

A FINAL REPORT
WRITING A GOOD MEETING MINUTES IN ASEA UNINET
JOINT PROGRAM FOR INBOUND STAFF MOBILITY 2019 AT
AIRLANGGA GLOBAL ENGAGEMENT

Presented in partial fulfilment of the requirement for the Diploma Degree in
English Language



By

Retno Rohma Asih

Student Number: 151611813051

Major: Business Communication

ENGLISH DIPLOMA PROGRAM
FACULTY OF VOCATIONAL EDUCATION
UNIVERSITAS AIRLANGGA
2019

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ADVISOR'S APPROVAL PAGE

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Surabaya, 19th December 2019

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**ENGLISH DIPLOMA PROGRAM
FACULTY OF VOCATIONAL EDUCATION
2019**

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Surabaya, 27th December 2019

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STATEMENT OF ORIGINALITY

I, Retno Rohma Asih (151611813051), honestly declare that the final report I wrote does not contain the works or parts of the works of other people, except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 27th December 2019



Retno Rohma Asih

151611813051

I DEDICATE THIS FINAL REPORT TO MY FAMILY

Table of Content

ADVISOR’S APPROVAL PAGE.....	ii
EXAMINER APPROVAL PAGE.....	iv
STATEMENT OF ORIGINALITY.....	v
I DEDICATE THIS FINAL REPORT TO MY FAMILY.....	vi
Table of Content.....	vii
Table of Pictures.....	x
ACKNOWLEDGEMENTS.....	xi
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Report.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Report.....	5
1.4 Significance of the Report.....	6
1.5 Review of Related Literature.....	7
1.5.1 The Steps for writing Meeting Minutes.....	7
1.5.2 Common Problems Occuring in Writing Meeting Minutes.....	8

1.5.3	The Solutions to the common problems occurring in Writing Meeting Minutes	9
1.6	Methods of The Report.....	13
1.7	Framework of the Report	15
CHAPTER II.....		16
COMPANY DESCRIPTION.....		16
2.1.	Institution/Company Description	16
2.2.	Organization Charts.....	17
2.2.1	Airlangga Global Engagement Organization Chart	17
2.2.2	Jobs and Responsibilities	17
2.3.	Locations	20
2.4.	Facilities	20
2.5.	Customers.....	21
2.6.	Programs Offered	21
CHAPTER III		23
DISCUSSIONS		23
3.1.	Description	23
3.1.1.	The Steps for writing Meeting Minutes	24

3.1.2.	The Common Problems Occurring in writing Meeting Minutes	26
3.1.3.	The Solutions to common problems occurring in writing Meeting Minutes.....	32
3.2.	Obstacles	36
3.2.1	Obstacles in writing meeting minutes at Airlangga Global Engagement	36
3.2.2	Obstacles in doing Administrative duties at Airlangga Global Engagement	38
3.3.	Added Values	38
3.3.1.	Added Values in writing a meeting minutes at Airlangga Global Engagement (AGE).....	38
3.3.2.	Added values in giving the solution of common problems occurring in meeting minutes at Airlangga Global Engagement (AGE)	39
3.3.3.	Added Value in drafting a guidebook for International Academic Staff..	39
3.3.4.	Added Value in improving the writer’s skills in English.....	40
3.4.	Related Courses	40
CHAPTER IV		43
CONCLUSION AND SUGGESTION		43

4.1. Conclusion.....	43
4.2. Suggestions.....	44
4.2.1. Suggestion for Airlangga Global Engagement	44
4.2.2. Suggestion for English Diploma Program	45
REFERENCES.....	46
APPENDIXES	49
BIOGRAPHICAL SKETCH	61

Table of Pictures

Figure 1 The example of English and Indonesian version of minutes.....	30
Figure 2 The example of minutes that have been written in word to word	31
Figure 3 The example of formal format of the meeting minutes of AGE.....	34
Figure 4 The example of minutes that have been revised by the writer	36

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CHAPTER I

INTRODUCTION

1.1 Background of the Report

The role of Business English in worldwide is essential. Over 85% of Organizations worldwide use Business English as their language skills in the workplace (Cambridge English, 2016). Nowadays, people are working with business partners, colleagues from overseas with Business English. Business English focuses on skills that apply to the workplace, for instance, negotiations, meetings, correspondences or report writing skills (Kutateladze, 2014, p.27). Businessperson, staff or employee must be able to apply Business English skills to achieve effective communication with a business partner, for instance, creating good meeting minutes, doing a good presentation, writing good correspondences, etc. Hence, Business English skills are essential in the workplace.

Staff, a person who works for an organization or institution, must enrich the skills of Business English to achieve the goal of organizations or institutions. If staff applies Business English skills, it will give benefits to the institutions, for instance, improving the institution's relationship with an international network; building trust with colleagues or partners and achieving your institution's goal (Knight, 2015). Importantly, He/ She must apply the Business English skills in the workplace. The Staff's skills in English are valuable and beneficial for the institution to achieve its goals.

According to Petersen (2019), institutions rely on oral and written communication in daily life but neglect the importance of written communication. According to Beare (2019), written communication is more difficult skill than oral communication because writing in English needs to follow rules of grammar much closer than in spoken English. Furthermore, in writing business letters, the institution's staff should avoid mistakes that cause miscommunication and lead to a big problem. Garner also stated that poor writing is one of the biggest issues undeniable in the worldwide (as cited in Arputhamalar & Kannan, 2016, p. 14). He further mentioned a lack of writing skills must be considered as barriers between businessperson or staff and their business partners. Therefore, written communication is vital in institutions.

Meeting minutes, one of the forms written communication, are very essentials in institutions and a staff must be able to write good meeting minutes. In fact, the institutions need a written record of the meeting that has been decided and minutes could be given to the participant who was not able to attend the meeting (Gutmann, 2010, p.1). Gutmann mentioned that well-written minutes can build the credibility of institutions. As Petersen (2019) believed if staff creates misspellings, poorly organized writing, staff would be appeared unintelligent and unprofessional. He also mentioned that poor writing in external communications may reflect poorly on the institutions and affect the bad impression for institutions. Referring to this fact, writing the meeting minutes is not easy and a staff has big responsibilities. Hence, a

staff is indispensable to any institutions especially for writing good meetings minutes.

Airlangga Global Engagement, an institution under the coordination of the Executive Director and the Rector of Universitas Airlangga, applies Business English activities as well as creating a partnership network in the worldwide. According to AGE (2019), ‘The AGE is responsible for organizing all activities related to university internationalization in various fields. Furthermore, this institution works with all parties in the university which related to the internationalization process’. Airlangga Global Engagement has many responsibilities, for instance, manage partnership and collaboration; international networks; develop and manage university academics opportunities, including lecturers, students and staff for transportation abroad and accommodation for foreign academics in the country, etc (Profil AGE, 2019). Referring to Airlangga Global Engagement’s responsibilities, there must be Business English skills to manage all those responsibilities, for instance, in oral communication: the staff must communicate face-to-face with International academicians and for written communication: writing a good meeting minutes, a good email, report, etc. In fact, Business English is important for Airlangga Global Engagement.

The writer decided to choose Airlangga Global Engagement (AGE) institutions as her internship because AGE applies Business English in the workplace. AGE also creates a network partnership in worldwide. There are several divisions of AGE but the writer was able to work under the Global Research Initiative division.

Global Research Initiative division is responsible for managing projects and activities in consortium related to research activities; arranging researchs agreements between UNAIR academicians and foreign partners; and conducting strategic meetings and networking with foreign potential partners for research purposes (Naskah Akademik, 2019). Global Research Initiative division is interesting and challenges the writer to apply Business English in the writer's division. One of the writer's responsibility is writing meeting minutes during ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 event.

The writer never attended a special event and it was a new experience for her to apply Business English regarding the event. The writer would like to find out how to write good meeting minutes in ASEA-UNINET Joint Program for Inbound Staff Mobility because it was so challenging and a new experience for the writer. The writer was curious to write good minutes with the right procedures and in a formal way. In this matter, the writer is interested in discussing ‘Writing a good meeting minute in ASEA-UNINET Joint Program For Inbound Staff Mobility 2019 At Airlangga Global Engagement’.

1.2 Statement of the Problem

1.2.1 What are the steps in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement?

- 1.2.2 What are the common problems occurring in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement?
- 1.2.3 What are the solutions to the common problems occurring in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement?

1.3 Purpose of the Report

- 1.3.1 To describe the steps in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement
- 1.3.2 To identify the common problems occurring in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement
- 1.3.3 To unveil the solutions to the common problems occurring in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility event at Airlangga Global Engagement

1.4 Significance of the Report

1.4.1 For The writer

1. Improving the writer's skill in writing meeting minutes.
2. Applying the courses that have been taught before the internship.
3. Understanding the work experience in Global Research Initiative Division.

1.4.2 For the English Diploma Program

1. Improving the skills of the students writing.
2. Establishing cooperation relationship between Universitas Airlangga and Airlangga Global Engagement.
3. Developing the quality of English Diploma education.

1.4.3 For the institutions

1. Improving the AGE service, regarding the Business English for Office and Management issues.
2. Showing the company about solution to prevent any mistakes in doing job disk in GRI Division.

1.4.4 For other interns

1. Increasing the knowledge about writing a good meeting minutes skill for other intern.
2. Increasing the knowledge about do's and don'ts in writing a good minutes for formal event.

1.5 Review of Related Literature

1.5.1 The Steps for writing Meeting Minutes

According to Gutmann (2010), there is minute-taker, a person who is in charge for writing the minutes. The minute-taker is responsible for a certain amount of work before, during, and after the meeting. The minute-taker plays important roles to support the meetings. The minute-taker must consider three steps in writing meeting minutes, before the meeting-during the meeting and after the meeting.

Before the meeting, the minute taker must set up the meeting; be able to identify the participants of the meetings; prepare a detailed agenda; ensure the distribution of information to the participants, and self-prepare with supporting documents related to the meetings.

During the meeting, the minute taker is responsible to write a meeting minutes and listen to the participants. Furthermore, After the meeting, the minute-taker must ask clarification from the chairperson if any misunderstanding from the meetings; type up the meeting minutes; submit the minutes within a couple of days and ensure the minutes are approved.

According to France (2009), during writing meeting minutes, the minute-taker must consider several things: (1) study the title and agenda beforehand; (2) introduce yourself to the meeting leader if appropriate; (3) ask for copies of any handouts or PowerPoint slides; (4) make sure you spell everyone's names correctly; (5) sit where you can clearly see everyone and hear what is going on; (6) actively listen and take

notes and look for the main sense; (7) be selective in your note-taking and understand when items are ‘off the record’; (8) identify attendees as far as possible and ask for the attendee list; (9) if you are unsure of who says what and it is important that this is noted, then ask; (10) have a clear action column and put in names/initials/dates to be done by.

1.5.2 Common Problems Occuring in Writing Meeting Minutes

According to the Resource Centre (2016), there are six most common problems in writing meeting minutes for minute-taker; (1) The minute-taker is difficult to know exactly what has been agreed in the meeting because lots of different suggestions are being made about what to do; (2) The discussion jumps from one item to another before any of them are finished; (3) Everyone is talking at once, and the minute-taker cannot follow the discussion; (4) There is a long, confusing discussion and the minute-taker do not know which bits are important to get down; (5) The minute-taker have been very involved in a particular issue and want to say things, but cannot minute at the same time; (6) The minute-taker is nervous about getting the minutes right.

According to Taylor (2015), your minutes must avoid ambiguous description summary and should be written in the past tense using the third person and reported speech. Here are some expressions that often used in minutes, for instance, ‘...were reported’ and ‘The Chairman asked ...’.

1.5.3 The Solutions to the common problems occurring in Writing Meeting Minutes

According to Gutmann (2010), well-written minutes is very vital to the reader. The minute-taker must consider good sentences, paragraphs, use of plain English and punctuation. As inexperienced minute-taker mostly worried to write minutes because of the ‘mechanics’ of writing. Here are various essentials in writing meeting minutes:

1. Sentences

The minute-taker must consider the structure of sentences and tenses. Be aware of the subject, verb, and repetitive words. The minute-taker have to consider the lines in your writing and keep to a maximum length of 18 words.

2. Paragraph

The paragraph should be a maximum of eight lines. The reader must understand the flow of writing. The minute-taker must write the subject of the paragraph in the first line, preferably near the start.

3. Plain English

Instead of writing ‘as soon as possible’ or ‘sometime next month’, the minute-taker must use specific dates. Be precise with numbers, quantity and avoid words like few, several, plenty. The sentences must be understandable to the reader. Avoid jargon (technical terms, abbreviations, acronyms) and wordy phrases (not ‘come to a decision to’ but ‘decided’).

4. Problem Punctuation

The minute-taker must concern in four punctuation items. In writing meeting minutes some problems may occur in apostrophes, capital letters, hyphens, semi-colons, and bullet points.

For instance:

- Mr Jackons letter must be change into Mr Jackson's letter
- Womens refuge must be change into Women's refuge

According to The University of Western Australia (2017), there are various tips to take meeting minutes instead of panicking about the bad-minutes. As minute-taker must enjoy the responsibilities. Here are some tips and solutions relevant to the writer's topic:

1. Understanding what you are writing about

As minute taker must understand the issues in order to write a good minutes.

If you have few problems following the discussion at the meeting, understanding the points made and then writing your minutes.

2. Listening carefully

The most vital skill in taking minutes is listening carefully to what is said. As you listen, write down briefly all points which seem to have substance. If you are unprepared, you will find it hard to recognize these points. If you are in doubt, as inexperienced officers often are, you must record the point and

decide later. You can use your own form of shorthand in making notes, as long as you will understand after the meeting what you have written. If you miss a point, do not panic or you may miss even more points as the meeting moves on. You could always ask the Chair for clarification.

3. Numbering the items

All minute items should be numbered from 1 onwards for each meeting. Occasionally you may wish to group several items under one main heading – in this case use the legal numbering system – i.e. 1. 1.1, 1.2, 1.3 . These can if necessary be further sub-divided – 1.1.1, 1.1.2 and so on.

4. Using the right tenses

Minutes report what happened at a meeting which is now past, and the standart tense of their verbs is therefore simple past. For example: The chair invited comment.

5. Getting over the writer's block

You may find that when you sit down to write your minutes, particularly those of a long and complex meeting, you have a kind of writer's block. You really don't want to do these minutes. In these circumstances it can be helpful to start with one or two really simple, mundane items (even if your assistant might normally do these). Just start, and the very act of starting on something will help to get you going.

6. Varying the vocabulary and structures

As minute taker must create minutes in a good way and reader-friendly. The minute taker must consider the vocabulary terms in minutes. For instance, you have to write ‘‘The Chair stated’’ or ‘‘He/She pointed out that’’. Here are the various vocabulary might useful: accepted, acknowledged, advised, agreed, argued, believed, commented, complained, considered, explained, informed, noted, observed, pointed out, reminded, reported, stated, summarized, suggested, supported, etc.

Beside focused on varying vocabulary, the minute taker must focus on varying the structures. Here are a few examples of the many different ways in which you might introduce a sentence:

- In response, the Deputy Vice-Chancellor explained
- In answer to a query, the Dean stated
- After outlining the background to the item, the Chair

1.6 Methods of The Report

1.6.1 Location and Participant

The writer conducted an internship for a month in Airlangga Global Engagement from 3rd of September 2019 to 3rd October 2019. The writer conducted a case study on Global Research Initiative division at Airlangga Global Engagement. In this case, the writer's jobs in Global Research Initiative division are create a letter, manage the activities related to research activities, etc. Ms. Duriati Asmawati, as the writer's supervisor, gave the writer a lesson and evaluated the writer's work, for instance, taught the writer to create a letter, manage the activities and write a meetings minutes.

1.6.2 Data Collection

First, the writer made some observations. The data were taken from the meeting minutes of ASEA-UNINET Joint Program for Inbound Staff Mobility 2019. Second, the writer wrote some notes the evaluation from her supervisor. Third, the writer used theories from international journals and books to solve her problems.

1.6.3 Data Analysis

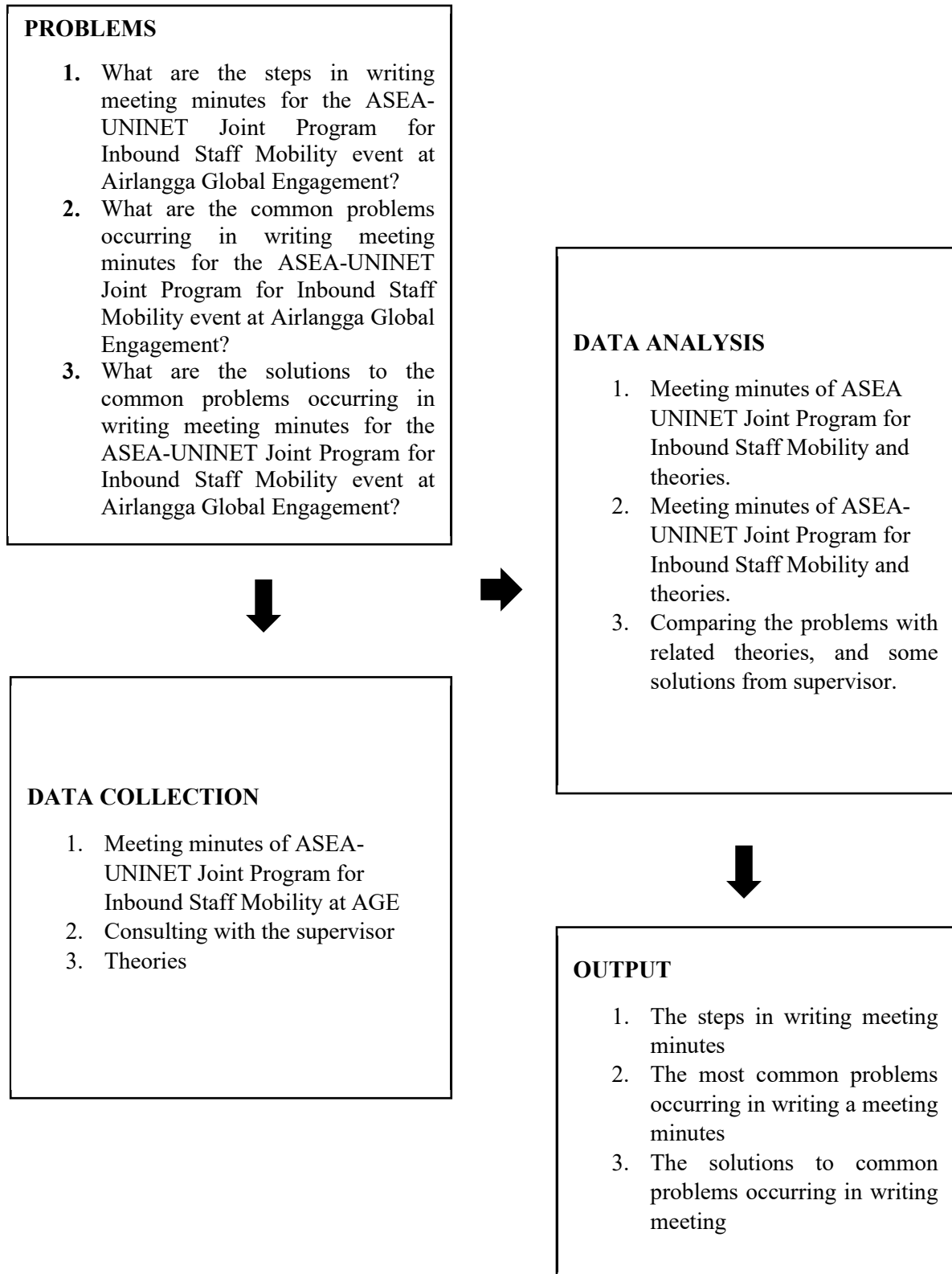
The writer used triangulation of data collection techniques to analyze the data.

The triangulation theory of data collection as follows:

Unit of Analysis	Data Collection Techniques
The steps in writing meeting minutes	Observation and theories
The common problems occurring in writing a meeting minutes	Observation and theories
The solutions to common problems occurring in writing meeting minutes	Observation, theories and communication with supervisor

In terms of data analysis, the writer did observations about the meeting minutes of ASEA-UNINET Joint Program for Inbound Staff Mobility 2019. Observation results made the writer can find out the common problems occurring in writing a meeting minutes. Theories as a part of data collection helped the writer to find out the steps in writing a meeting minutes, the common problems and to solve the problems in writing meeting minutes. The writer also asked the evaluation from her supervisor to solve her problems in writing meeting minutes.

1.7 Framework of the Report



CHAPTER II

COMPANY DESCRIPTION

2.1. Institution/Company Description

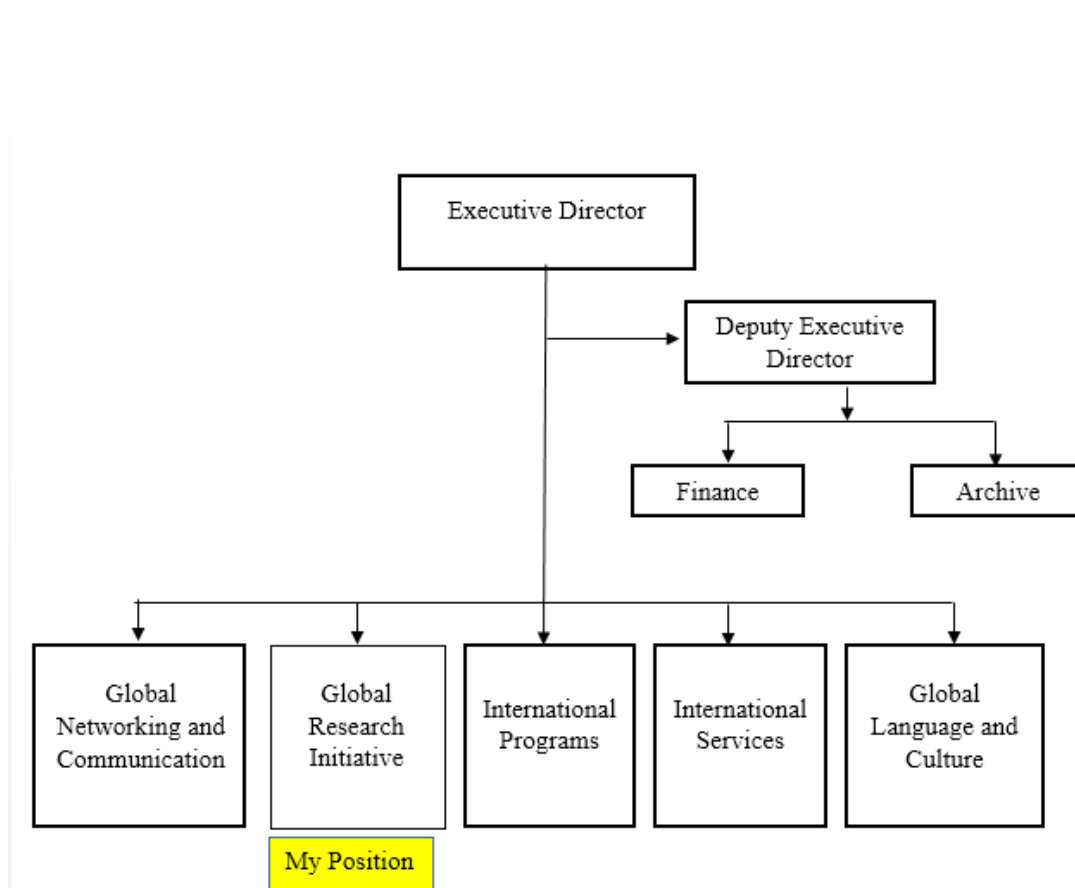
International Office and Partnership of Universitas Airlangga was founded in 2010 and changed the name into Airlangga Global Engagement in 2017. Airlangga Global Engagement (AGE), as known as International Office by Universitas Airlangga, is an institution under the coordination of the Executive Director and responsible to the Rector of Universitas Airlangga.

AGE's vision is to establish the Global Academic Community through the development of leading, innovative and independent international activities. Airlangga Global Engagement has responsible for leadership and advocacy for all international activities at Universitas Airlangga.

Airlangga Global Engagement has five missions: 1) to initiate, facilitate and promote cooperation and international networks for education, research, and community service; 2) to develop and manage an international program between Universitas Airlangga and foreign institutions; 3) to manage immigration services, welfare of international academics and administrative services for academics at Universitas Airlangga; 4) to initiate, facilitate, and develop research collaborations between Universitas Airlangga and international universities or institutions; 5) to develop and manage the Indonesian Culture Center abroad and the International Cultural Center at Universitas Airlangga (Naskah Akademik, 2019).

2.2. Organization Charts

2.2.1 Airlangga Global Engagement Organization Chart



2.2.2 Jobs and Responsibilities

1. Executive Director

Director is responsible for managing strategic potentials related to university internationalization, representing Universitas Airlangga in every international activity, and coordinating with ministries or government agencies related to international activities. Executive Director also coordinating with Deputy

Rector/ Directorate Directors/ Deans of Units and Institutions relevant to internationalization.

2. Deputy Executive Director

Deputy Executive Director is responsible to the Executive Director for all implementation of the internationalization initiation at Universitas Airlangga and actively responsible for initiating various forms of university internationalization activities

3. Finance

Finance is responsible to handle and manage the financial budget related to the event from Airlangga Global Engagement's activities.

4. Archive

Archivist is responsible to handle and manage the letter to Airlangga Global Engagement

5. Global Network and Communication Division

Global Network and Communication has responsible for sharing international communication activities through social media of AGE and initiating the Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) with international partners. There are four subdivision such as American and European Regional Networks, Asia Pacific and Australia Regional Network, Event and Communication and Website.

6. Global Research Initiative Division

Global Research Initiative has responsible to assist Research and Innovation Institutions in managing international research activities, to coordinate research collaboration with international institutins and to develop the involvement of Universitas Airlangga researchers in international research funding schemes.

7. International Program Division

There are four subdivision, such as International Degree Programs, Inbound Mobility Programs, Outbound Mobility Programs, and International Program Developtment. International Program Division is responsible to coordinate international programs with other divisions at AGE and to manage degree and non-degree academic programs.

8. International Service Division

There are three subdivision, such as Immigration seVICES, Welfare services and Official Overseas Travel. International Program has responsible to manage international immigration services and welfare services for international academics and to assist the management of formal overseas travel services at Universitas Airlangga.

9. Global Langauge and Culture Division

Global Language and Culture has responsible to manage Indonesian cultural center activities between Universitas Airlangga and institutions partners.

Global Language and Culture also manage the college student internship program at AGE.

2.3. Locations

Airlangga Global Engagement

Management Office 2nd floor, C Campus

Universitas Airlangga, Surabaya, 60115, Indonesia

Phone : +62 31 5966864

+62 31 5914042 ext 224,225,226

Website : <http://international.unair.ac.id>



2.4. Facilities

There are many facilities to help staff and volunteers easier to do the job disk and responsibilities.

- Fotocopy Machine
- Fax Machine
- Main Phone
- Wi-Fi
- Refrigerator
- Computers
- Printer

- Air Conditioner
- Pantry
- Prayer Room

2.5. Customers

The customers are Universitas Airlangga academicians and International academicians. Airlangga Global Engagement would provide services to support their business.

2.6. Programs Offered

1. Darmasiswa

Darmasiswa is a scholarship program offered by the Ministry of Education and the Minister of Foreign Affairs Indonesia for students from ASEAN countries.

2. Kemitraan Negara Berkembang (KNB)

Kemitraan Negara Berkembang (KNB) is a scholarship program for the member of Non-Aligned countries, for instance, Turkey, Vietnam, Vanuatu, Thailand, and other countries. This program offered by the Indonesian Ministry of Education.

3. AMERTA (Academic Mobility Exchange for Undergraduate at Airlangga)

Amerta is a program for international students who are interested in Indonesian culture and society.

4. Airlangga Development Scholarship (ADS)

Airlangga Development Scholarship is a program for International students who want to pursue their master's degree or doctoral degree in Universitas Airlangga.

5. Airlangga Summer Program

Airlangga Summer Program is a short program for undergraduate students who are interested in culture, health, science, social and law in Indonesia and Universitas Airlangga.

6. Community Empowerment Program at Airlangga (CERIA)

CERIA is a community empowerment designed to help the disadvantaged society by involving students as part of community development.

CHAPTER III

DISCUSSIONS

3.1. Description

In this chapter, the writer will describe ASIA UNINET Joint Program for Inbound Staff Mobility 2019 event. The aim of this event is to implement the experiences in improving the internationalization of education and research in ASEA-UNINET member universities (Katrin, 2019). The event was co-organized by Institut Teknologi Sepuluh November (ITS), Universitas Airlangga (UNAIR), and Udayana University (UNUD) from 10th – 15th September 2019 in Surabaya and Bali, Indonesia. The event was organized by Universitas Airlangga on 12th September 2019. The participants are from the representative of Universitas Indonesia, Institute Teknologi Surabaya, Universitas Udayana, University of Vienna, University of Malaya, University Putra Malaysia, Khon Kaen University, Prince of Songkla University, and King Mongkut's University of Technology. Therefore, Universitas Airlangga has a big event to strengthen the internationalization between Universitas Airlangga and University partners in a worldwide.

Global Research Initiative Division, which is in charge of International Research Collaboration, has responsible for achieving the success event. Global Research Initiative Division has responsibilities to manage projects and activities with foreign potential partners for research purposes and conduct strategic meetings and networking with International academicians. ASEA UNINET Joint Program for

Inbound Staff Mobility 2019 was a big event for Universitas Airlangga. Therefore, the writer as supporting staff of GRI Division is responsible to manage and help the event become a success. The writer did all the responsibilities, for instance, create an attendance list of the ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 and write meetings minutes. Because the job description for writing a meeting minutes was such a big moment for the writer, the writer would like to explain more about the steps in writing meetings minutes, common problems during writing a meeting minutes and the solutions of common problems occurring in writing meetings minutes.

3.1.1. The Steps for writing Meeting Minutes

The writer had the first experience in writing meeting minutes, when she was asked to write for ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 event. The writer would like to explain the steps in writing meetings minutes for ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 event.

1. Before the meeting

According to Gutmann (2010), before the meeting, the minute-taker must set up the meeting, ensure the participants, prepare the detailed agenda and self-prepare. Before the meeting, the writer did not prepare for the meetings room, ensure the participants to come, check the detailed agenda, read previous minutes, and familiarize with the participants. Global Research Initiative's Staff, Ms. Duriati,

prepared well for the meetings. She prepared for the meetings room, detailed agenda, familiarize with participants names. In fact, before the meeting, the writer received the call from her supervisor to write meeting minutes in AULA room at 9 a.m. The writer did not prepare anything. The writer thought that she only handled the attendance list for ASEA-UNINET participants. Hence, the writer only prepared for the technical terms, for instance, opened the laptop and wrote the minutes the minutes in documents. The writer felt nervous because she did not prepare for the meeting well.

2. During the meeting

According to France (2009), during meeting minutes, the minute-taker must study the title and agenda of the meeting; introduce the minute-taker if appropriate; ask for the material; ensure the participants name; sit beside the chairperson; be active listening; be selective in writing minutes and write participants names, date in formal format of the meetings.

During the meeting, the writer tried to recognize the title about Global Research Initiative's topic for panel discussion. The writer did not introduce her as the minute-taker. The writer also ensure the participants name while they were discussing the panel discussion topic. The writer also sat beside the chairperson. In fact, the writer did not selective to write minutes because she wrote everything from the participants speech. The writer also did not write the minutes in formal meeting of Airlangga Global Engagement.

3. After the meeting

According to Gutmann (2010), the minute-taker must approach the chairperson or participants to clarify any misunderstandings; type up the minutes within a couple of days and ensure the minutes are approved. After the meeting was ended, the writer did not check the minutes nor asked clarify to the chairman. On the next day, the writer asked the chairman about the participants' names. She also asked her supervisor about the deadline of the minutes. The supervisor wanted the writer to revise and submit the minutes on 13th September 2019. Hence the writer submitted the minutes on 13th September 2019.

3.1.2. The Common Problems Occurring in writing Meeting Minutes

The writer had the first experienced in writing a meeting minutes. There are many possibilities the writer made a mistake. The writer would like to list the common problems in writing meeting minutes for the ASEA-UNINET Joint Program for Inbound Staff Mobility 2019. There were four problems.

1. Incomplete names of participants from panel discussion section

The ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 held a presentation section and panel discussion section in Universitas Airlangga. The writer was a minute-taker for the panel discussion. The panel discussion topic about ‘‘Global Research Initiative of Universitas Airlangga’’. The panel discussion

participants consist of the representatives from Universitas Indonesia, Institut Teknologi Surabaya, University of Vienna, Khonkaen University, and Universitas Airlangga. Before started the panel discussion, the chairman guided the panel discussion. When Ms. Nadia, as the chairman of the panel discussion, presented the participants on the panel discussion, she did not mention the name of the participants. She only welcomed the participants with the name of their universities, for instance "University of Vienna, Khonkaen University, ITS, Universitas Indonesia and Universitas Airlangga". Hence, the writer did not write all the participants' names and only wrote the representative of the university.

The writer felt nervous and never have been to a panel discussion before. Additionally, the chairman continued to open up the panel discussion by introducing the topic. When the first speaker from University of Vienna opened up the discussion and ask a question to all the participants, the writer did not know her name. The writer only wrote "A short-hair-foreign from the University of Vienna". The writer also recognized the place she was sitting in. When the representative of the University of Vienna asked about "the funding from ASEA UNINET", there was the representative of ITS answered her but the writer did not know the name from the representative of ITS. The writer panicked because she could not write all the participants' names in meetings minutes.

According to Gutmann (2010), writing the participant's names is important because the writer could understand the speaker's speech and how the person takes an action in discussing the panel discussion. The writer only recognized the

representative from Universitas Airlangga. During the panel discussion, the writer recognized all the participants by their sitting place and when the chairman asked the participants to speak up in discussion.

Hence, the writer did not completely write the participant's name in meetings minutes. Importantly, in writing meeting minutes all the participant's names should be completed and written in the formal format of meeting minutes at AGE. Thus, the writer should have listed the participant's name before the panel discussion started.

2. Unprepared for meeting minutes format from AGE

The writer's job description at ASEA - UNINET Joint Program for Inbound Staff Mobility 2019 was giving an event consumption to the participants and handling the attendance list. Then, the writer's supervisor asked the writer to write meeting minutes for the event at 09:46. Immediately, the writer brought her laptop and moved to the AULA room. The writer felt so nervous and opened up the Microsoft Word in hurried because the speaker was delivered her presentation. The writer did not open up the meeting minutes format from Airlangga Global Engagement. The writer worried about the presentation from Dr. Dian Ekowati might be missed or the writer did not catch the essential points. The writer wrote the minutes in a Microsoft Word from 09:46 to 12:00.

Without realizing the mistakes, the writer did not write in a format meeting minutes of Airlangga Global Engagement and wrote in an unspecific format. According to Gutmann (2010), the minute-taker must prepare before the meeting. In

fact, the writer did not prepare for the meeting. Hence, the writer did not write the date of meetings, the specific time of the meetings, the name of the meeting's event, note-takers name and all the participants' names.

3. The writer has a writer's block to write a meeting minutes for the first time.

According to Chintamani (2014), "Writer's block is a depressive feeling where writing feels like a painful thought and one questions why one is even bothering" (p.3). He also mentioned that the writer has a writer's block because they want to write a perfect draft. According to Castillo (2014), most writers have writer's block issues because they are afraid to write with an unperfect paragraph, lack of inspiration, and sense of failure.

The writer had a first experience in writing meeting minutes for the special event of ASEA-UNINET Joint Program for Inbound Staff Mobility 2019. It was such an honor and the writer was so nervous. The writer had a fear of failure to write meeting minutes because she never implements how to write a good meeting minutes in real life. The writer tried her best to calm herself down while writing a meeting minutes during the presentation and panel discussion on 12th September 2019. While writing meeting minutes, the writer tried to focus on listening and writing at the same time. Hence, while writing a meeting minutes the writer did not clear to write in English or Indonesian version of meeting minutes. In fact, the minutes that were taken by the writer is full of the English version and Indonesian version too. For

instance, the writer wrote a sample of a presentation by Dr. Dian, when she explained about IMPACTS OF RESEARCH MULTI STAKEHOLDERS

- IMPACTS OF RESEARCH MULTI STAKEHOLDERS
 - Students, Government, Industries, Communities, Further Research, Universities, Individuals
 1. Universitas : Meningkatkan reputasi universitas secara global
 Contoh : Prof Nyoman ke Osaka untuk research, dan Osaka senang ke UNAIR. Memiliki partner from far away organization. Universitas airlangga dipilih research excellent from tropical disease, that has biolevel laboratory. Universitas akan belajar ttg. TBC. Malaria ke UNAIR.
 2. Government : Meningkatkan problem solving (pemecahan masalah) dan meningkatkan policy recommendation
 3. Futher research : Lebih meningkatkan perspektif ilmu pengetahuan dan lebih explore
 4. Industries : Meningkatkan untuk perkembangan perusahaannya
 5. Communities : Memaksimalkan para peneliti , agar bisa lebih kolaborasi dan memfasilitasi proses peneliti untuk menghasilkan jurnal
 - 6. Students : Mendukung para murid untuk exchange program. (Contoh Indonesia – Asia University) TESTIMONY Doctor Ira Puspitasari, PhD dari FST
 - 7. Individual : Meningkatkan skill penelitian (Develop Research Skill)
Extend Knowledge

Figure 1 The example of English and Indonesian version of minutes

During the presentation, the writer was not realized that she would write very bad, for instance, the sentences' structure, the inconsistency of the language whether Indonesian or English version. The time when the writer made mistakes, she had a writer's block to write a meeting minutes.

4. A meeting minutes with word for word in details and neglect essential points to write.

According to France (2009), the minute-taker must be selective in writing minutes during the meetings and understand the essential items. During write meeting minutes from the presentation, the writer wrote the minutes word to word. At the beginning of the presentation by Dian Ekowati, Ph.D., Dr. Irma Josefina Savitri, Dr.

Dina Septiani, and Aprilia Putri Pradana, S.Ikom, the writer wrote a minutes for word to word in detail. The writer was afraid if the writer did not catch an essential point from the speaker. The writer spent from 09:46 to 12:00 to write minutes. The writer realized that she must be very concern and focus on listening to all the speakers. The writer wrote the minutes through her laptop. Here is the example of minutes that the writer wrote in word to word from Dr. Dina Septiani when she explained about ‘How International Office Improving Research Sectors’

<p>Dr. Dina Septiani</p> <p>‘How International Office improving Research sectors’</p> <ol style="list-style-type: none"> 1. Establishment of AGE UNAIR must enhance the level of internationalization, for instance <u>MoU</u> documents, how to make people aware of UNAIR and now getting more focus in initiating research. 2. Why is it engagement We want to engage the research collaboration, focus on research collaboration not only office and partnership 3. AGE has the same level with Vice Director 1, 2, 3, 4 4. Organizational Structure 5. The New Vision of AGE → To establish global academic 6. The Missions of AGE Focus on initiative, facilitate, enhance the research collaboration between UNAIR and University partnership. 7. Job description of AGE, Global Research Initiative: <ul style="list-style-type: none"> • Responsible for assisting, research, innovation • Responsible for coordinating with international agencies • Responsible for reviewing the International research collaboration documents • Responsible for increasing the involvement 8. UNAIR International Research Consortium <ul style="list-style-type: none"> ■ <u>Wasjuc</u> ■ <u>Aic</u> ■ Satu president's forum ■ <u>Asca-uninet</u> ■ <u>Ascan-cost</u> 9. UNAIR has programs, Adjunct Faculty, Visiting Fellow, Postdoctoral Program 	<p>9. UNAIR has programs, Adjunct Faculty, Visiting Fellow, Postdoctoral Program</p> <ul style="list-style-type: none"> ■ Adjunct Faculty For those international academics have a one year contract with UNAIR <ul style="list-style-type: none"> ○ The requirements (<u>Adjunct Faculty</u> must a professor / assistant professor ; must have a H-index min 5 as a <u>scopus</u> author) – The adjunct faculty application open all year round. If you got rejected, you could apply for the visiting fellow ■ Visiting fellow <ul style="list-style-type: none"> ○ For those International academic who visit <u>unair</u> for a short period, give a guest lecture, CAN BE a professor, must live in Indonesia <u>atleast</u> 5 days to max of 3 months ○ Visiting fellow applications : Academics should give CV, Proposed dated of VP program ○ Visiting fellow benefits UNAIR will bear the cost for 5.000.000 per program and give the cost of accommodation ○ We would wait for your application ■ Post doctoral program <ul style="list-style-type: none"> ○ 3 month of program ○ Teach particular courses during his/her stay in Indonesia ○ <u>Post doctoral</u> program requirement : Doctoral graduate, max 3 years from the date of graduation ○ <u>Post doctoral</u> program facilities : 45.000.000 for 3 months, cover meals and accommodation ○ <u>Post doctoral</u> program applications : CV, sample of publications, LoA, etc.
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Figure 2 The example of minutes that have been written in word to word

The writer did not focus on the agreements or actions taken, but the writer focuses on writing for details explanation. The writer realized that she did not write a meeting minutes with clear, and understandable because the minutes are full of many

sentences. Hence, the writer did not write for a substance point and neglect the well-written minutes

3.1.3. The Solutions to common problems occurring in writing Meeting Minutes

The writer had her first experience in writing meeting minutes, so it is highly possible that the writer would make mistakes. In this part, the writer list the solutions of common problems in writing meeting minutes for ASEA-UNINET Joint Program for Inbound Staff Mobility 2019. There are four solutions that the writer suggests.

1. Incomplete names of participants from panel discussion section

The writer wrote the meeting minute on 12th September 2019. On the next day, she tried to figure out the solution for the incomplete names of the participants. She then asked the chairman about the attendance list from a panel discussion of GRI. The chairman only wrote the representative's name of University, not the real name of the participants. Therefore, the writer could not write all the names of participants because the chairman only wrote the university name. After that, the writer admitted to her supervisor that she could not write all the participant's names. Her supervisor suggested the writer to check the attendance list of the panel discussion on her desk.


Then the writer went to her supervisor's desk, checked the attendance list, and wrote the name of the representative of University of Vienna (Dr. Gabriele Weichart)

and representative of ITS (Dr. Trika Pitana). Finally, the writer could write some participants' name. Unfortunately, the problem did not end there. The writer could not find the name of the representative of Khon Kaen University and the representative of Universitas Indonesia. Later, the writer's supervisor told the writer that she would finish the name of the participants.

2. Unprepared for meeting minutes format from AGE

According to Gutmann (2010), before writing a meeting minutes, the minute-taker must prepare for the format of the minutes, ensure the information such as the date of meetings, the participants' names, note-takers name, etc. The writer did not notice the formal meetings minutes from Airlangga Global Engagement (AGE). In fact, the writer forgot to write in a formal format of AGE. Therefore, in the next day 13th September 2019, the writer changed the format into formal meeting minutes of AGE.

After the writer asked the revision about the meeting minutes, the supervisor gave her correction that she had not written her name as note-taker. The writer admitted her mistake and changed the minutes. Hence, the writer could write detail information about the date of meetings, the time of the meetings, the participant's name, note-taker's name, and write the points of meetings. The writer also being helped by her supervisor.


 KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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MEETING MINUTES

DATE	12 September 2019	
TIME	09.30-12.00 WIB	
MEETING	Acara ASEA-UNINET <i>Joint Program for Inbound Staff Mobility</i>	
NOTE TAKER	Retno Rohma Asih	
	Dian Ekowati, Ph.D.	Sekretaris Eksekutif <i>Airlangga Global Engagement</i> Universitas Airlangga
	Dr. Irma Josefina Savitri	Airlangga Dental Medicine Global Partnership – <i>Faculty of Dental Medicine</i> Universitas Airlangga
	Dr. Dina Septiani, Ph.D	Kepala Divisi <i>Global Research Initiative</i> <i>Airlangga Global Engagement</i> Universitas Airlangga
	Aprilia Putri Pradana, S.Ikom	Kepala Divisi <i>Global Language and Culture</i> <i>Airlangga Global Engagement</i> Universitas Airlangga

Catatan:

1. Pertemuan acara ASEA-UNINET *Joint Program for Inbound Staff Mobility* dilakukan pada tanggal 12 September 2019 di Kantor Manajemen, Universitas Airlangga, Kampus C, Surabaya.
2. Pertemuan tersebut dihadiri oleh perwakilan staf *International Office* dari ITS dan Universitas Udayana, termasuk berbagai negara, seperti University of Vienna, University of Malaya, University Putra Malaysia, Khon Kaen University, Prince of Songkla University, King Mongkut's University of Technology.

Figure 3 The example of formal format of the meeting minutes of AGE

3. The writer has a writer's block to write a meeting minutes for the first time.

The writer was afraid of writing a meeting minutes in a bad way and she was inexperienced in writing minutes. Because the writer was writing a meeting minutes in English and Indonesian version at the same time, the writer had to ask her supervisor whether she should write in English or Indonesian version of the meeting minutes. A presentation was delivered in English language, but the writer sometimes wrote minutes in the Indonesian language too.

The writer's block issues made the writer nervous and made her writing inconsistent. After the end of the ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 event, the writer asked her supervisor just to make it clear whether the writer should write in English or Indonesian version of the meeting minutes. Her supervisor asked the writer to write the meeting minutes in Indonesian language. The next day, 13th September 2019, the writer opened up the minutes and write the meeting minutes in Indonesian language. The writer had to stop overthinking and start to revise the meeting minutes in Indonesian language.

4. A meeting minutes with word for word in details and neglect essential points to write.

The writer realized that she did not write the meeting minutes clearly and comprehensible because the minutes are full of detail sentences. The writer wrote the essential points and neglect the substance of meeting minutes. According to The University of Western Australia (2017), the most essential in writing meeting minutes is to write down the substantial points and not word to word. On the next day, 13th September 2019, the writer tried to understand the substantial points from the minutes. The writer opened the minutes and changed the detailed sentences into a clear, concise, and well-written good minute.

Here is the example of minutes revised by the writer. The writer wrote a very clear message and understandable to the reader. Since the meeting minutes should be

written in the Indonesian language, the writer must translate the sentences from Source language to the target language.

5. Presentasi ketiga disampaikan oleh Dr. Dina Septiani, Ph.D dengan tema *How International Office improving Research sectors*. Poin dari presentasi tersebut yaitu:
- Universitas Airlangga mulai memfokuskan pada kolaborasi riset antar peneliti dari luar negeri, yang akan dibantu oleh *Global Research Initiative*.
 - *Global Research Initiative* memiliki beberapa tugas yaitu, menginisiasi program kolaborasi riset antar peneliti; menjalankan proyek antar divisi AGE; membantu eksekutif direktur memproses data akademik; dan memfasilitasi konsorsium.
 - Contoh konsorsium yang telah dijalankan oleh Universitas Airlangga yaitu ASEA-UNINET, AIC, SATU Presidents's Forum, WAEJUC, dan ASEAN-COST.
 - Universitas Airlangga memfasilitasi *Adjunct Faculty, Visiting Fellow, dan Post doctoral Program*.

Figure 4 The example of minutes that have been revised by the writer

3.2. Obstacles

3.2.1 Obstacles in writing meeting minutes at Airlangga Global Engagement

In writing meeting minutes, the minute-taker must understand the material or the subject that is discussed. While writing minutes of ASEA-UNINET Joint Program for Inbound Staff Mobility 2019, the writer listened to unfamiliar words, for instance, Research Paper Scheme, Mandated Research Scheme, Excellence Research Scheme, Roles of Consortium in Research, Research Funding, etc. The first problem was the writer never heard about those words before. While writing the minutes, the writer got confused and could not find time to search for the meaning of the words. The writer felt afraid of unable to write a good minutes. Hence, the writer tried to write it

down all the minutes in word to word. Even though the writer felt confused, she still wrote minutes in detail.

The writer also found it was hard to understand the ASEA-UNINET Joint Program for Inbound Staff Mobility 2019 topic. Especially in the panel discussion, the writer got more confused. There were many representatives of Universitas Indonesia, Institute Teknologi Surabaya, Universitas Udayana, University of Vienna, University of Malaya, University Putra Malaysia, Khon Kaen University, Prince of Songkla University, King Mongkut's University of Technology that discussed research purposes. Even though the discussion was about Global Research Initiative from Universitas Airlangga, the discussion also discussed a topic related to the consortium of ASEA-UNINET, research funding, how the government should take an action for the researchers, etc.

After the event finished, the writer forgot to ask the writer's supervisor about ASEA-UNINET'S event in detail. The writer went home and browsed the internet about the ASEA-UNINET consortium. Finally, the writer found the website <https://asea-uninet.org/> that describes ASEA-UNINET activities in detail. The writer read about the history of ASEA – UNINET networking, ASEA – UNINET mission, and ASEA – UNINET's member universities. The writer could understand about ASEA – UNINET's event more detail. Therefore, the writer could write minutes with a clear understanding of ASEA-UNINET activities.

3.2.2 Obstacles in doing Administrative duties at Airlangga Global Engagement

The writer also experienced the obstacle in doing administrative duties skills, especially in copying, scanning the documents and giving a stamp. For instance, the writer made mistakes in copying the letter and giving a stamp to the letter. A letter must be copied into two documents, and the original letter should be given to the writer's supervisor. Sometimes the writer's only copied one document which was wrong because the writer's supervisor asked the writer to copy into two documents. Next, the writer must give a stamp to the copied documents, but the writer made a mistake in giving a stamp with the wrong places and wasn't in the right direction. The writer also often forget to scan the documents and gave a wrong document's name file in pdf format because she was not focused to do the duties. The writer is needed many times to adapt to administrative duties. In fact, the writer's supervisor always guides her and very patient to her.

3.3. Added Values

3.3.1. Added Values in writing a meeting minutes at Airlangga Global Engagement (AGE)

The writer's thought that writing meeting minutes was so easy. After revising the minutes many times, the writer realized that she did not write good meeting minutes. The writer should not neglect the skill of writing meeting minutes. Writing meeting minutes must be detail-oriented, specific and understandable. The writer was

not very detail-oriented in writing. The writer admitted that she must learn a lot in writing skills. In fact, the writer learned about writing meeting minutes must consider *Before the meeting – During the meeting – After the meeting steps*, because those are an important process for meeting minutes. The writer had more knowledge in writing meeting minutes in the workplace.

3.3.2. Added values in giving the solution of common problems occurring in meeting minutes at Airlangga Global Engagement (AGE)

The writer had the best experience to work under the Global Research Initiative division. Even though the writer's had many difficulties, for instance, doing the administrative duties, writing good meeting minutes and facing the overthinking in writing, the writer's supervisor always guides her in a good way. After the writer made mistakes, the supervisor still taught the writer in a good way and gave me an evaluation politely. The teamwork of the Global Research Initiative division was very good because the supervisor and the writer's internship partner always helped the writer to do her job's performance. The writer could not say enough thanks.

3.3.3. Added Value in drafting a guidebook for International Academic Staff

Beside write a meeting minutes, the writer has a responsibility in drafting a guidebook for International Academic Staff with the writer's internship partners. The writer's supervisor gave the writer and her friend a special project for a week, but they could not finish it. The writer's duties have created the introduction of the

guidebook, explained the facilities of Universitas Airlangga, wrote a listed of Surabaya Malls, gave detail information about emergency contact, and wrote a Business Etiquette (do's and don'ts) to International Staff. The writer's internship partners have created information about transportation, sports center, post-departure, etc. The writer and her partner worked as a good team and suggested each other. In real life, work as a team is needed. The writer learned to be a good partner and improved her communication skills at her internship place, Airlangga Global Engagement.

3.3.4. Added Value in improving the writer's skills in English

The writer could improve her skills in Listening and Writing skills in English. The writer had a chance to listen the foreigners and write a meeting minutes. The writer learnt to apply her skill in Listening. ASEA UNINET Joint Program for Inbound Staff Mobility 2019 event was a good event for the writer because she could listen to the foreigners spoke in English language. The writer tried to understand how people discussed each others in English Language.

3.4. Related Courses

3.4.1. English for Office Management

This course teaches the writer to understand being an administrative assistant, handle the meeting, and write meeting minutes. This course also gives knowledge about the office environment.

3.4.2. Writing I-V

This course helps the writer to write good sentences in English. The writer also implements how to write a good paragraph and how to write formal sentences. The writer also could write her final project with writing skills from English Diploma Program.

3.4.3. Speaking

This course helps the writer to face-to-face communication with International partners from Airlangga Global Engagement. The writer could implement her skill in giving a greeting in English, discussing the topic with foreign partners, etc.

3.4.4. Listening

This course helps the writer to understand how people discuss each others in English language. The writer could understand the situation in meetings.

3.4.5. Structure I-V

This course is important for the writer. The writer could understand grammar. This course supports the job's performance of the writer.

3.4.6. Cross Cultural Understanding

The writer could practice how to be a friendly person to meet the International academician. The writer had a chance to meet International partners during her internship, so the writer must understand the International academician culture and be friendly to them.

3.4.7. Practice in Translation I-III

The writer had to translate from the English version of meeting minutes into the Indonesian version of the meeting minutes. This course helps the writer to do her job's performance. The writer could translate the meeting minutes for Airlangga Global Engagement.

3.4.8. Computer Application

This course supports the writer to handle Microsoft Word and Excel. The writer had to upload the name card to Microsoft Excel and write a letter or meeting minutes in Microsoft Word. The writer could easily operate the Microsoft Word and Excel because the writer practices it during her studies in English Diploma Program.

3.4.9. Personality Ethics (Etika dan Kepribadian)

The writer could show a good attitude for all the Staff of Airlangga Global Engagement, and International partners. Because having a good attitude could represent you as a professional person to people, so the writer must show that in the workplace.