APPLIED
Inspiration

"No personal triumph is the work of one person alone"

Kicking Goals in Partnership Development

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Who?

- External and Independent Advisors
    - England and Australia
    - Widening Participation & Social Inclusion
    - Transformation and change management in Student Services

- Advisory Solutions
    - WP Review and Optimisation
    - Programme/ Strategy design and implementation
    - WP benchmarking and data analysis, insights and research

- Outreach Solutions
    - Outreach delivery team - for hire
    - Uni[FIT] – suite of 25 resources for WP Outreach
    - Signature Camps and Conferences
    - Professional Development (online/ offline training)
    - Schools Alumni Programme
    - BUST: Student engagement/ voice programme
    - National Networks Facilitation Team

APPLIED
Inspiration

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"Partnership"

Continuums of 'Partnerships'

The Collaborative Value Continuum (CVC) Model

"Our starting premise is that creating value is the central justification for cross-sector partnering" (Austin, 2010)

| Philanthropic | Transactional | Integrative | Transformational |

Compliance or obligation   *Added value and Innovation*

The CVC Model

	Stage I	Stage II	Stage III	Stage IV
NATURE OF RELATIONSHIP	*Philanthropic>Transactional>Integrative>Transformational*			

- **Level of Engagement** — *Low* ←----------------------------------→ *High*
- **Importance to Mission** — *Peripheral* ←------------------------→ *Central*
- **Magnitude of Resources** — *Small* ←-------------------------------→ *Big*
- **Type of resources** — *Money* ←----------------→ *Core Competencies*
- **Scope of Activities** — *Narrow* ←-----------------------------→ *Broad*
- **Interaction Level** — *Infrequent* ←----------------------→ *Intensive*
- **Trust** — *Modest* ←------------------------------------→ *Deep*
- **Internal change** — *Minimal* ←--------------------------→ *Great*
- **Managerial Complexity** — *Simple* ←----------------------→ *Complex*
- **Strategic Value** — *Minor* ←------------------------------→ *Major*
- **Co-creation of value** — *Sole* ------------------------→ *Conjoined*
- **Synergistic value** — *Occasional* ←----------------→ *Predominant*
- **Innovation** — *Seldom* ←----------------------------→ *Frequent*
- **External system change** — *Rare* ←--------------------→ *Common*

Figure 1. The collaboration continuum

Source: Derived from Austin, J. E. (2000b). *The Collaboration Challenge: How Nonprofits and Businesses Succeed Through Strategic Alliances*. San Francisco, CA: Jossey-Bass; Austin, J. E. (2000a). Strategic Alliances Between Nonprofits and Businesses. *Nonprofit & Voluntary Sector Quarterly, 29*(1), 69-97.

The CVC Model

STAGES	Philanthropic----- Transactional------ Integrative------Transformational
TYPES OF VALUE	
Associational Value	Modest-----------------------------*------------------------------------ High
Transferred Resource Value	Depreciable----------*------------------------------------- Renewable
Interaction Value	Minimal--------------*------------------------------------- Maximal
Synergistic Value	Least------------------*-------------------------------------- Most
Innovation	Seldom--------------*-------------------------------------- Frequent

Parties and Goals

The TRANSCEND method

1. Map the [conflict] formation – all the parties, all the goals, all the issues

2. Bring in the forgotten / invisible stakeholders

   ……

5. Dialogue to identify acceptable goals, recognise limitations

6. Bring in the forgotten goals for new perspectives

7. Arrive at over-arching goals (accepted)

8. Arrive at short, evocative goal formations

9. Define the tasks for all parties with goals in mind

10. Verify how realising agreed goals also realise the parties' individual goals

11. Help parties "meet at the table" for self-sustaining process

"By peace we mean the capacity to transform conflicts with empathy, without violence, and creatively - a never-ending process"
Johan Galtung

Parties: Stakeholder Mapping Tool

Who's			Why's		What's		Therefore's	
Person	Employee	Institution	Prof. needs	Emot'l needs	Controls	Position	Action x individual	Action x partnership
X…								
Y…								
Z…								

Goals: Goal Identification Frameworks

Three steps to really unpack and identify agreeable goals:

1. Create space for meaningful dialogue

2. Use the "Stakeholders^2" Rule

3. Apply your A, B, Cs test

Meaningful dialogue

The obvious..?

Can stakeholders articulate their goals?

Does your dialogue allow for development of trust and co-creation?

Top (iterative) questions you can employ:

- What does success look like for you?

- How will we know when the partnership gets there?

- What expectations and limitations do we have?

- What are your (our) key priorities?

- What are your (our) key challenges?
    - What would we need to do to overcome these?

- What would you like to bring to the partnership?

Goals: Stakeholders^2

What do we want to achieve? Or, what are we aiming for?

THEN: Do we understand each other and can we agree?

What do **you^1** want to achieve?

What do **"you^2"** want to achieve (your key influencers)

What do **"you^3"** want to achieve (your key influencers' key influencers)

What do **they^4** want to achieve? (Stakeholder X^n)

What do **"they^5"** want to achieve? (the key influencers behind each Stakeholder)

What do **"they^6"** want to achieve? (the influencers of the key influencers of SHs)

What do **"they^7"** want to achieve? (identified critical stakeholders who are **not at the table**)
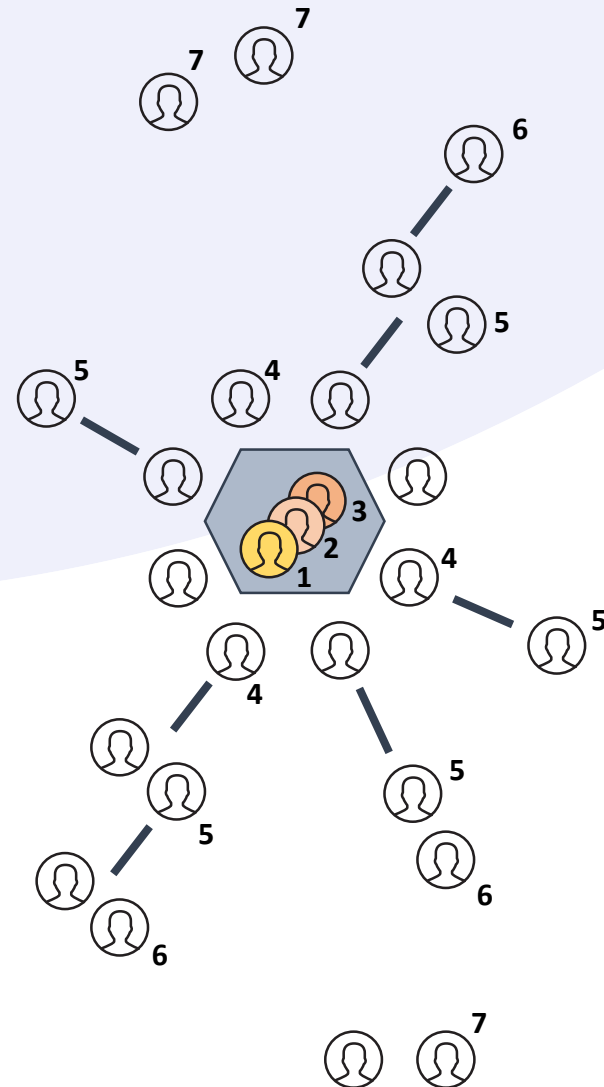
The A, B, C Test

WHERE:

A = (Inner) Attitudes

B = (Outer) Behaviours

C = Contradictions or Consonance (that need to be overcome/ leveraged)

Consideration of all elements is required.

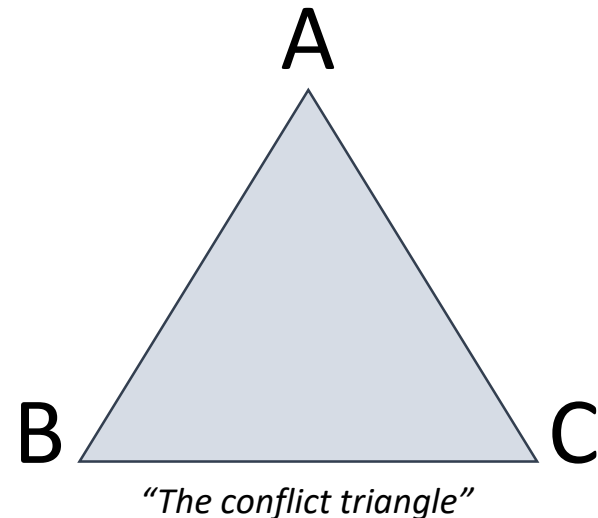What are the dominant attitudes?

→ And therefore what do we learn

How do behaviours manifest?

→ And therefore how can we act

What are the contradictions between parties?

→ And [how] can these be resolved

"The conflict triangle"

A Case Study:
School Partnerships & Resource Output

Partner Goals and Priorities:

Stakeholders: Schools
Synergy & strategic alignment: 3 agendas (Attainment, Wellbeing, Destinations)
Goal: Student progression (CEIAG) and curriculum enhancement

Stakeholders: Universities
Synergy & strategic alignment: Outreach, growth (pipeline), efficiency & speed
Goal: Recruit more target students to HE and to [institution]

Stakeholders: Students
Synergy & strategic alignment: Good, informed choices for successful futures
Goal: Understand opportunities and what these mean for the future

Shared goal: **A learning resource that addresses these stakeholder concerns**

[Uni]FIT

—

Short courses to help secondary school students prepare for uni and life beyond.

10,000+ students, 600+ teachers, and 50+ schools from around the UK are now [Uni]FIT.

11,116

Design, Frameworks & Pedagogy

—

A truly all encompassing best practice approach to preparing young minds for the future of study & work.

The Five A's of Uni Fitness

[Uni]Fit courses are structured around the five core themes of higher education knowledge acquisition (aspiration, awareness, access, achievement, and affordability) Each of the five themes is a

Aspiration

Awareness

Access

What goes into best practice...

Pedagogical Standards

Bloom's Taxonomy of Learning (Bloom, 1956), is a framework for educators to explicitly plan for higher order thinking skills development. It highlights the need for activities to go beyond the traditional 'rote' (Knowledge) learning and encourage students to comprehend, apply, analyse, synthesise and evaluate information in an attempt to develop higher level cognitive reasoning. In order to engage students, particularly those with low educational aspirations, our School Outreach Pack exposes students at all levels to a range of different tasks that encourage all levels of cognitive processing.

National Curriculum & Gatsby Integrations

[Uni]FIT has been designed to integrate with National Curriculum, the Personal, Social, Health and Economic curriculum and the UK Careers agenda, using the Gatsby principles. The National Curriculum outlines the content to be taught in schools across Key Stages 2 to 4. Each course begins with Year 6 (end Key Stage 2) and progress to Year 13 with the OCR's GCSE Specifications (Oxford, Cambridge & RSA). All of our courses and modules are aligned to and support key teaching and learning requirements, and school CEIAG requirements. This provides students with activities that are pedagogically

Learning Assessment & Evaluation

[Uni]FIT includes formative and summative assessment. We have gone beyond traditional 'evaluation' methodologies to include assessment on learning, to: (1) Ensure key messages are understood by participants, using typical classroom pedagogies and linking to National Curriculum outcomes (2) Evidence impact in terms of learning outcomes (3) Better understand participant perspectives to inform next learning / activity steps and/or improvements\ Learning Outcomes form part of every activity, with assessment built into the activity design and learning 'artefacts'. Evaluation of the activities has been

[Get]FIT

—

How to get [Uni]FIT for your outreach team, school or MAT

Next Steps

—

The components of [Uni]FIT are tailorable to suit your individual context. For example, you may have a new team and require additional training or support for delivery; you may wish to use [Uni]FIT as a Network rather than an individual institution; or you may wish to add additional elements that personalise [Uni]FIT activities to your context. For example by adding specific ambassador role model case studies, focusing on specific subject areas, including particular evaluation questions or areas, or linking to local labour market information. Our team work with you to ensure your [Uni]FIT kit is exactly what you require

Onboarding Process

1. Discovery Session: Up to a two hour meeting with key stakeholders to uncover [Uni]FIT's context in your organisation and tailor your [Uni]FIT components and pricing. 2. Proposal: Applied Inspiration provides a tailored proposal, including scope, inclusions, timeline and milestones, and pricing, for agreement. Tailoring and branding of your [Uni]FIT programme commences! 3. Training: Applied Inspiration delivers induction and training workshops (min. 1 day workshop) to ambassadors, delivery officers, programme facilitators and/or other relevant stakeholders. 4. Launch: Your [Uni]FIT programme launch includes delivery of your tailored online portal, a media release series for your use and promotion, and other tailored elements as agreed in Phase (2). 5. Monitor & Report: Activity dashboards configured to provide insightful, automated, and live data.

Thank you

Applied Inspiration

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