

Title: **There's no "I" in team: developing a successful transnational collaboration**

Presenter: **Jo Smedley**
University of South Wales

Session Learning Outcomes

- Consider various academic and business theories and approaches to inform successful collaborative working;
- Apply the impact of academic and corporate working from competitive and collaborative aspects;
- Reflect on the importance of individual contributions, strengths and talents of team performance;
- Develop a plan for developing a team to lead and manage transnational collaboration.

Session Outline

Key issues to be addressed are:

- Theories supporting academic and business collaborative practice
 - Collaborative models of working together, e.g. Hofstede (1995);
 - Communities of practice development, e.g. Wenger (2002);
 - Flexible learning framework (HEA, 2015), QAA B3 Chapter on Learning and Teaching;
- Competition vs collaboration
 - Identifying individual organisational strengths and challenges;
 - Devising and implementing effective partnership aspects, e.g. appreciative enquiry, key account managers;
 - Designing, developing and implementing sustainable and resilient systems and processes - including course and programme design and student support systems.
- Supporting a collaborative team reflecting academic and business objectives;
 - Establishing an effective governance framework;
 - Developing a structured yet flexible meeting structure;
 - Assuring an appropriate team mix, i.e. academics, administrators, managers, learning technologists, learning developers, library and information professionals, careers staff;
 - Encouraging and supporting individual contributions to enhance team outcomes;
 - Hearing and acting on the individual staff and student voices to guide continuing developments;
 - Defining "success", what it looks like and it can be rewarded.

- Case Study: Implementing a creative thinking approach to curriculum design, development, assurance and enhancement through effective collaboration
 - The expansion of “locally rooted and globally connected” transnational education lies at the heart of the University of South Wales’s vision to diversify the University’s core business to include resilient and sustainable alternative and flexible learning and teaching approaches. Supported by innovative uses of technology, this is designed to enable accessible and distinctive education and an excellent student experience.¹ The USW/UNICAF² Partnership has significantly extended the University’s distance online delivery as well as implementing a significant “change” initiative in learning and teaching design and delivery across the University. Outcomes have included the emergence of an innovative cross-Partnership continuing professional development network and the enhanced use of technology in assessment and feedback in on-campus and online practice.

Session Activities and Approximate Timings

0- 10 mins: Scene setting

Key headlines

- Theories supporting academic and business collaborative practice
- Competition vs collaboration
- Supporting a collaborative team reflecting academic and business objectives;
- Case Study: Implementing a creative thinking approach to curriculum design, development, assurance and enhancement through effective collaboration

Activities

- Short presentation by USW/UNICAF Account Managers.
- Background paper available prior to the session (available by November 1st 2017 from <https://sites.google.com/site/drjosmedley/conference-presentations>)

11 – 30 mins: Small Group Discussion

Questions to be considered

- How would you create a collaborative team, i.e. academic/business?
- How would you support such a collaborative team?
- What are your likely quick-wins and issues?
- Who would be your key levers to success? Why?
- What would success look like from local and global perspectives?
- How would you evaluate?

Activities

- Teams of approximately 6 participants;
- Teams working together to create their “big picture” of a collaborative team on flip-chart using colour to highlight different roles/responsibilities;
- Display of “big pictures”.

¹ <http://www.southwales.ac.uk/about/vision-and-mission/>

² <http://unicaf.southwales.ac.uk>

31 – 45 mins Large Group Discussion

Questions to be considered

- What are the key points evident from the “big pictures”? Why?
- What is the role of colour? Why?
- What is the role of text? Why?
- How might these points influence planning? Why?

Activities

- Review of “big pictures”
- Interactive notes taken and available for session participants.

References

- Hofstede, G. H. “Culture’s Consequences: Comparing Values, Behaviours, Institutions and Organisations Across Nations”. ISBN 0-8039-7323-3. 2nd edition;
- QAA B3 Chapter on Learning and Teaching. Available at <http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b3-learning-and-teaching> [Accessed on May 14th 2017].
- Wenger, E. McDermott, R. and Snyder, W. (2002). “Cultivating Communities of Practice: a guide to managing knowledge”. ISBN 1-57851-330-8.

Associated Presentations (available via Slideshare: <https://www.slideshare.net>)

- Smedley, J.K. & Hulford, M. (2014). "Bending without breaking: developing a quality flexible learning provision". Presentation at HEA (Wales) Future Directions Conference, Aberystwyth University, April 2014.
- *Smedley, J.K. (2012). "The secret's in the mix: using OR to inform learning and teaching developments ". EURO XXV, Vilnius, Lithuania, July 2012.
- *Smedley, J.K. (2011). "Minimising the Gap: Developing Effective Training and Development Strategies from a corporate perspective". IFORS 2011, Melbourne, Australia, July 2011.