DE MONTFORT UNIVERSITY LEICESTER

AGILE: A NEW WAY OF WORKING

School of Leadership Management & Marketing

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LEARNING AND TEACHING CONFERENCE 2022

"In today's era of volatility, there is no other way but to re-invent. The only sustainable advantage you can have over others is agility; that's it

Because nothing else is sustainable, everything else you create, somebody else will replicate.
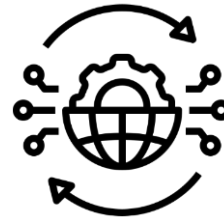
JEFF BEZOS

The COVID-19 pandemic significantly accelerated digital transformation on all fronts – incl. University Education

Digitization of Course Curriculum & Delivery

Evolution into Platform/Product Business

Disruption of Monopolies into a global online market

Increased Competition

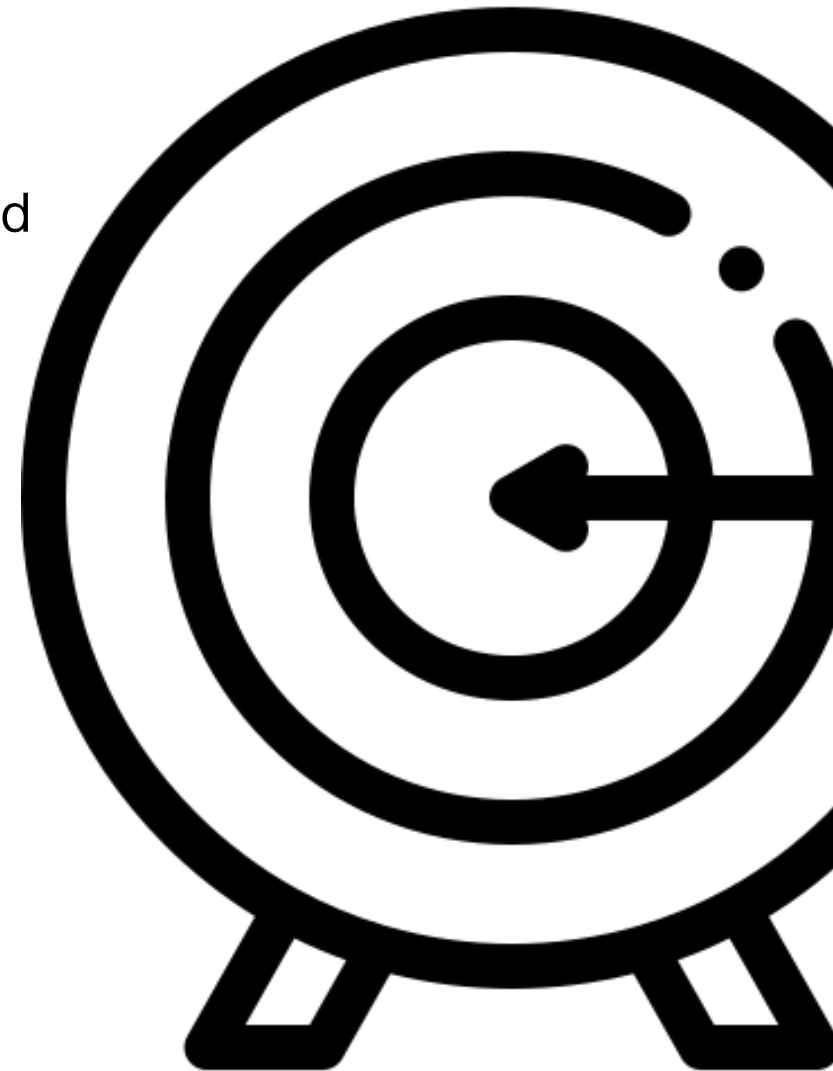## AGILE OFFERS A NEW WAY OF WORKING FOR ANY UNIVERSITY TO STAY RELEVANT....

With an exceptional **multidisciplinary agile approach**, built for **today's digital challenges**, I focus on things that matter: **Customers, data, insights, interactions, integrations** and **innovations** interoperable linked with **strategy, design** and **technology.**

Through iterative, incremental activations to deliver continual enterprise transformation at speed and scale, making extraordinary things happen for brands, businesses and customers.

The Agile Way of Working (or Agile) is a collection of principles and practices to enhance group collaboration...

AGILE TEAM EMPHASIS

- articulating their goals
- frequently reflecting upon
- adjusting work plans
- facilitating authentic group interactions

- improving team dynamics
- encouraging experimentation and innovation

Agile Teams by definition, do not follow a rigidly defined plan of action throughout a project; instead, they work in cycles

Smith & Sidky, 2009

Over 90% of software development firms use Agile for at least some collaborative development projects

Schur, 2015)

Greatly increased; success rates in software development, quality and speed to market, team motivation & productivity

Rigby, Sutherland & Takeuchi, 2016

TODAY'S EDUCATIONAL CHALLENGES IN A DIGITALLY TRANSFORMED WORLD

Agile Manifesto

Individuals & interactions

Working Software

Customer Collaboration

Responding to Change

OVER

Processes & Tools

Comprehensive Documentation

Contract Negotiation

Following a Plan

Agile Manifesto
IN HIGHER EDUCATION

Teachers & Students

Competence & Collaboration

Employability & Marketability

Attitude and Learning Skills

OVER

Admin & Infrastructure

Compliance & Competition

Syllabus & Marks

Aptitude & Degree

Agile Pedagogy Manifesto

Practice preferred to theory

Learner choice and agency preferred to learners being limited and controlled

Learning & applying skills preferred over learning facts
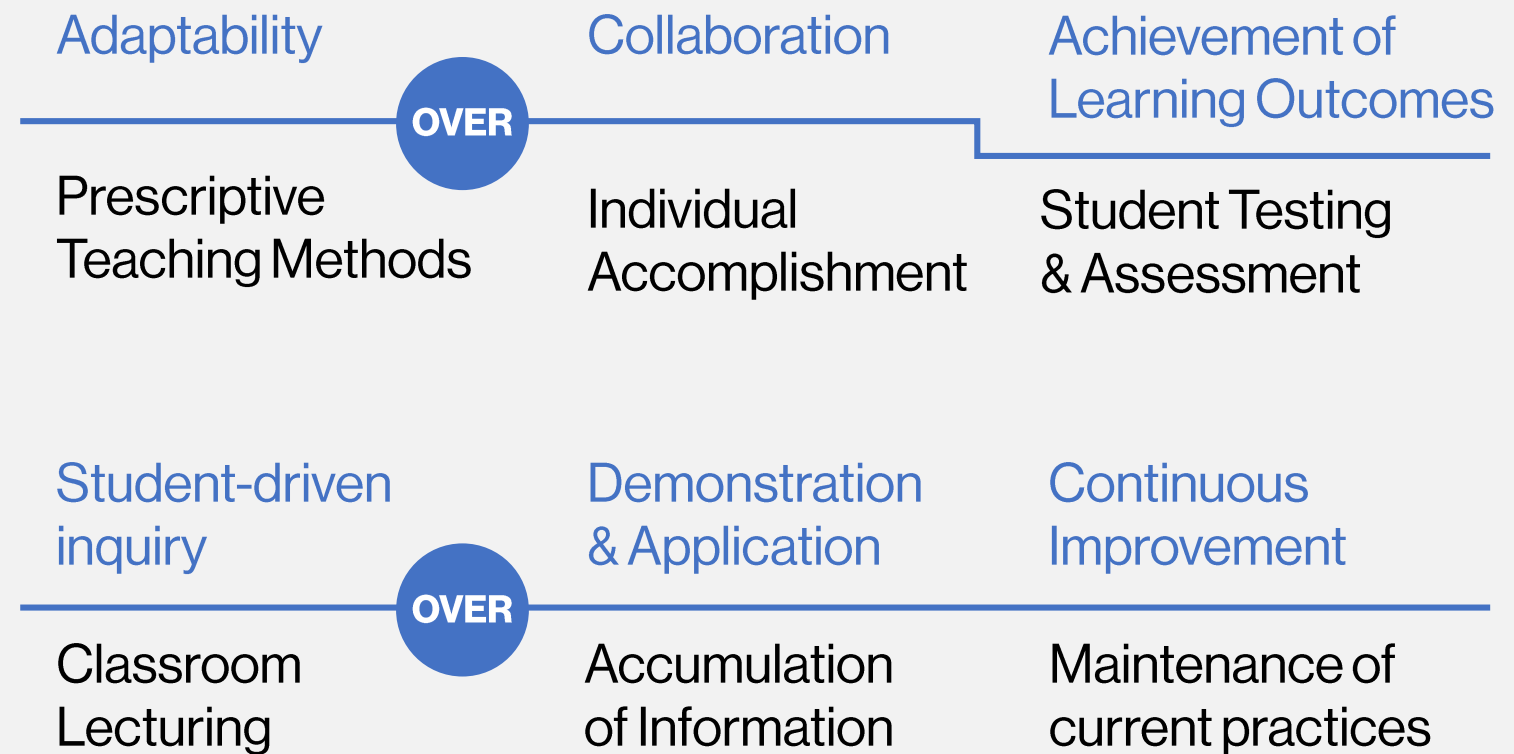
Collaboration preferred over competition

Customised learning preferred over standardized one size fits all

Co-constructed learning is preferred to teacher-led learning

While I believe there is value in the items on below the line, we value the items above the line more....

AGILE WAY OF HIGHER EDUCATION

Adaptability	Collaboration	Achievement of Learning Outcomes
OVER		
Prescriptive Teaching Methods	Individual Accomplishment	Student Testing & Assessment

Student-driven inquiry	Demonstration & Application	Continuous Improvement
OVER		
Classroom Lecturing	Accumulation of Information	Maintenance of current practices

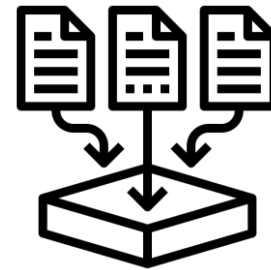**TODAY'S EDUCATIONAL CHALLENGES IN A DIGITALLY TRANSFORMED WORLD**

From Data To Insight

Data Collection from a variety of sources

- Big Data is the new form of Capital
- Not fitted to pre-conceived theories

Student Data in Schools | Click Stream | Industry Data

Data Aggregation into a Single Source of Truth

- Silo Mentality hurts Universities & Students
- Create a shared goal across touchpoints

Flexible | Adaptive | Responsive

Data Analytics to Generate Insights

- Data speaks – let the data disagree with you
- Data-Driven decision making

The University Rankings | NSS

Project Management Courses in most UK Universities

Employers who visit universities conduct job fairs in them for recruitment purposes, specified that students do not have the vital skills needed for the job market

apparent gap between academia and industry due to a lack of consensus on fundamental components of examining 'industry 4.0' readiness

Malik & Venkatraman (2017)

A gap exists between the skills needed for business students in the job market and their competencies & skills upon graduation

Alshare and Sewailem (2018)

Demand for 'generalists' is likely higher than 'specialists' in most industries...to survive in the job market of industry 4.0, there is a need to nurture human skills that the AI cannot replicate.

shortcomings in academic curriculum fails to train graduates with skills to allow them to adapt quickly to the work environments

Bongomin et al. (2020)

V E R D I C T

UNIVERSITY IS ALMOST 5-10 YEARS BEHIND THE INDUSTRY

Student Journey to the UK

The large youth population and expanding middle class have made Nigeria one of the most sought-after markets for recruitment agents

Nigeria's number of outbound postgraduate students will grow at the fastest pace globally through 2025, followed by India (7.5% growth), Indonesia (7.2%), Pakistan (6.4%), and Saudi Arabia (5.2%).

Despite the strategic importance of Nigerian students in the U.K., no study has examined the student experience from Nigeria to the U.K.

to inventory student experiences, map out the journey, highlight touchpoints and identify challenges and opportunities associated with the student journey

Higher education stakeholders can work with cross-functional teams to employ tactics that foster service innovation to improve student experience, increase interactions and enrolment.

student experience is defined here as emotional/affective, cognitive, sensory, relational/social and physical/behavioural responses to stimuli during the student journey

Lemon and Verhoef, 2016

THE NEED TO EXPLORE THE NIGERIAN STUDENT'S JOURNEY MAPPING COMES INTO PLAY

Interactions, Integrations & Innovations Interoperable Linked with Strategy, Design & Technology

Upon tracking the pain points, potential room for innovation can be unlocked

- Every touchpoint has its importance, maps evaluate experience at each step
- Digital platform that aggregates stakeholders to drive insights
- E.g. low impact of Post-Study Visa scheme on student intake
- The Customer Journey is significant in marketing research

Becker & Jaakkola, 2020 | Lemon and Verhoef, 2016

Collaboration ensures a better outcome

- Technology-enhanced Collaboration
- AR/VR Modelling
- Visualization for clear communication & feedback

Iterative, Incremental Activations to Deliver Continual Enterprise Transformation at Speed & Scale

An iterative process is an approach to continuously improving a concept, design, or product

Creators produce a prototype, test it, tweak it, and repeat the cycle to get closer to the solution

Anyone can use the iterative process,

- designers, developers, educators, scientists, and mathematicians most often utilise it.
- Most Agile projects use an iterative approach - widespread across many industries.

The iterative approach in education creates a culture that fosters a continual data-driven learning cycle for students and faculties.

- Incremental development, to layer in new functionality in small sections with each iteration.
- Beyond improving the product through iteration.
- Methodically add new features with each cycle in a step-by-step process, develop different sections of the product or system at various times and rates, and add them to the entire product as you complete them.

Agile is fundamentally about learning, people, and change; the three things we struggle with in education at present.

Agile principles are still sparse in the educational sector, save a few recent exceptions....

The roadmap towards developing an agile university triggers a pull effect more than a push effect

students and companies driving content & context

forcing students to learn & adapt to pre-defined curricula

Low Hanging Fruits

AUTONOMY

High internal autonomy of learners & teachers

Autonomy for outputs in the learning process but accountability for results

REFLECTION

Constant reflection on lessons learned

OPEN COMMUNICATION

No hierarchies but knowledge-expert status

Clear and open communication