

STRATEGIES FOR COLLABORATION

<p style="text-align: center;"><u>Strategies to increase levels of internal commitment</u></p> <ul style="list-style-type: none"> • Secure top management approval and enthusiasm in the project, by having top management involved or informed of negotiations. • Inform or involve various departments of the institution important to the relationship in the early interaction stage. • Have key personnel from the different departments in the institution, especially the administrative staff responsible for dealing with the partner when students start enrolling, visit the overseas education provider's institutes. It is expected that the initial cost involved in this venture will be recouped in administration efficiencies in the long run. 	<p style="text-align: center;"><u>Strategies to ascertain a partner's level of commitment</u></p> <ul style="list-style-type: none"> • Examine the partner's level of enthusiasm towards the relationship. Are they acting on the "little things"? • Evaluate the degree of involvement of senior managers from the partner organization, as well as their willingness to undertake face-to-face meetings. • Assess the partner's readiness to engage in contractual negotiations. This will provide some indication of their level of commitment. • Determine the partner's preparedness to meet, actively manage detail, and consider the contractual side.
<p style="text-align: center;"><u>Strategies to increase cultural sensitivity</u></p> <ul style="list-style-type: none"> • Develop shared awareness of the differences between the two cultures involved (both organizational and national). • Demonstrate awareness that such differences need to be managed through developing processes and systems that allow partner's needs to be accommodated. • Ensure clear communication between partners so that differences are highlighted and discussed. • Inviting representatives from the partner institution to help in developing an understanding of different business cultures. 	<p style="text-align: center;"><u>Strategies to reduce problems in the relationship because of key personnel leaving</u></p> <ul style="list-style-type: none"> • Do not let all the knowledge of the relationship lie in the mind of one person. Have other staff maintain a working knowledge of the relationship so that an easier transition can occur if the key person leaves. • Develop clear documentation of the roles and responsibilities of the relationship

*Strategies adapted from: Blickem and Shackelford, 2008; Dunn and Wallace, 2008, Heffernan and Poole, 2004; Heffernan and Poole, 2005; Spencer-Oatey, 2012.

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<p style="text-align: center;"><u>Strategies to reduce the possibility of the relationship not being structured as a win/win scenario for both parties</u></p> <ul style="list-style-type: none"> • Carefully consider the needs of the other party in the negotiations at the early interaction stage. • If after negotiations, a win/win scenario does not look possible then a re-evaluation of the relationship should be undertaken. 	<p style="text-align: center;"><u>Strategies to reduce chances of responsibilities not being clearly outlined at the early interaction stage</u></p> <ul style="list-style-type: none"> • Create a protocol of all the responsibilities involved in partnerships between home institutions and overseas education providers. • Ensure effective communication occurs, so both parties clearly understand what is expected of them.
<p style="text-align: center;"><u>Strategies to reduce problems with communication</u></p> <ul style="list-style-type: none"> • Ensure sufficient opportunities for face-to face communication, both formal and informal. • Engage in timely communication –appropriate communication guidelines and timeframes within quality assurance frameworks is important. • Engage in open, honest, transparent communication. • Consider cultural sensitivity and cultural differences in communication. • Look beyond “connectivity goals” and pay greater attention to the differences and issues that may make collaboration difficult. • Agree on the choice of language(s) and the channels and frequency of communication • Agree to aspects of language use such as active listening, linguistic accommodation, negotiation of terms, and stylistic variation. 	<p style="text-align: center;"><u>Strategies to increase academic and administrative staff preparedness</u></p> <ul style="list-style-type: none"> • Provide pre-project training. • Maintain ongoing individual and team reflection during the collaboration itself, with sensitivity to issues of power, open engagement with new ideas, cultural differences and a willingness to change and develop. • “Harvest” the extensive intercultural learning that staff gain from the whole collaboration process for the benefit of all parties. • Provide access to high-quality professional development resources (i.e. Forum) to help both staff at home and abroad to reflect more deeply on their professional experiences and to deal more effectively with the challenges they face

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<p><u>Strategies to evaluate trust</u></p> <ul style="list-style-type: none">• Evaluate trustworthiness of the potential partner through<ul style="list-style-type: none">– Determining the partner’s level of enthusiasm towards the relationship– Determining the “vibe” of the partner’s operations by seeing how they respond to little things.– Determining contractual trust by seeing how partner respond to requests.– Face-to –face meetings	<p><u>Strategies to...</u></p>
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