15:00 – Juanda International Airport, Surabaya, Indonesia; 17:00 – Hotel 88 Kenongo, Surabaya, Indonesia
5 October 2026	09:45 – Depart Hotel 88 Kenongo; 16:00 – Depart ITS	10:30 – ITS (ice-breaking activity, opening ceremony, and campus tour); 17:00 – Hotel 88 Kenongo

6 October 2026	09:30 – Depart Hotel 88 Kenongo; 13:00 – ITS / shopping at Mirota Batik	10:15 – ITS (Fun Bahasa with ITS Students and Cultural Session); 17:00 – Hotel 88 Kenongo
7 October 2026	08:30 – Depart Hotel 88 Kenongo; 16:00 – Depart ITS; 22:00 – Depart Hotel 88 Kenongo for Mount Bromo	09:30 – ITS / visit to department or unit; 17:00 – Hotel 88 Kenongo
8 October 2026	05:00–12:00 – Mount Bromo	15:00 – Hotel 88 Kenongo
9 October 2026	08:15 – Depart Hotel 88 Kenongo; activities at ITS	08:45 – ITS: booth preparation, promotional session for ITS students (“Let’s Study Abroad”), ITS Global Engagement Session, and farewell dinner; 19:00 – Hotel 88 Kenongo
10 October 2026	07:00 – Depart Hotel 88 Kenongo; 10:00 – Juanda International Airport; 14:00 – Malaysia International Airport; 18:00 – Suvarnabhumi Airport	08:15 – Juanda International Airport; 12:00 – Malaysia International Airport; 16:00 – Suvarnabhumi Airport; 22:00 – SUT

Day 1: Welcome, Opening Ceremony, and Campus Tour

10:30–12:00: Walking campus tour

12:00–13:00: Lunch

13:00–16:00: Opening ceremony and ice-breaking activities

The activities on this day provided an opportunity to begin building relationships in an informal atmosphere. Participants introduced themselves, exchanged information about their institutions and responsibilities, and became acquainted with one another before taking part in the week-long program. The opening ceremony formally welcomed participants and marked the start of the program. Participants wore their national or traditional attire on the first day, providing an opportunity to express their cultural identities and show respect for the host institution. The campus tour helped participants become familiar with the ITS environment and facilities, including the library, academic buildings, and other important locations on campus.





Day 2: Language, Culture, and Cross-Cultural Learning

10:00–12:00: Fun Bahasa with ITS Students

12:00–13:00: Lunch

13:00–15:00: Cultural Session

15:00–16:00: Shopping at Mirota Batik

This day focused on learning Indonesian in a friendly environment and communicating with students. Learning everyday expressions can help reduce anxiety and encourage participants to initiate conversations in a new environment. The Cultural Session provided an opportunity to exchange cultural perspectives and develop an understanding of the values, ways of life, social etiquette, and communication styles of different countries. Such understanding can support appropriate communication and relationship-building in international work. The visit to Mirota Batik was part of the program and allowed participants to experience local products and culture.





Day 3: Visit to Departments and Units

08:45–16:00: Visit to Department/Unit

The departmental or unit visit was an important component of the staff exchange program. It provided an opportunity to learn about the host institution's working context and exchange management approaches. However, the itinerary provided did not specify the name of the department or unit or the detailed topics for discussion; these details should therefore be supplemented based on actual notes from the visit.

From the perspective of the Institute of Research and Development, relevant areas for observation included systems for supporting researchers, the provision of information to service users, coordination

between units, the use of information systems to track work status, document control, and service quality assessment.

The outcomes of the visit should be recorded by distinguishing among observations, notable strengths or practices, the feasibility of applying them at SUT, and the conditions that would need to be in place before implementation. This approach can help translate the study visit into practical improvements.





Day 4: Excursion to Mount Bromo

Mount Bromo is a tourist destination that also provides an opportunity to experience the local context of Indonesia.





Day 5: Promoting International Study Opportunities and Building Networks

10:00–13:00: Booth preparation and lunch

13:00–15:30: Promotional Session for ITS Students (“Let’s Study Abroad”)

15:30–17:30: ITS Global Engagement Session

17:30–18:30: Break and preparation for the farewell dinner

18:30–20:00: Farewell and dinner

Booth preparation provided time to organize information and materials for communicating with event participants. The promotional session on overseas study opportunities for students offered a learning opportunity in communicating international information, generating interest, and responding to the target audience's questions. The activity also provided an opportunity to consider how international relations offices can support staff exchanges and networking between institutions.

The farewell dinner concluded the program and provided an opportunity to thank the organizers and fellow participants, exchange contact details, and maintain relationships after the activities. Following up with the network after the program can help turn initial meetings into future information exchanges or collaboration.





Analysis of Key Learning Points

The first key learning point was cross-cultural communication. The program provided opportunities to practise introducing oneself, explaining one's responsibilities, asking questions, listening, and expressing appreciation. Effective communication does not require complicated vocabulary; it should be clear, polite, and encourage the other person to participate.

The second learning point was learning through observation and experience-sharing. A departmental visit should be used as an opportunity to compare working approaches, considering both similarities and differences. It is not necessary to adopt every practice used by another institution; instead, practices should be selected according to their suitability for the SUT context and requirements.

The third learning point was professional networking. Meeting international colleagues creates opportunities to ask questions and exchange experiences in the future. A network becomes more valuable when it is maintained after the program, for example, by sending thank-you messages, exchanging relevant information, and arranging further discussions on shared interests.

The fourth learning point was the design of learning experiences. A program that combines formal activities, language learning, cultural exchange, institutional visits, and networking provides opportunities to learn in different ways. However, evaluation of the activities should be based on feedback and observable outcomes.

For research administration and human research ethics, areas that could be further developed include explaining procedures in plain language, coordinating with researchers, designing training suitable for learners with different levels of prior knowledge, and using online systems to support document-status tracking.

Recommendations for Application at the Institute of Research and Development

Applying the experience should begin with selecting topics relevant to daily work, checking their suitability in relation to university requirements, testing changes on a small scale, and evaluating the results before expanding their use.

For communication with service users, the Institute could consider preparing standard messages or Thai–English guidance for frequently asked questions, such as document submission procedures, completeness checks, status tracking, and document revisions. Using polite and consistent language can help reduce misunderstandings.

For training activities, the Institute could consider piloting case studies, short questions, small-group activities, and simulations to accommodate participants with different levels of prior knowledge. Evaluation data should be collected before concluding that these approaches are effective.

For knowledge management, lessons learned from the mobility program should be stored in a format accessible to other staff, such as summaries of key learning points, supporting documents, and practices that may be tested. Only photographs or documents for which permission has been obtained should be used.

For networking, follow-up should include sending thank-you messages to the organizers and participants with whom information was exchanged, keeping contact details where appropriate, and identifying topics for further exchange, such as research administration, researcher services, training activities, and research support systems.