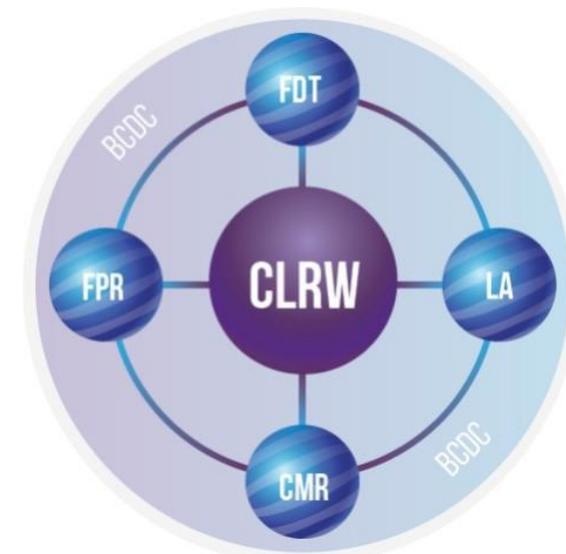


Learning, working & researching in cross-sector collaborations: which factors are essential?

Sofie Moresi PhD Jeroen Bovens MSc & Miranda Snoeren PhD



THIS PROJECT IS AN INITIATIVE OF THE PEOPLE AND SOCIETY DOMAIN. IT INVOLVES COLLABORATION BETWEEN

- FONTYS SCHOOL OF PEOPLE AND HEALTH STUDIES
- FONTYS SCHOOL FOR ALLIED HEALTH PROFESSIONS
- FONTYS SCHOOL OF PEDAGOGICAL STUDIES
- FONTYS SCHOOL OF SPORT STUDIES
- FONTYS SCHOOL OF HRM AND PSYCHOLOGY
- FONTYS SCHOOL OF SOCIAL STUDIES
- FONTYS SCHOOL OF INFORMATION AND COMMUNICATION TECHNOLOGIES



Mistakes increase your experience;
And experience decreases your mistakes.

GOOD MORNING!



Learning,
working &
researching in
cross-sector
collaborations

Sofie, Jeroen &
Miranda



THINK
BIGGER

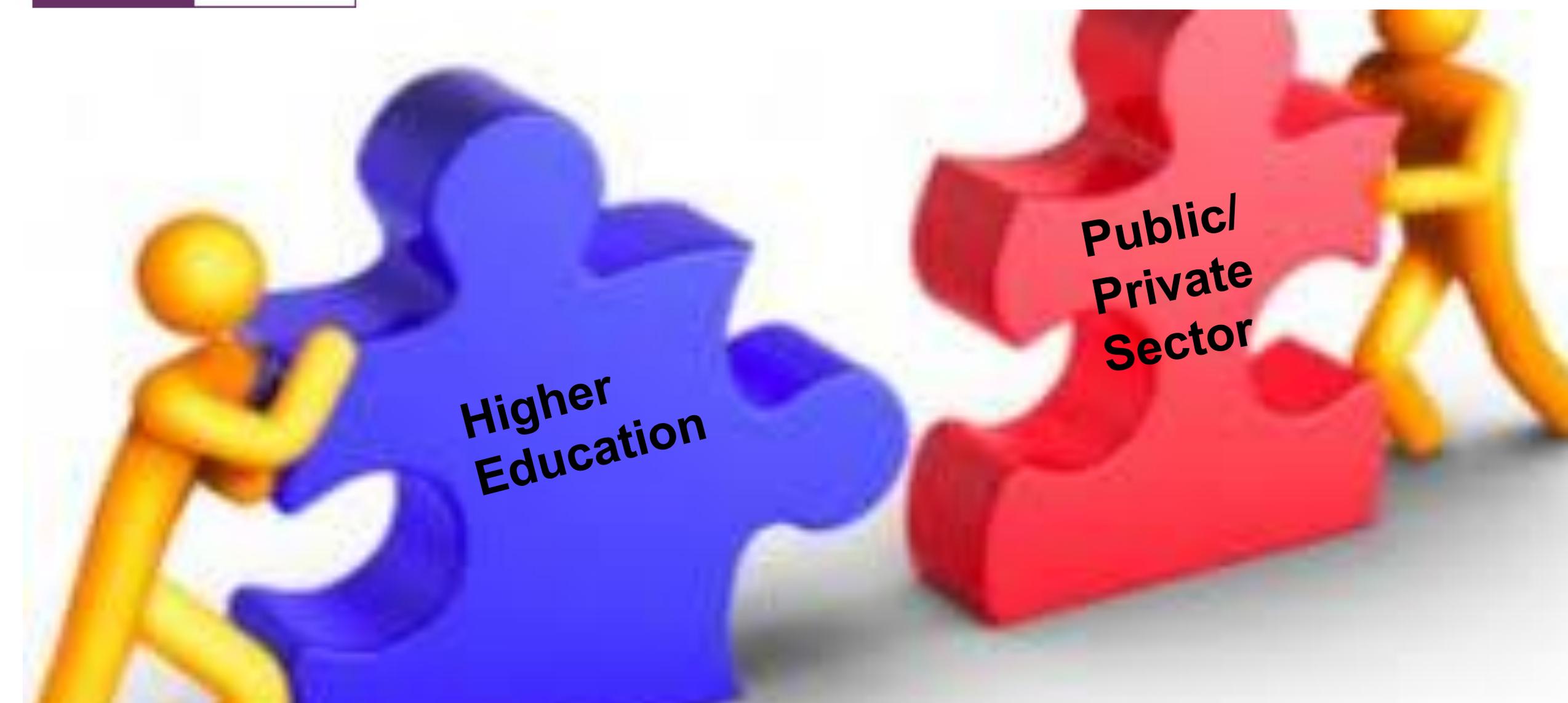


wicked
challenges



Complex societal challenges require cross-sector collaborations

THINK
BIGGER

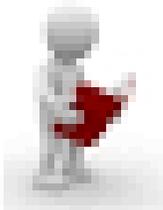
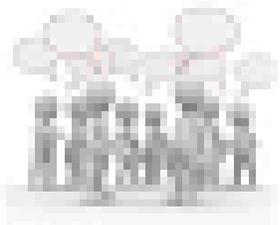
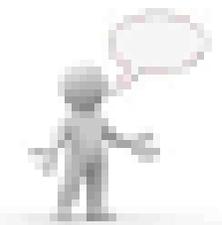


Higher
Education

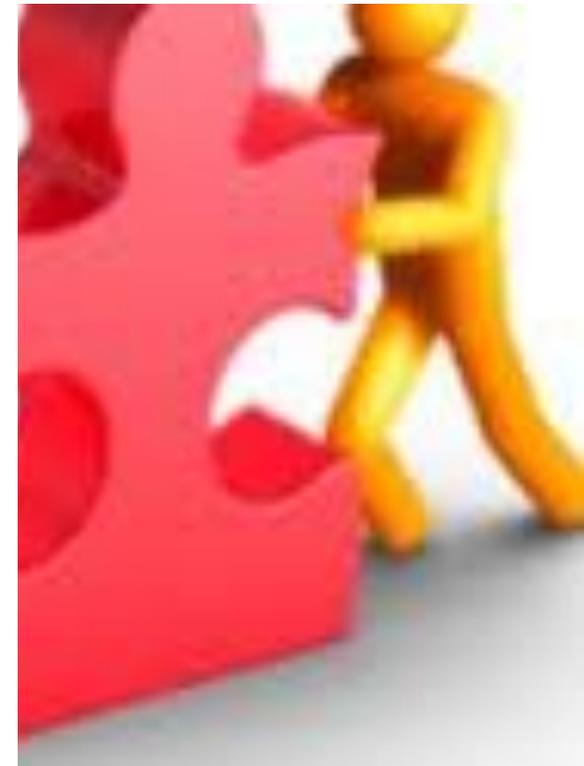
Public/
Private
Sector

BOUNDARY-CROSSING



 Formal	 Informal
 School	 Work
 Students	 Professionals

Everyone crosses borders...



Boundary crossers

Everyone crosses borders....



- The boundary crosser has the explicit task
- to facilitate this process
 - to connect all actors and organisations
 - to align all interests

WIN Project Objective

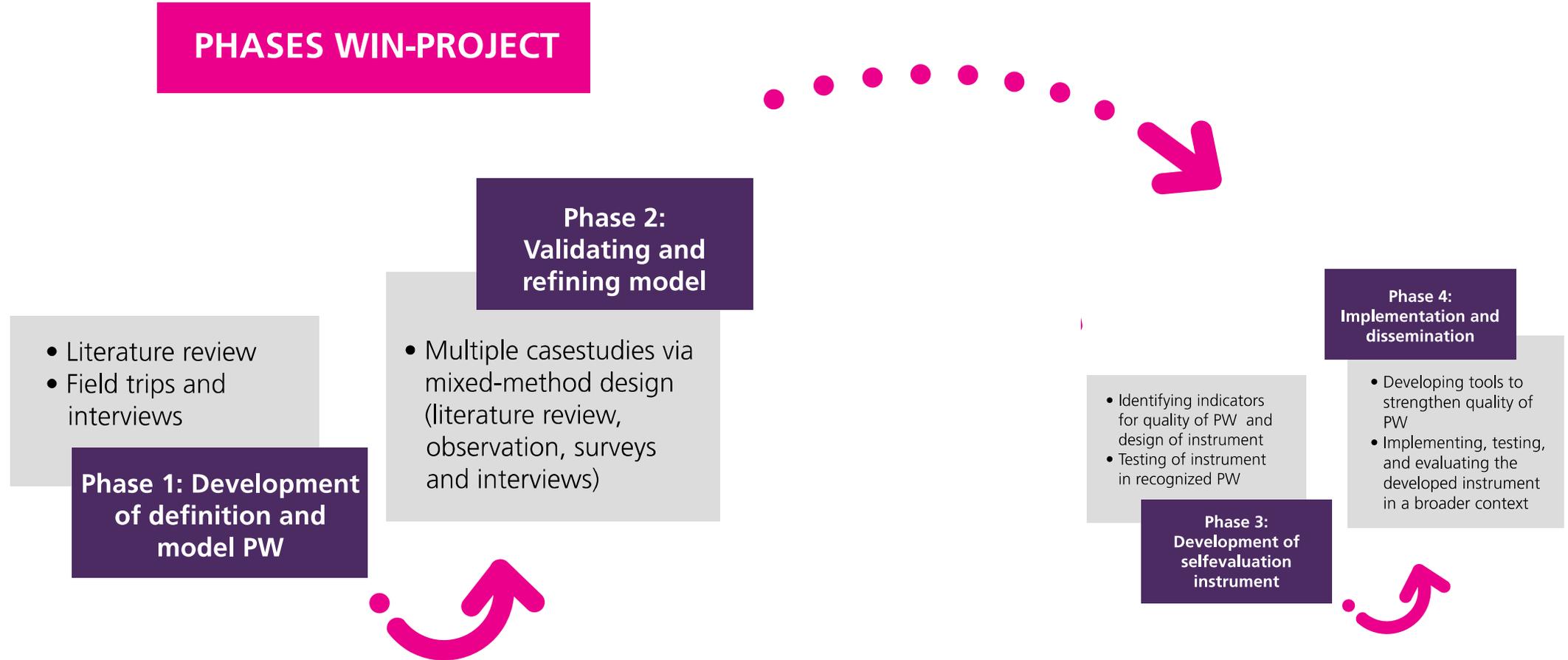


TOOL DEVELOPMENT

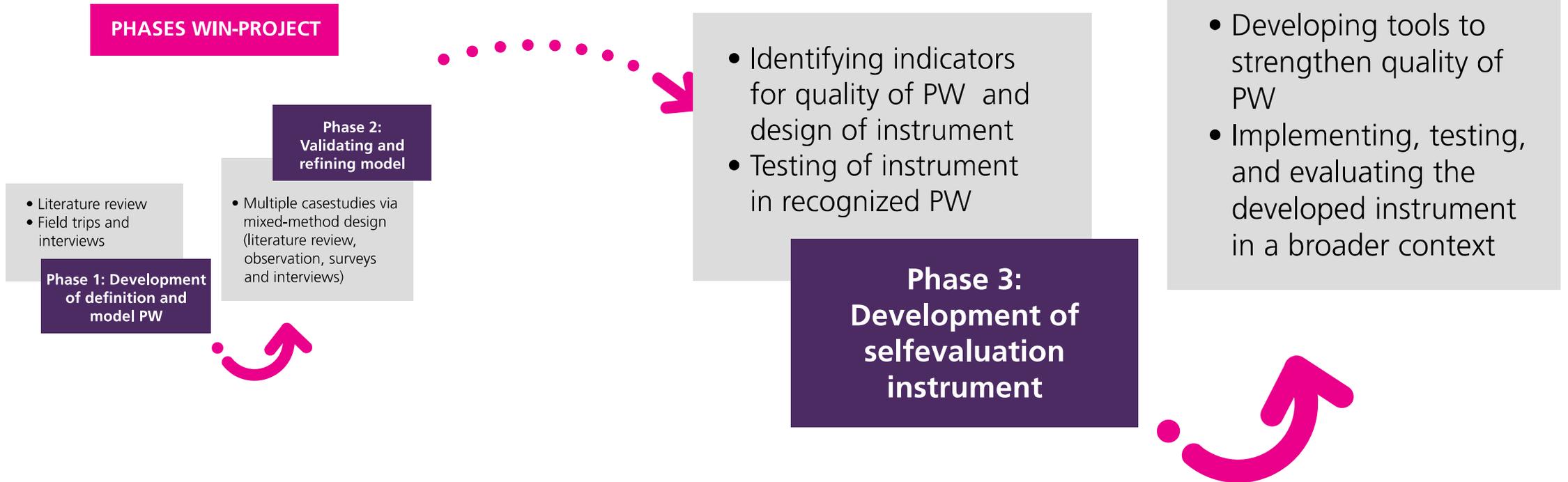
1. Analysis - current status within Professional Workplaces
2. Intervention - improving elements of Professional Workplaces



PHASES WIN-PROJECT



PHASES WIN-PROJECT



PROFESSIONAL WORKPLACES

Long-term collaborations across sectors

Jointly-owned partnerships, which are situated in the professional field

Authentic learning and working environments organised around the provision of services by a professional organisation and making an impact on the client

Open environments with, at a minimum, the (long-term) participation of students, professionals, lecturers and clients

Including a comparatively high number of students, acting as catalysts of change in professional practice

Including activities and objects that help transcend boundaries in the triad of education, research and professional practice

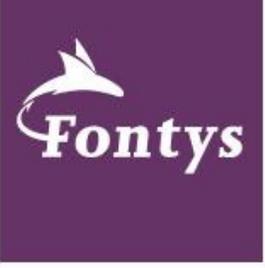
Ongoing improvement of professional practice, in which those involved continuously align and assess shared objectives

Including roles that have been consciously created such as role models and boundary crossers

Facilitate a development-oriented culture and a continuous and powerful learning process for students, professionals and other parties involved

PROFESSIONAL WORKPLACES

Professional workplaces are **long-term collaborations** between, at a minimum, a higher education institution and a public organisation **that are physically situated in the professional field**. Professionals, students, lecturers, clients and other stakeholders **learn, investigate and collaborate** in these authentic environments in such a way that there is **continuous development** for those involved, for the environment and for the provision of services. Working together with a focus on **learning and investigation** facilitates an **alignment of the interests** of those involved and the representation of these interests in **shared objectives**.



Model for collaborative learning, researching and working in PW

Triggers for collaboration

Collaborative learning, researching and working in PW

Quality improvement and development

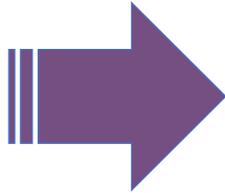
- (More) complex social issues
- Creation and identification of opportunities and possibilities
- A sense of urgency



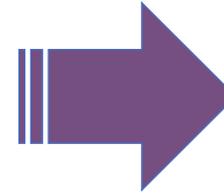
Model for collaborative learning, researching and working in PW

Triggers for collaboration

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Collaborative learning, researching and working in PW



Quality improvement and development

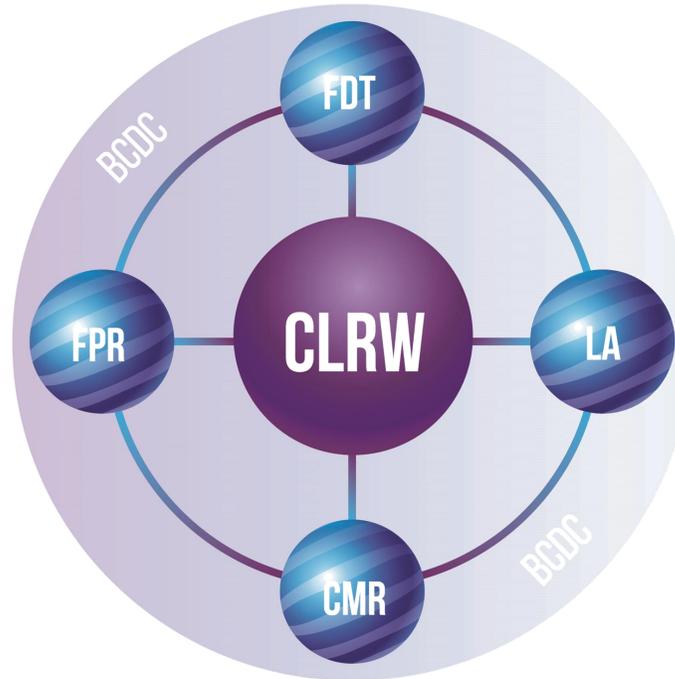
- Knowledge development and innovation in professional practice
- Transformation of professionals (those in training, novices, experienced professionals)
- Up-to-date and authentic professional curricula
- Improved collaboration (across sectors)
- New connections

Model for collaborative learning, researching and working in PW

Reason for collaboration

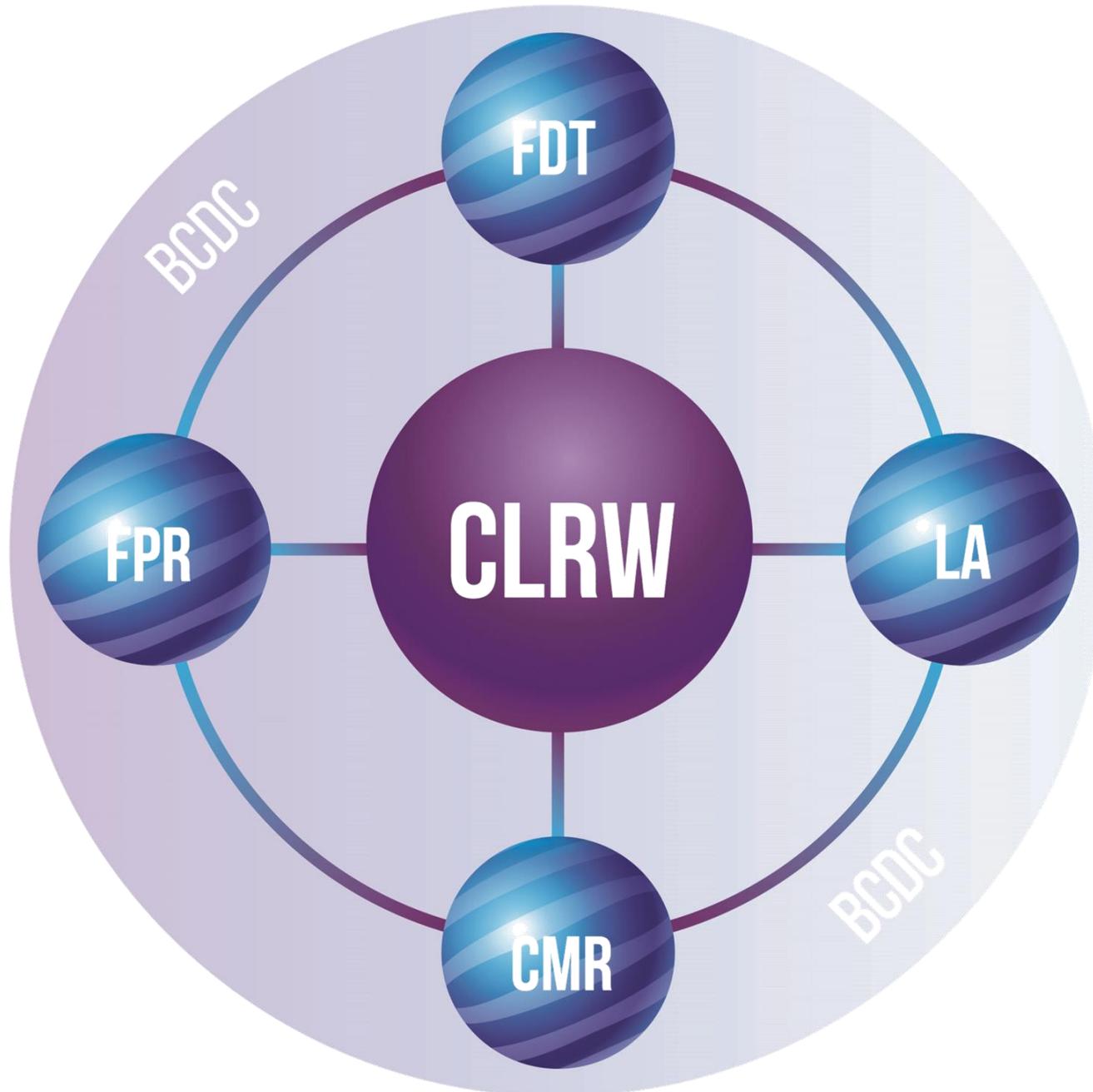
Collaborative learning, researching and working in PW

Quality improvement and development



Legend

- CLRW
Collaborative learning, researching and working
- LA
Leadership and autonomy
- FDT
Focussing and (re)designing together
- FPR
Freeing up people and resources
- CMR
Creating and maintaining relationships
- BCDC
Boundary crossing and development-oriented culture



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Boundary crossing and development-oriented culture

A large, white, sculptural monument consisting of several hands of different sizes and orientations, all reaching upwards and holding each other in a supportive grip. The sculpture is set on a raised platform with a low wall and a bench. In the background, there are buildings and a clear blue sky. Several people are visible walking around the base of the sculpture, providing a sense of scale.

@ Work

Open dialogue
with each other

Building bridges

In which organisation(s) do you work?

How is your relation with professional practice organization(s)?

What is your role and which tasks/roles do you have in these partnership(s)?

Collaborative Learning Researching and Working

1. Read the element of Collaborative Learning Researching and Working
 2. What do you recognize and how are your task/roles related to the element?
 3. How do you see the relation with the other elements?
 4. Which other element do you think is the most important?
 5. Which relation between the elements do you experience as the strongest and why?
- Make notes on general/shared findings and individual ideas

1. Read the element
2. How are your task/roles related to the element?
3. What do you recognize and how do you see the relation between the other elements?
4. Which other element do you think is the most important?
5. Which relation between the elements do you experience as the strongest and why?
6. How do you think that this model can support you in your work?

-> Make notes on general/shared findings and individual ideas



Collaborative learning, researching and working

What

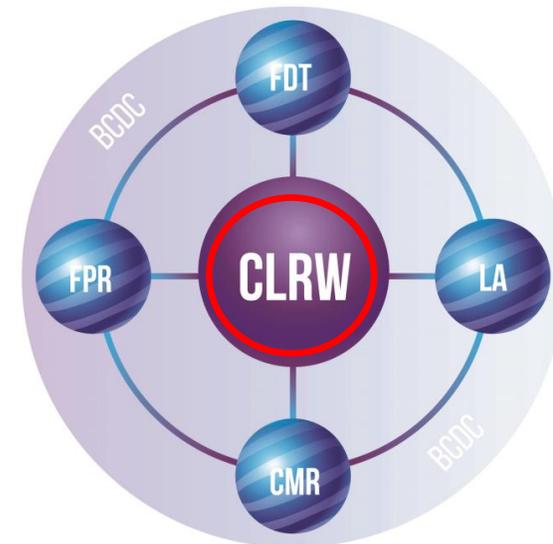
- At the core: the "primary process" of PW
- Continuous and reciprocal sharing of (learning) objectives, knowledge and experience by those involved
- Questioning each other in a constructive and critical manner, sharing and receiving feedback

Objective

- Professionalisation of those involved and development of the provision of services

Requirements

- Development-focused culture with the appropriate leadership
- Gaining insight into each other's professional practice → transcending borders
- Inquisitive and critical analytical attitude and the ability to reflect
- Diversity in and among those involved



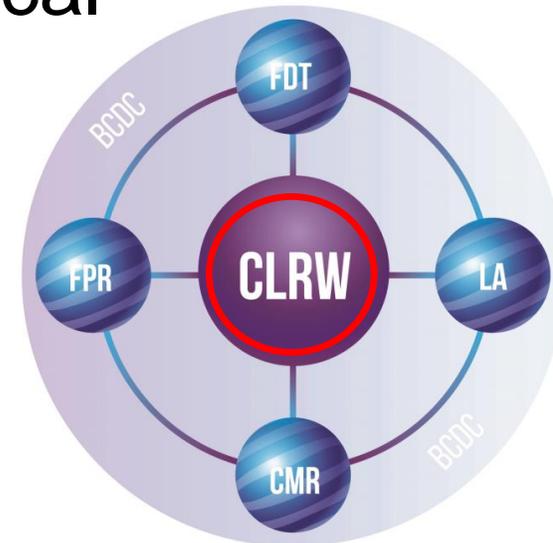
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Boundary crossing and development-oriented culture

What

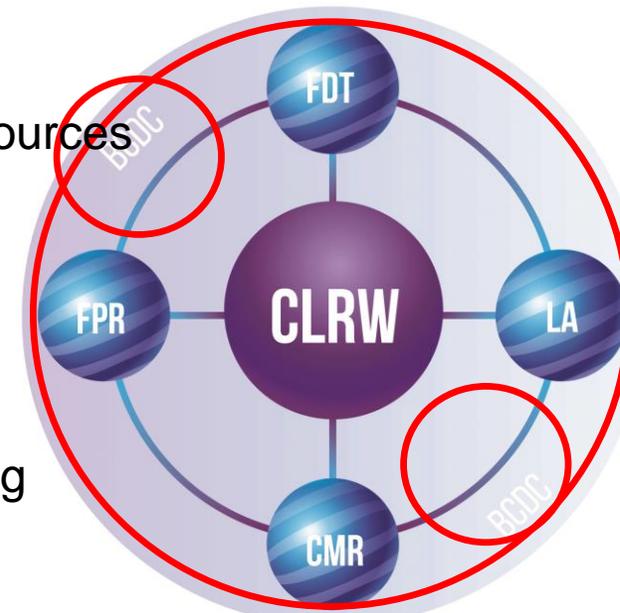
- Rising above the boundaries present in organisations and their systems, teams, particular professions and yourself as an individual
- Building and strengthening a common set of values, opinions and actions between organisations and people

Objective

- Creating a culture that facilitates all elements

Requirements

- An entrepreneurial attitude, courage, information sharing, knowledge, people and resources
- Parties involved working within each other's workplace
- Trust and equality between those involved
- A person-centred, open attitude focused on learning among those involved
- Processes and decision making that focus on participation and inclusion
- Dialogue, (collective) reflection and continuous, conscious initiation of actions and processes that contribute to boundary crossing, engagement and to strengthening the development-oriented culture





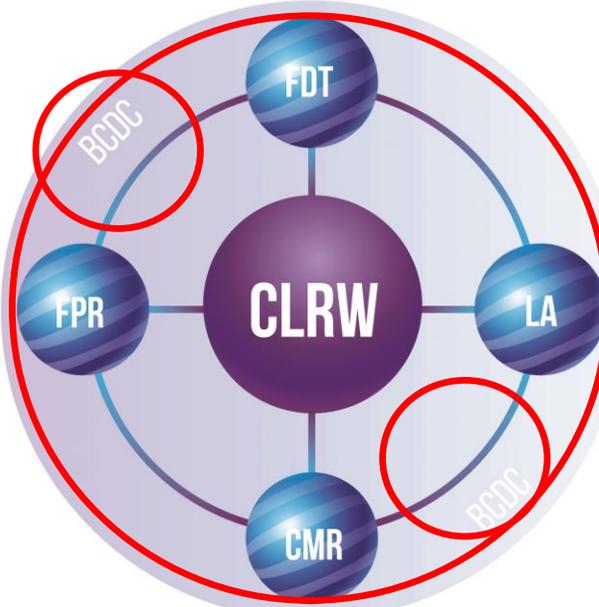
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Focusing and (re)designing together

What

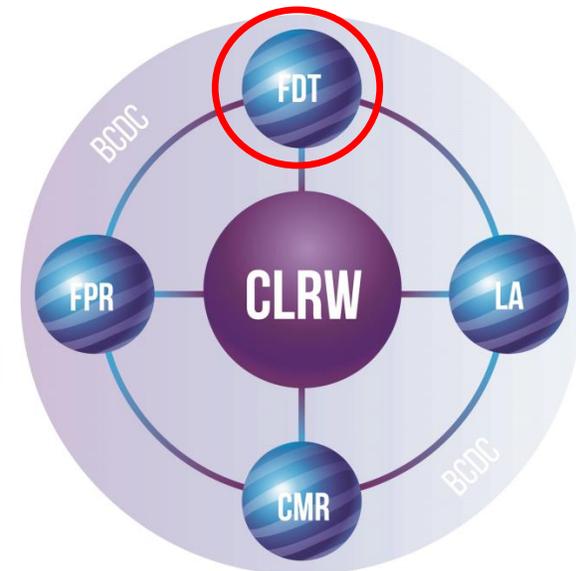
- Explicitly clarifying expectations and (shared) interests
- Formalising objectives, prerequisites, approach, structures and roles (like boundary crosser, manager, expert)
- Structurally assessing the focus and (re)design
- Gaining knowledge from (organising) collaboration

Objective

- Shared vision
- Developing objectives, approach (structures, processes, and outcomes)

Requirements

- Continuously assessing this at all levels and for all (organisational and content-related) topics



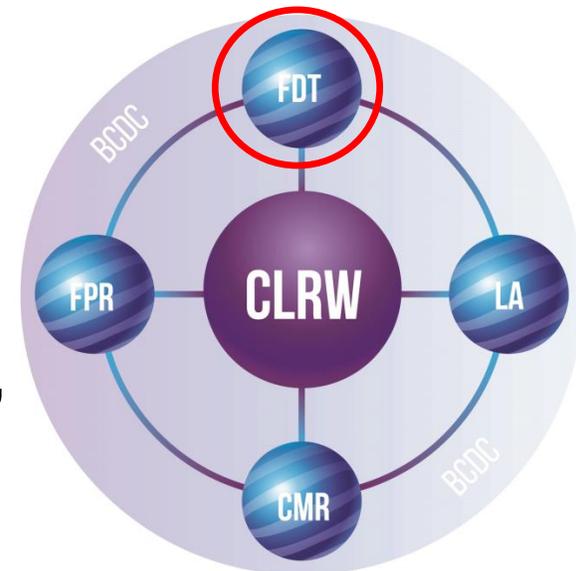
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Freeing up people and resources

What

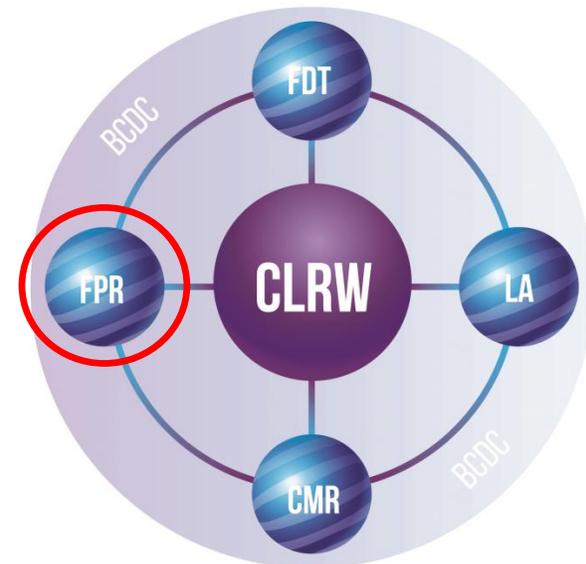
- Ensuring that an adequate, high-quality amount of people and resources are available to achieve shared ambitions
- Structural focus on assessing and securing people and resources

Objective

- Prerequisites for learning and investigative collaboration
- Reciprocity and equality between the organisations involved

Requirements

- Alignment and coordination
- Authorisation to assign people and resources (e.g. boundary crossers)
- Transparency in the use of resources and in the results achieved



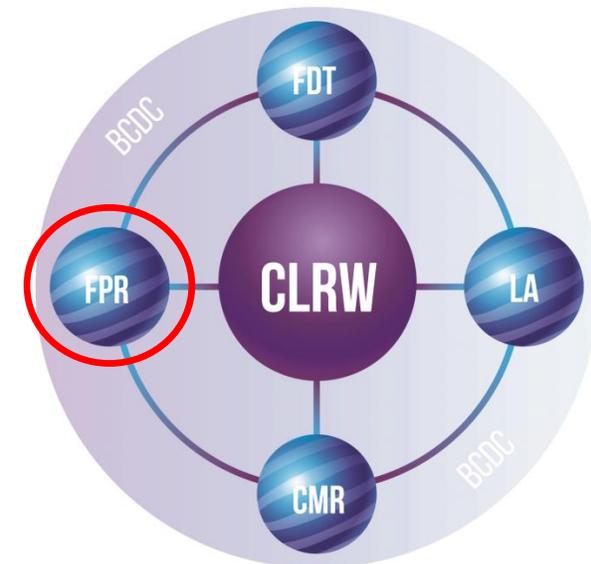
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Leadership and autonomy

What

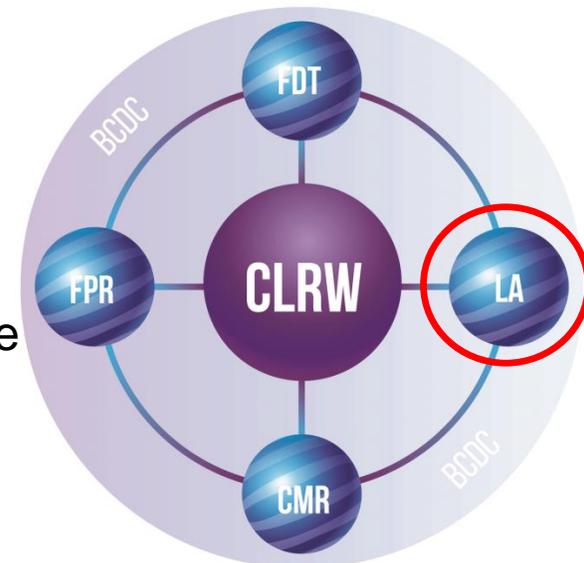
- Distributed and shared leadership which aims to stay aligned and connected
- Transparency in the interests and objectives
- Responsibility for personal goals and achievements

Objective

- Creating trust, ownership, participation and involvement at every level and with all parties involved

Requirements

- Connecting those involved and promoting interaction
- Challenging people to transcend borders and to create the space and freedom to experiment
- An entrepreneurial, inquisitive attitude with courage and initiative
- Appreciative approach and open (learning) dialogues, explicitly defining how those involved can make a contribution to the shared objectives



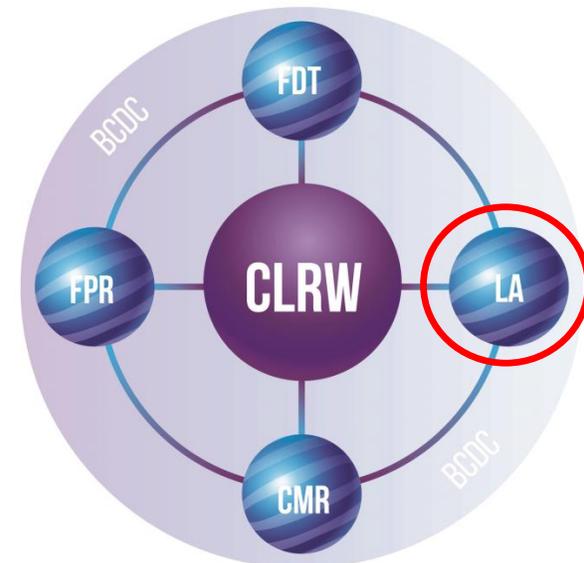
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Creating and maintaining relationships

What

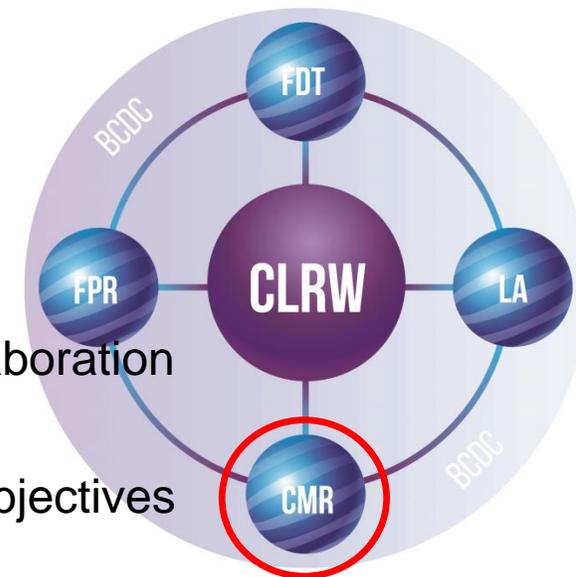
- Building and strengthening a network of relationships at all levels within and among the organisations
- Creating, maintaining and strengthening interpersonal relationships

Objective

- Achieving something together and developing a group identity
- Promoting reciprocity and equality between individuals, teams and organisations
- Connection, trust and openness between each other, strengthening and deepening relationships at all levels

Requirements

- Willingness to connect, trust and transparency
- Introduction and exchange of information, expectations, and enthusiasm for the collaboration
- Vulnerability and appreciation of the needs and perspectives of the other party
- Openly and continuously aligning each other's (developing) interests in the shared objectives



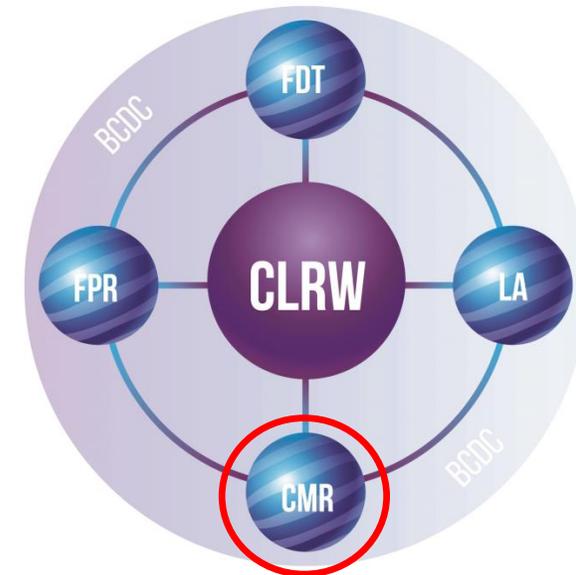
Creating and maintaining relationships

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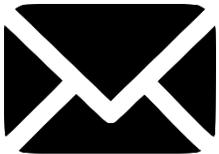
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Feedback? More information?



winproject@fontys.nl



<https://fontys.nl/win/>



<https://www.linkedin.com/groups/13603065/>

Thank you!