Information management in Laurea University of Applied Sciences staff mobility program

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Abstract

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This thesis was carried out in co-operation with the international affairs department of Laurea University of Applied Sciences. The international affairs department oversees staff and student exchanges. This thesis project focused on staff exchanges and the development of the staff mobility process. At present, information regarding the staff mobility process is disorganized in the staff intranet making it difficult for staff to find particular information at the needed time. Another challenge is that the information is not drafted with a clear description. Hence, the objective for this research was to understand, define and document the Mobility Program Process while validating the performance of information management within the international affairs.

In the theoretical framework, the report explains the importance of information management and information administrative tools that assists in the validation of the information management and service design. During the research, semi-structured interviews, and feedbacks from the SoleMove database were used as the data collection methods. The collected information was used to identify weak points in the staff mobility process and information flow.

Analysis of the collected information resulted in an improved understanding of the challenges staff had experienced during the mobility process. These challenges were studied to improve the mobility process and the international affairs information management methods that can be used as response to the needs of the clients. The results include mapping and a complete description of the mobility process in steps, and development ideas, such as the creation of a more user-friendly interface and checklist for the documents needed for the mobility process, were suggested to the client.

Keywords: Information management, Mobility process, Internationalization and Staff exchange program

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1 Introduction:

This thesis will be describing the information management and systems involved within the mobility program carried by the international services team of Laurea University. By understanding and mapping the mobility process, the research will assist in development of the mobility process for the future.

This topic shall cover the description of processes and frameworks contained in the period of before, during, and after the staff mobility program. By describing and using the theoretical knowledge, experienced knowledge, and methodologies the development and changes will be carried out in this thesis. This thesis has 5 main parts including the introduction and followed by theoretical understanding, methodology, results, and ideas of development.

1.1 Background:

The Laurea's International service's prime function is to guide and provide opportunity to the students and staff to experience Internationality, culture and develop knowledge. To carry on this function, they provide exchange opportunities (online & offline), home internationalization programs and new types of degree programs (Short term exchanges, double degree and more). To provide and create opportunities, the team carries out tasks such as marketing, improving networks, relationship management, participating in Europe union and being a part of Erasmus program to reach potential partners externally and students and staff internally. By using relevant applications, software, and tools such as SoleMove, social media platforms, MS office, blogs, static webpages, web conferencing applications and showcase, the team improves its activities and functions to support and promote internationality.

In total this report shall be discussing about the information management of the organisations' one of the services, which will add a great value to the international service office as well as the organisation overall. As this topic contains the development ideas and process description, that will guide and help the users and potential participants in the mentioned mobility program.

1.2 Objectives and research questions:

The research problem of this thesis is the to develop the mobility process with the assistance of information management and meet the need of the customer. The thesis will be built by elaborating and using the previous experiences on the program and on the usage of tools. During the process description, the company's tools, systems, and processes will be compared to different internal process to show the effectiveness and quality which will be included in benchmarking in the upcoming chapter.

1.2.1 Objectives:

- Documenting the mobility program process
- Describing the information management tools
- Defining the security aspects of information sharing and managing
- Contributing ideas of development in communications

1.2.2 Research questions:

The questions will be mainly based and divided to Descriptive based, and Comparative based.

- What are the appropriate frameworks that can be used to fulfil the requirements?
- What are the main services and processes used in the mobility program?
- How does the information flow and management function in the international team?
- What are the interest levels of the users on the tools?
- What are the interest levels of the participants in the program?

1.3 Scope:

This topic will be primarily focused on the staff part of the mobility exchange program and will not discuss the student mobility due to the different methods in information flow and steps taken. This project will help to understand and improve the internal communication level and the availability of materialized information efficiently. By following data collection methods, this study will collect as much as information possible to understand the customer experience and provide ideas as a development for the organisation.

2 Theoretical Framework

The theoretical information for this thesis mainly emphases on the information systems, frameworks involved in the management of the information, and tools. This theoretical part will be carried by introducing and defining these topics from a knowledge base point and general standpoint. The literature applied in this thesis is focused on the management of information of a service provided by an organization. As auditing information management on a service is different and there are not many old records of carrying out this kind of project. Additionally, the specification of this thesis is new and previous research, theses have not provided many references. A large amount of knowledge can be gained on different research methods by using research literature and choosing them correctly.

Information technology (IT) and management are considered to play a exceptional role in the firm or a team that provides service in a firm (Beynon-Davies, Galliers and Sauer, 2009). IT promotes quick communication between service users and providers that covers the gap in communications by sharing right amount of quality and quantity information on the opportunities and resources available and provided by the service team. Organizations and companies that adapted to use IT and have digital information at one's disposal has outperformed and improved their service range drastically which has also increased the user satisfaction. In an organization or a team, the willingness to share information is efficient with the use of Information technology and respective tools (Marakas and O'Brien, 2014).

According to David Avison (2006), information systems are considered as a systematic structure that provide information and processes to the respective members and users. This information can concern anyone related to the process such as members, clients, shareholders, suppliers, and so on. For example: Information systems in a school can concern its staff, students, funding, student unions, teachers, stakeholders, partners also the schedule arranged by the teacher for a group of students, activities planned by the unions, academic schedule planned by the management and so on. Management of this information is the crucial part and the author stated that lack of proper utilization of information can lead to a serious failure of the service or firm.

2.1 Information management:

The infrastructure created or developed to collect, manage, edit, store, and deliver the information is defined as Information management. This infrastructure is primarily divided into five major sections and each section has its own subparts. The five sections are: Sharing, Quality, Efficiency, compliance, and security. These sections and subsections will be explained in 3.3 validations.

By maintaining a framework to manage information within an organization or a project can help in maintaining principles that allow the right person to get the right information at the right time. The framework of an information management can be based on 4 decisive factors i.e., capture, manage, deliver, and preserve (Avison, 2006).

The performance of mobility process will be detailed in this part of the report. Performance and functioning of a process, project, or a system on information management within a firm or a team can be assessed by following frameworks designed based on the structure of the process and firms. In this part, auditing the information management in the process of staff mobility program with the assist of a framework will be performed.

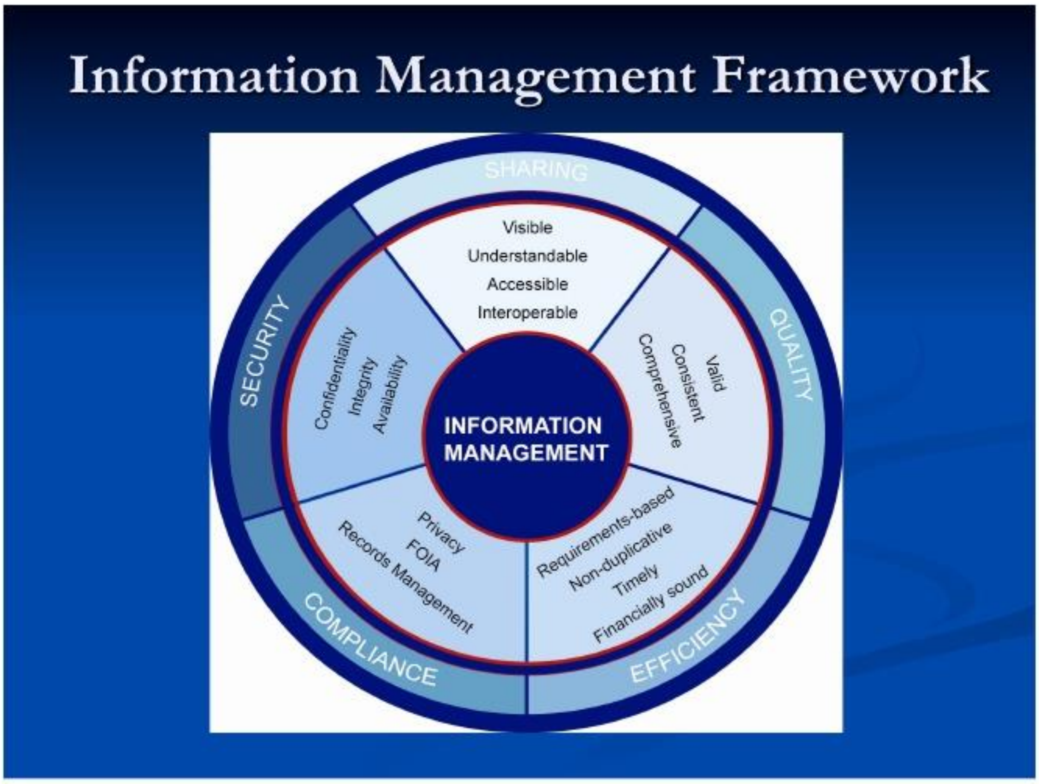

Figure 1: Framework presented by Andy (Avraham) Blumenthal

2.1.1 Sharing:

Jackson (2007, 177) and Welch (2012, 248) define internal communication as a range of formal and informal communication between employees and employers within an organisation. The part that is focused here is internal communication which is considered as a key tool for the sharing of information. In this research, the organization has its own staff as their clients or participants in the staff mobility program. So, the greater amount of information is shared internally.

Services provided by international team at Laurea UAS supports Internationalization by connecting and providing opportunity to the students, staff, and employees in exploring world, opportunities, career, and study development methods and understanding cultures all around the world. To connect and provide the opportunities to the target group, the key point is information and it’s sharing methods. International affairs maintain the information sharing methods up to date. The main factors considered during information sharing are right platforms, comprehensive information, appropriate location, and availability.

The sharing factors presented and validated from the framework to the sharing factors of international affairs are visibility, understandableness, and accessibility. The comprehensive information of events, opportunities and programs are collected by the team and are published in the right platform and in the appropriate location to make sure the information is visible and understandable to the target groups such as staff in this case. The platform used in this process is Intranet and location of the information can vary based on the topic or idea the information with holds.

2.1.2 Quality:

Information quality (IQ) assists one to understand the gap between an organization and the practices followed by the organization regarding information sharing (Lee, Strong, Kahn and Wang, 2002, 133-146). There are many different types of information handled at the international affairs office. Information such as documents containing personal data, career developments, studies, and social profiles. Due to the vary of information level based on different platforms and different uses, the quality of the information needs to discreet. The provided information is verified on different levels before it is published or stored by the international affairs. To ensure the quality of the information presented, the three main key factors such as validity, comprehensiveness and consistence of the information is verified. The verification of the information starts form contacting the people in charge of the matter to researching on the origins of the information.

2.1.3 Efficiency:

Efficiency in information can be regarded as an accomplishment that leads to waste less time and effort on obtaining needed information. The information management projects usually focus on productivity of the organisation which are behind the screen. Even though these are important, but they are not the only ones. Visible benefits act as an important character in improving efficiency that in overall improves the information management (Robertson, n.d.).

Efficiency is one of the key factors that runs in the international team. To maintain efficiency in management of information, the team follows an agile process where each member plays a key role. The work is divided in an aspect that everyone has their own share of work based on the factor or requirement based. To uphold best customer service, the team maintains etiquette methods such as every request or email is replied in maximum of 3 workdays and more. These values are adapted in the team to maintain efficiency.

2.1.4 Compliance:

Compliance mainly involves two key components such as record management and privacy. The tools used for the record management at international affairs are SoleMove, Outlook and

OneDrive. After the digitalization of records and documents, paper documents are stored in lockers until the expiration and are incinerated after by hiring 3rd party company. Privacy is considered in every aspect of work done in the team. To ensure the information and date is safe, the IT tools used in the international affairs have different levels in accessing the information. The SoleMove and OneDrive limits users' rights based on their work and department to protect data and information.

2.1.5 Security:

In a world of rapid development in digitalization, there are countless significant threats to information systems. Business managers and professionals in a firm are responsible for the security, legality, quality, and performance of information systems. To protect vital parts of an organization such as assets, software, data, and information, requires security measures and these measures are set and verified to fulfil the legality based on the agreements, user acceptance, and laws (Marakas and O'Brien, 2014).

However, technology entirely does not provide secure environment regarding information or data. Every person with the organisation plays an important role in providing awareness of information security. Many aspects such as ignorance, negligence, apathy, mischief, and more acts as vulnerable points in the security of information (Sohrabi Safa, Von Solms and Furnell 2016, 74).

3 Methodology

This chapter will delve into used research methods as well the analysis of the results. The chosen method for gathering information was semi- structured interviews. With interviews the main goal was to gather information on staff exchanges and if the interviewee had found staff mobilities useful for their work. During the research documents e.g., feedback from teachers on staff mobilities, were used to collect even more data on the research subject. These two methods of gathering information were used to find ways to better staff mobilities in the future.

3.1 Qualitative Research:

Research can be categorized in two sections such as qualitative and quantitative. These two differ in way of collecting data and the type of data collected. One is quantitative research where the data is collected more keeping in mind numbers and quantities. As where qualitative research will give more information about the subject of research. This data can be observed through the use of correct research methods. (McLeod, 2021) As where quantitative research will give a specific number on how many people feel a certain way, qualitative research will give information on why or how they feel that way.

Qualitative research uses for example interviews and other verbal ways of interacting with people for gaining knowledge on people. The goal with qualitative research to gain understanding of individuals or groups and get information how they feel or view about certain things. With qualitative research approach it is important to use data collection methods that allow people to answer in their own words because it will allow the researcher to have more in depth understanding of the people (McLeod, 2021)

3.1.1 Semi-structured interview:

Semi-structured interview falls under the qualitive research, and it is used to gain information from interviewees on a subject of study. The semi-structed interview allows participants to also offer new insights and meaning to the subject of study (Galletta 2013, 24). The semi-structured interview combines characteristics from both structured interview & unstructured interview. In structed interviews the interviewer has the questions prepared and will only ask those questions from the interviewee, as for unstructured interview the conversation is open and leaves room for the interviewee to express their opinions more openly. It is common for semi-structured interviews to be planned beforehand and the researcher has a list of key questions and themes they want to ask the from the interviewee. It is also common that the conversation is flowing differently than the order of the questions so the researcher will use the made questions but in different order than intended. During semi-structured interview additional questions may need to be asked to gain even more knowledge and understanding of the interviewee (Saunders, Lewis, and Thornhill 2019, 390)

According to Saunders (2019, 393) lists that there are four essential reasons why researchers choose to use semi-structured interview. The first one is the purpose of the research; the purpose must be exploratory where the researcher can have the interviewees explain their responses. For the researcher it is useful to hear the interviewees thought process on the questions since it will add more helpful insights for the data collected.

The second reason why to choose semi-structured interview is to establish personal contact. For the interviewee it may be more difficult to answer to an online questionnaire and give personal information to a person they have never met in real life. When using the semi-structured interview, the interviewee will naturally have more trust since they will be able to create an image of the person who wants to have the information and create trust between the two participants. With this trust it´s much easier for the interviewee that the information is used for right purposes. (Saunders, Lewis, and Thornhill 2019, 393) Semi-structured interview offers many gains to data collection. It can be used when there is large number of questions, when the questions are either open or difficult to understand or when there would be a reason to change the order of the questions (Saunders, Lewis, and Thornhill 2019, 610)

The semi- structured interview is also used when thinking of time requirements and completeness of the process. It is important to note that it is faster to answer to the same questions online but that wouldn´t necessarily provide in- depth answers from the interviewees. The researcher must think beforehand the time they would need to conduct semi-structured interviews and how it would affect the interviewee. Since the aim is to collect complete and clear information, during semi-structured interview you will have a clear picture on why someone may not want to answer a certain question and will provide an explanation. If the questions would be asked online the researcher would not have an idea why someone would decline the question. (Saunders, Lewis, and Thornhill 2019, 397).

The interview method was carried out in a semi structured way. As it is stated by Saunders (2019, 393) semi structure interviews are effective by creating space and time for the interviewees to open themselves and be more open than following a structured interview. The interviewees were selected based on their level of experience in the mobility process and difference in academic years. Firstly, the experience was divided into 3 parts, highly experienced (candidates who has experiences mobility exchange over 3 times), beginners (candidates who has experiences mobility exchange over 1 time but less than 3 times), and learners (candidates who has not experienced mobility exchange but are interested and is in the stage to experience). The reason to pick these categories was to understand the candidates experience on how the 5 key components such as sharing, quality, efficiency, compliance, and security were informed and understood by the candidates.

In total, 7 participants were selected and interviewed. The interview questions were mainly focused on their background and the depth of understanding of the mobility process. The questions covered, self-introduction and motivation for the mobility exchange, proceedings, and conflicts in the process. These questions were able to create small talk and develop more questions during the interview process. Later the next question was about the experience on the process. How they found the process of the exchange and difficulties they faced during the application process. The communication was main focused point in these interviews.

3.1.2 Secondary data collection:

Secondary data collection is used by researchers to examine other researchers conducted research. The information gained by one researcher is now used as a method of data collection by a second researcher. There are many advantages for secondary data collection that allows the researcher to gain available information as much as possible.

The first advantage the researcher will have that they don´t have to go through the lengthy process of searching for funding, designing the survey, and searching for sample frame of people. The data will also be qualified since the primary researcher has gone through it and took out errors and information that wasn´t necessary for the research. The secondary analysis also allows the second researcher to create new knowledge of the topic as well as investigate and search for more topics that may be connected to the research (Miller and Brewer 2003, 302)

By the end of the interviews, most of the required data was collected to understand and develop the mobility process. However, the interviews were mainly focused of the information management framework and more data was needed on the problems faced by the clients that could assist in the ideas for development. So, a secondary data collection method was used after the interviews.

As mentioned in the first and second chapters, the mobility process uses SoleMove as main platform to share, monitor and store the information of the destinations, participants, and partners. Feed backs from the participants are collected and stored in this platform and these feeds were used as the secondary data during this thesis.

3.2 Analysis Method:

The information obtained during the primary and secondary data collection method is analysed by using the cross-tabulation method. The cross-tabulation method does not necessarily involve high level statistics yet, can be used in comparison of information divided into attributes and variables (Hai-Jew, 2019). For this reason, it was the best method to reflect the attributes of the selected theory and the categories selected in presenting the results, namely, before, during and after in the mobility process

The table has three columns which are before mobility program, during mobility program, after mobility program and five rows that represents the five key factors of the information management framework. The cross-tabulation method is used to analyse and develop the process of information management in respective to the mobility program.

The “+” in the table takes about the positive comments or knowledge from the interviews and “-” represents the negative or week points in the mobility process as for the knowledge of the interviewees that need development.

	BEFORE		**DURING**		**AFTER**	
SHARING	+	-	+	-	+	-

QUALITY	+	-	+	-	+	-
EFFICIENCY	+	-	+	-	+	-
COMPLIANCE	+	-	+	-	+	-
SECURITY	+	-	+	-	+	-

Table 1: The cross-tabulation structure for the analysis method

3.3 Benchmarking:

The type of benchmarking followed during the research is "internal benchmarking". The benchmarking is compared between student exchange mobility program and staff exchange mobility program. The reason for this chosen method is to compare two same mobility programs with different target groups of the same organization. During the research, nonetheless the process and program are the same. There were significant factors that were inadequate. Some key points that were pointed out with ease were:

- Number of applications from the teachers/ staff
- Opportunities for the teachers/ staff
- Flexibility of the application
- Quality of information
- Activities and event on academic calendar

These points stand out the most during the benchmarking that support the information analysis and assists in creating categories during the collection of information. These points were used during the data collection and analysis to better the results.

4 Results:

There can be numerous reasons for one to be interested or to choose the mobility process and start an exciting international journey. Some of the reasons could be interest in visiting certain partner, available time slot in schedule, being passionate about internationalization, interest in exchange or attracted to a country's practice or culture. To provide the most effective exchange experience for the staff, the mobility program has undergone various changes and developments.

Finally, the staff mobility program is divided into 3 main parts, before exchange, during exchange and after exchange. This report shall primarily focus on the part of before exchange which can be considered as the crucial part in the whole exchange mobility process. The picture below shows the steps that the process is built on. This gives the reader a basic understanding of the exchange and the steps the interested party need to fulfil to have a secure and stressless exchange experience.

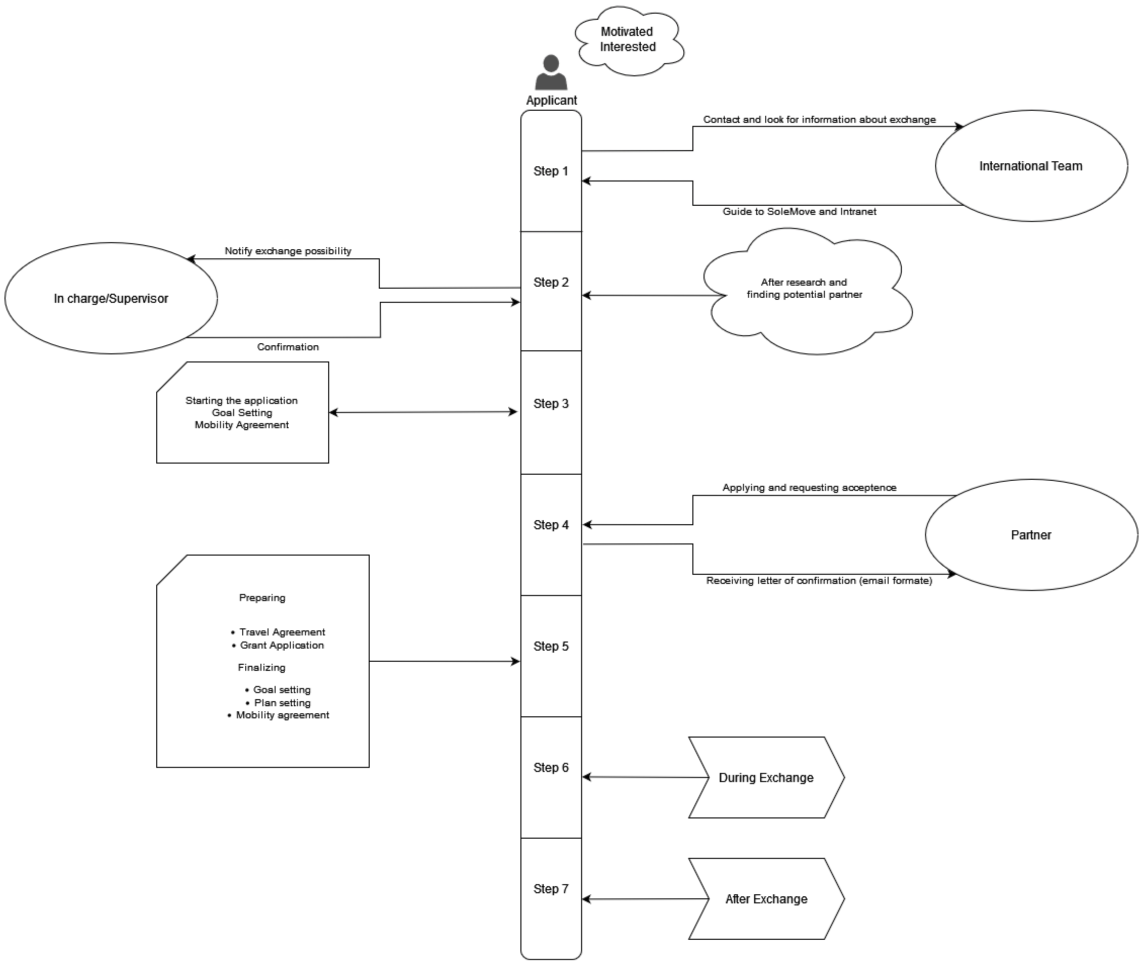

Figure 2: Staff Mobility Process Identification

The International services team uses different tools to carry out the process of staff mobility smooth and simple. Tools that have direct involvement with the processes are Solenovo’s SoleMove and TEM. The tools used and recommended in communication part of the process are outlook, Zoom, Microsoft Teams, Laurea staff intranet, social media, and digital media. Many institutions with the international exchange program are dependent on the SoleMove.

The table below presents the results of the interviews conducted during the data collection in this thesis. Since the results are going to be presented in three categories before, during and after, comparing those stages with the selected theoretical framework was necessary to understand the state of the information management in the mobility process. Below is the presentation of the results from all the data collected from the interviewees (n= 7) and the corresponding number of the interviewees who stated the matter in the brackets. In addition, each stage of the mobility is also showing the strong (+ve) and weak (-ve) points.

	BEFORE		**DURING**		**AFTER**	
	+	**-**	**+**	**-**	**+**	**-**
SHARING	Sufficient (2)	Complicated (4)	-	Unaware (2)	Obtainable (3)	Interested to know more (4)
QUALITY	Upright (1)	Lack of Documentation (2)	Short but important (3)	-	Clear description (3)	Lack of Documentation (3)
EFFICIENCY	Good flow of communications (1)	Time taking process (4)	Had no problem (4)	-	No disturbance (1)	Disorganised information (4)
COMPLIANCE	-	Clueless about the information storage agreement (3)	No problems (3)	No privacy agreement (2)	-	Lack of description (2)
SECURITY	Safe feeling (5)	-	No problem (4)	-	No issues (4)	-

Table 2: After analysis of the information

4.1 Before Exchange:

All Laurea staff exchanges essentially help internationalization of higher education at Laurea. It is also important to mention that the mobilities are target-orientated and that they are associated to Laurea´s own strategy. Since Laurea has personnel in many areas it is important to keep in mind that the mobilities should match to person´s work at Laurea. If that is done correctly both parties will advance from this opportunity (Laurea 2021).

From here, the process will be explained to a matter that helps the interested party to fill the requirements before contacting the international team that helps reducing the communication between the two parties.

When a Laurea staff member is motivated, interested and is looking for an opportunity to go for a staff exchange, the process starts by reviewing for the possibility such as checking the availability of time in the schedule with their supervisor within their team or organization. Since Laurea has set goals for staff members going on mobilities, it´s crucial to discuss the details beforehand and then visit the Laurea's Staff Exchange webpage in the Intranet. After familiarizing with the SoleMove, by logging in with staff credentials. The user can access the information about the availability of partners and opportunities that suits the user.

The next step is to consider destination while organizing a staff mobility. When the employee has been granted the permission to go forward with their plan on experiencing exchange, the first step is to find a suitable Laurea´s partner university for exchange. Laurea has many different partner universities with different opportunities offered. The employee can choose interesting and suitable from the offers by keeping in mind their area of work. These partners can be found on a SoleMove- platform. SoleMove is designed to show all the active partners. By using filters, search bar and department of work, the applicant will be able to see all the active partners in the provided filed.

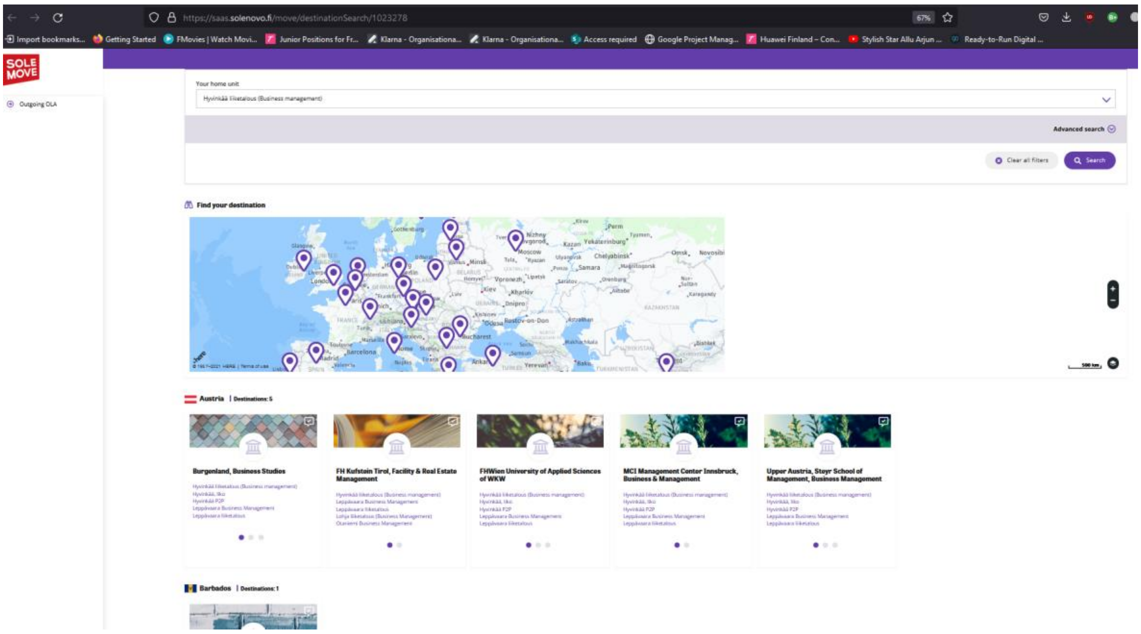

Figure 3: The view of the mobility platform (SoleMove)

After choosing partner university as destination, the goals and contents of the exchange are agreed together with the host institution. Most common form of staff exchange is to participate in an international week organized by a partner or a planned visit for either teaching or training in the background of work. In addition to these there are also other types of exchanges that the employee can choose from such as, planning joint online/offline teaching or networking.

Mobility Programs that support exchange for staff are Nordplus, FIRST, Erasmus+ and Erasmus+ Global Mobility. Erasmus+ program is an EU program for education, training, youth & sport (Erasmus 2021). This program includes EU countries and countries like Turkey, Norway, Macedonia, and Iceland. The program includes both non- teaching and teaching staff. The Erasmus+ program includes minimum of 8 hours teaching in one of partner universities. The program has designated objectives and tasks for non-teaching staff exchanges and those include sharing useful and good practices and education that can take place during international weeks or a planned visit to the partner university. A minimum Erasmus+ trip will last for two consecutive working days. The previously mentioned principles of staff mobilities can also take place in other mobility programs. These programs include Nordplus which are exchanges in the Nordic countries and Erasmus+ Global Mobility. These programs have different selections that are regulated by the receiving institutions (Laurea 2021).

The interviewees highlighted the fact that there is no information on documentation in the process description. The documentation such as the documents needed before the mobility process was hard to find as they were misplaced without an order. The interviewee responds to this as

“The information is there but it is scattered! A proper description and a proper arrangement are preferred” - Interviewee 3

Staff members can also decide to go a trip with a group of students. During these the students gain credits and the teachers can help the receiving institution and complete their staff exchange at the same time. Staff mobilities can also take place during conferences. Conference trips should combine at least a two-day visit to Laurea´s partner institution. The last option for Laurea´s staff members is to go on a longer period of mobility. These longer mobilities are considered for more than one week. Practices during the mobility must be agreed with Laurea’s HR and International services. These exchanges are rarer and need to be associated with Laurea´s targets in teaching, internationalization in addition to Research and Development services (Laurea 2021).

When the destination has been decided, the applicant can start their application process. The application or the mobility agreement is filled and signed by every party involved in the exchange process. The applicant should list their goals to the application form during this process and make sure that these goals align with Laurea´s goals. The goals can be for example planning joint projects, or teaching. The partner university will also set and add their own goals and targets during the exchange to the mobility agreement. The applicant should also fill these goals and the travel plan.

There are two different types of mobility agreement based on the type of exchange the applicant will be carrying out. Erasmus+ mobility agreement for teaching and Erasmus+ mobility agreement for training, one of these two are selected by the applicant based on the type of exchange and will be filled. After the Mobility agreement is completed, the applicant will start the Grant Agreement. The grant agreement helps the applicant understand the financial part of the exchange. Questions such as how much grant does one get? How can the spending be calculated? What goes under personal spending? What is covered by the organization? Will be answered during this phase.

After the mobility agreement and grant agreement have been completed, the application for exchange is carried out in the SoleMove. The SoleMove is the mobility management platform that connects the partners. After the application has been sent to the receiving university and the decision is made by the same receiving university. The applicant will receive a confirmation letter that needs to be updated in the grant application.

Before departure, it is recommended that the applicant familiarizes with the destination country's culture and language, as well as with earlier activities at the institution, e.g., by interviewing the partner coordinator at Laurea UAS, checking for earlier reports in Laurea Showcase and SoleMove, contacting colleagues who have been to the destination previously, and checking websites online. One of the interviewees responded as it follows:

> *“This was a new destination for me and when I arrived there, I had the basic understanding of the program and the country but would have preferred some experience sharing form the previous visitors” – Interviewee 1*

4.2 During Exchange:

During the exchange, while staff members of Laurea are accomplishing their goals and objectives of the exchange on the other hand the promotion of Laurea as a university and advance co-operation with Laurea´s partner schools must be implemented. Staff members should additionally check with Laurea´s RDI department if they have any information on possible collaborative projects that can be promoted.

One of the respondents for example mentioned:

> *“When I was on exchange in Germany, I didn’t hear anything from the Laurea nor from my supervisors during the exchange. Even though it was quite pleasant, I would have preferred to engage in some activities with home university” – Interviewee 4*

After the analysis, the during exchange was the part that was focused the least. Nevertheless, there are some development parts that the organisation can take into measure to create better experience for the participants in the exchange.

As a conclusion from the table, the common point or thought that all the interviewees were able to agree is that during the exchange phase, the communication was minimum with the home university. Information and guidance about self-activeness and self-learning during the mobility program would be appreciated.

4.3 After Exchange:

After the exchange has come to an end the staff member can still advance other staff members and students. If the staff member who was on an exchange got some materials, for example posters or other useful information from the receiving institution, they can share those with the student body and the staff (Laurea 2021). That way the exchange has helped the receiving institution and its students if Laurea´s staff member was there teaching. Also, Laurea´s staff members and students get information about the receiving institution. The collaboration and co-operation are that way maintained and promoted. Lastly the staff member got to learn more and acquire more professional knowledge which they can use as advantage in the future during their employment at Laurea.

Many participants in the mobility usually look for more projects and collaboration with the same partners they have finished their exchange which can be short as less than a week, or a month and long as half a semester in regarding projects related to courses. Sometimes, they fail to find such opportunities and may not be presented with similar opportunities again. According to the research, this has affected their motivation and made them loose their interest in these mobility process. For example, one of the interviewees mentioned:

"After the exchange, I was interested in collaborating with the host university, but I wasn't able to get any future projects. The partner I visited was super nice and they had good study programs for both students and non-teaching staff" – Interviewee 6

As a conclusion from the table and view of the interviewees, it is believed that the process, tools, and information finding gets easier. The reason for this is that the interviewees has spent enough time with the tools and webpages. However, key concerns such as lack of documentation, and description has been on top. On top of these, the process works, and interviewees were able to finish their mobility process without any problems and were able to figure out solution with respective to the time.

5 Ideas of Development:

After describing the information tools, defining the process of the mobility program, and auditing the information management within the international services. Numerous ideas rose as a beneficial part for the development of the process. These ideas were shared and discussed with the interviewees and team members. Later the discussions, the ideas that stood up on the top as a booster to the existing mobility process were creating a better user interface with design and information in steps and creating a check list on the documents and report that a participant is required to finish in the part of before exchange.

5.1 Design for User Interface:

User interface (UI) is a sensitive topic during in a large organisation especially in this case. The webpage involved in this study is common webpage for the whole organisation and editing the base structure would create a great problem. So, to deal with such kind of problem with the assistance of data collected the idea that has been suggested is to develop the UI without changing the base structure.

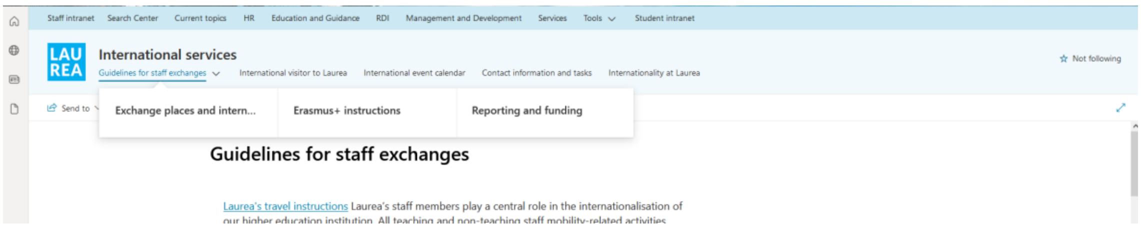

Figure 4: Image of the existing UI with tools that can be reused

In the top, figure 5 shows the present UI which has the prebuild pop-out menu bar. That can be re-made as many times as possible without any further problems with the base structure. The figure 6 shows the concept image of the future UI that can developed. Few key points to note in the UI are step-by-step description of the mobility process and drop-down menu that separates the process mainly into three parts. While the concept image is quite vague it was designed as per the interest of the participants during the interview. Figure 6 especially points out the main points such as:

- The process begins divided into mainstream of before, during and after exchange
- A clear description of the process divided into steps
- Attachments of all the required documents during and after exchange.

"Even though all the information is already there in the intranet it is a bit complicated to find the needed one at the needed time" - Interviewee 3

While working on the ideas of development, there has been quite many different ideas for the development and also during the interviews. But the UI design and service process was most suggested point. So, the study supports a systematic design for the process will create an outstanding change in the communication between the organisation and the staff participants.

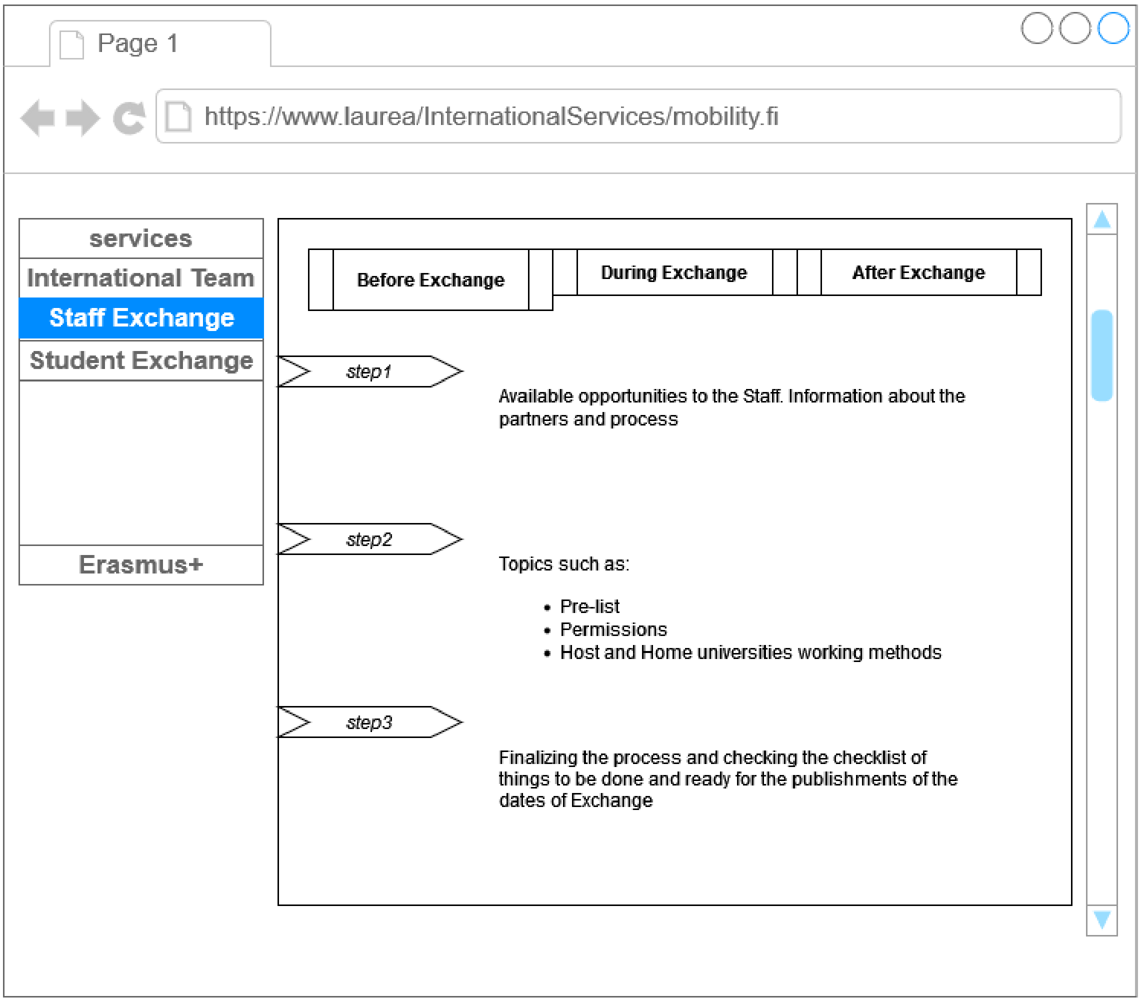

Figure 5: UI Drawing of user-friendly design

As mentioned before figure 6 shows the concept idea of a better UI design nonetheless for no misunderstanding, this picture does not speak about only focusing on certain part. This image shows that all the three sections before exchange, during exchange and after exchange have same importance and is respected equally.

5.2 Mobility document checklist:

A checklist is made to make the process of mobility simple and uncomplicated. This checklist will contain all the documents and agreements needed in the phase of before exchange during the mobility process. The aim of this checklist is to make the process as visual as possible to the applicant. By following the check list, the candidate can make sure that all the topics in the mobility process has been covered. The items on the checklist are:

- Goal setting (With the supervisor of one's department)
- Erasmus+ mobility agreement for teaching or training
- Grant agreement
- SoleMove application
- Travel plan (Plan according to the Laurea's travel Instructions Guide)
- Letter of Confirmation (Send and receive from the Host university)
- Marketing materials from RDI (Recommended to contact RDI department to find more about the destinations and possibility of future projects)

6 Conclusion:

In summary, this research was conducted to understand the depth of staff mobility process, map the process, understand the customer experience during the process and to develop the process. The purpose of this study was to examine the possibility of development in the mobility process. As per the why now? The international affairs team has suspended the exchange mobility for the time being due to changing restrictions and regulation all over the world and believe that this would be a good time for development. As this is the beginning version of development, and there wasn't any development before. So, this research started from scratch where the process must be understood, customer journey is mapped, various information is collected from the participants and the team itself.

The data collection process that involved qualitative research methods such as semi-structured interviews and secondary-data collection methods were followed. The interviews were conducted in-person to create a value for the information collected and feedbacks from the after-exchange process were collected from the stored database in SoleMove to analyse the information.

For analysis, cross-tabulation method was used to understand the strengths and drawbacks of the information management with the staff mobility process. As the results, the thesis concludes with the clear description of the mobility process and vulnerable points within the process that helps the organisation and the team to develop the process furthermore. Despite that, there are many factors that are not considered in this research that can assist in development of information management. Finally, the research concludes with a chapter of ideas for development. A chapter that talks about the drawbacks of the process and ideas that can be added to the process for more effective for service and customer satisfaction.

Personally, due to change in management in the organisation the research was affected and indeed lack some clear points. However, one of the points that was realized is that this process of information management is not a short time project rather long-time research that need development constantly. The client was interested to know the advantages and disadvantages of the process development and the customer service level. They were willing to use to results for the future and keep continuing the project as needed.

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