Managing Culture in International Projects: Developing Global People

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Overview

- Introduction
- Case Study (Interactive discussion session)
- Global People resources
  - Global People Toolbook
  - Global People Website
- Question and answer session

Introduction

eChina-UK Programme

- Set of Sino-British collaborative projects on eLearning in education

- Funded by HEFCE (£4M) & supported by Chinese MoE

- Involved British and Chinese universities working in partnership

- 4 initial projects, 3 follow-up projects, with each project having core team of about 16 to 35

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eChina-UK Programme

Phase 1 (Initial projects): 2003–2005

- 3 Sino-UK project teams worked collaboratively to develop e-learning materials in teacher training

- 1 project conducted overarching research

See http://www.echinauk.org/

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eChina-UK Programme

Phase 2 (Follow-up projects): 2005–2007

- 3 Sino-UK project teams worked collaboratively to develop e-learning materials for further aspects of teacher training:
  - English for Chinese academics
  - e-Educator project
  - Intercultural pedagogy

See http://www.echinauk.org/

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Key Parties in the Programme

Stakeholder/Management

HEFCE

MoE

Lead Universities

U of Nottingham

BNU

BFSU

WUN

Open/Cambridge

Tsinghua U

Team Members

Senior Management

Academics

Technical Staff

Trainees

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eChina-UK Programme

Key Aims of the eChina-UK Programme

- Develop & pilot innovative online teacher training courses for teachers at secondary and tertiary levels

- Strengthen collaboration between China and the UK

- Disseminate generic insights on a range of issues, including the benefits & challenges of working interculturally

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Global People Project

Phase 3 (Global People): 2008–2009

Key Aims

- Review the literature on intercultural competence and on working across cultures

- Analyse data from the eChina-UK Programme & Projects from an intercultural perspective

- Develop a resource bank that is of practical value to those working in international projects (especially in HE)

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Case Study

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Global People Resources: Toolbook

Developed by

Nigel Ewington, Stuart Reid, Helen Spencer-Oatey & Stefanie Stadler

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Global People Toolbook

Rationale: Intercultural effectiveness is vital for the success of projects yet is often overlooked in the planning

Purpose: Provide a practical, step-by-step guide to managing the intercultural aspects of an international collaboration or partnership

  - with Activities, Tips and Tools

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Global People Toolbook

Audience: Academics, project managers and other staff responsible for planning, managing or reviewing international partnerships and collaborations

Sources of Information: Research based, with authentic examples from the eChina-UK Programme

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Global People Toolbook

- Five-stage life cycle model
- Core activities for each stage
- Set of intercultural competencies to underpin the successful achievement of the activities
- Learning process model – builds active learning into the collaborative process

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Five-stage life cycle model

- Preparation
- Initiation
- Experimentation
- Consolidation
- Transfer

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For each stage of the life cycle model:

- Main activities for the stage
- Authentic case study from the eChina-UK Programme
- Commentary on the case study
- Key tips
- Project management tool

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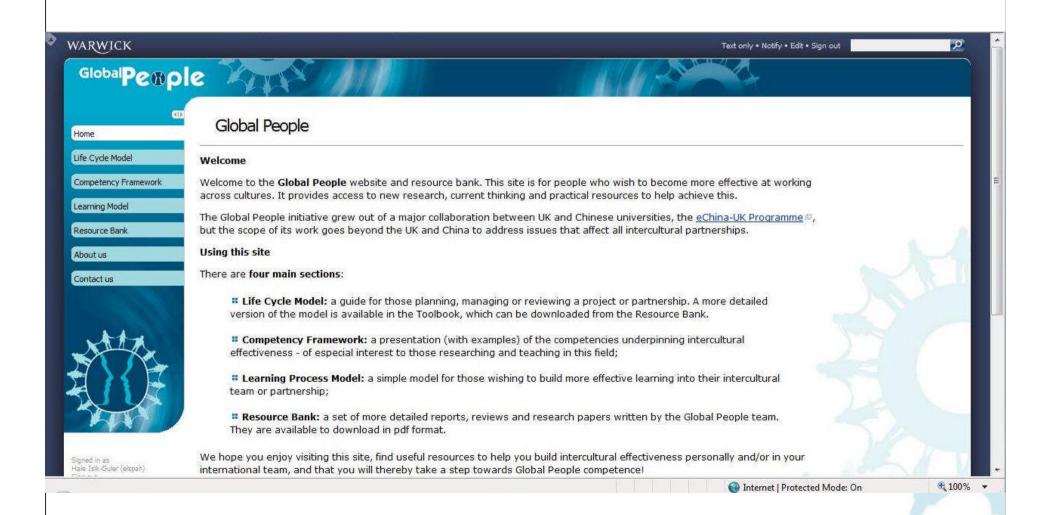
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Practical focus:

- Activity-oriented
- Illustrated with authentic case studies
- Practical tips
- Tools for use
- Guidance on using the Toolbook in practice
- Additional material on the website

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Global People Resources: Website

Global People Resources: Website

Global People Website

- Overview of the Global People Life Cycle Model
- Competency framework
- Learning process model
- Research bank with pdfs of all documents

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Competency framework

- Four competency clusters:
  - Knowledge & Ideas
  - Communication
  - Relationships
  - Personal qualities and dispositions

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Competency framework

- Descriptions of the competencies in each of the clusters

- Authentic examples (some with audio clips) of each of the competencies, to illustrate

  - How the competency manifests itself;

  - Why the competency is important or is needed;

  - How the competency can be displayed in behaviour;

  - What problems may occur when the competency is not present.

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Learning Process Model

- Highlights three main phases:
  - Acquisition
  - Awareness
  - Embedding

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Learning Process Model

- Emphasises the key phases that require conscious attention for effective learning

- Provides a simple model to use in the planning and management of a project

- Makes it easy to link the learning stages to the main life cycle stages and to the key intercultural competencies.

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Learning Process Model: Practical Focus

Suggests how to use the model by:

- Planning for learning

- Building in reflection

- Sharing and embedding

- Reviewing, reflecting, revising

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Resource Bank

Hard copy of the Toolbook

Pdf documents (free of charge):

- *Intercultural Effectiveness in Global Education Partnerships.* (A Landscaping Study) Stuart Reid, Stefanie Stadler & Helen Spencer-Oatey

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Pdf documents (free of charge):

- *Global People Toolbook: Managing the Life Cycle of Intercultural Partnerships*. Nigel Ewington, Stuart Reid, Helen Spencer-Oatey & Stefanie Stadler

- *An Intercultural Competency Framework.* Helen Spencer-Oatey & Stefanie Stadler

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Pdf documents (free of charge):

- *A Learning Process Model for Intercultural Partnerships.* Stuart Reid

- *The Learning Process in Intercultural Collaboration: Evidence from the eChina-UK Programme.* Stuart Reid

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Pdf documents (free of charge):

- *Sino-British Interaction in Professional Contexts.* Stefanie Stadler & Helen Spencer-Oatey

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Any Questions?

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