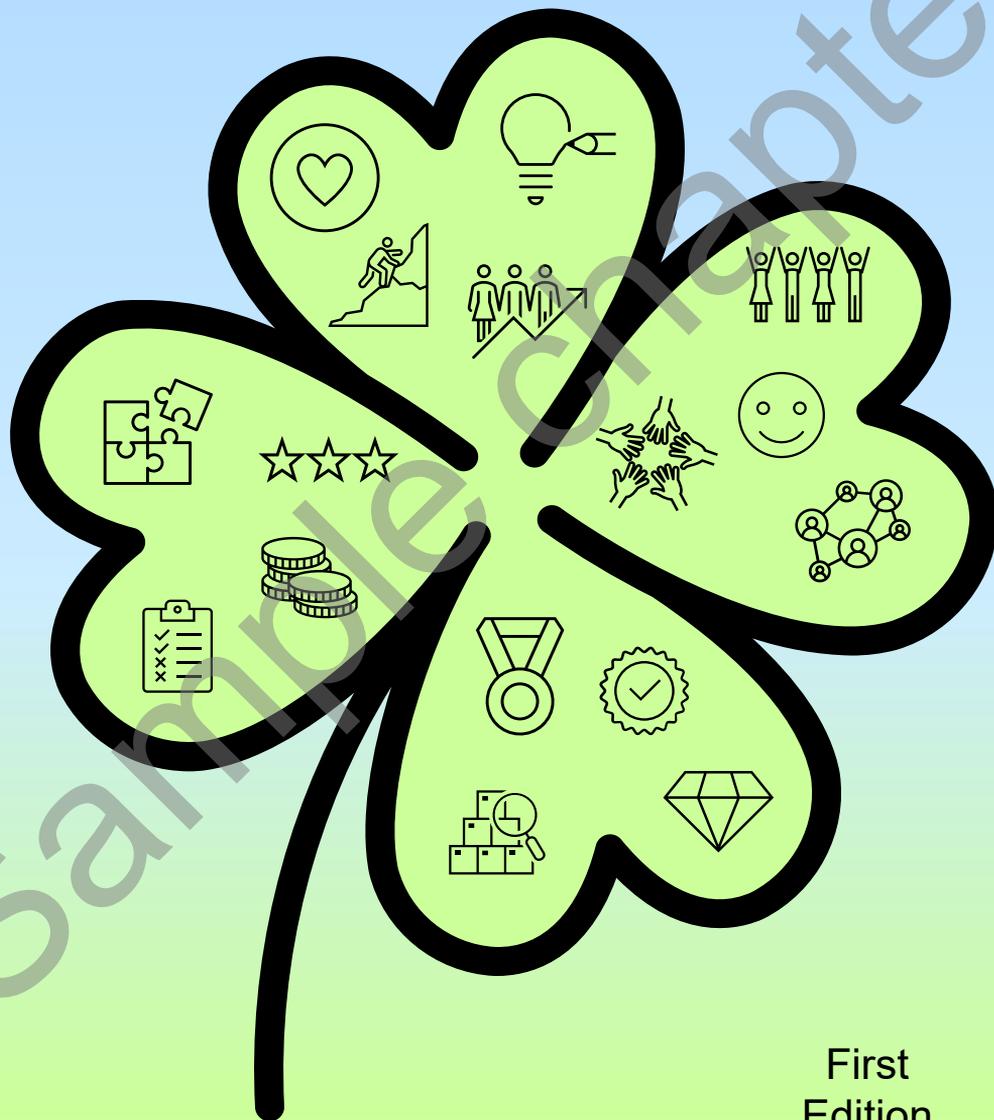


COMPASS GUIDE:

Secrets of Successful Cross-Sector Collaborations



First
Edition

Dr Sandra Mandic, PhD, PMP
AGILE Research Ltd.



**Compass Guide
Research Training**
By AGILE Research Ltd.

*To all members of the BEATS Research Team for their contributions,
positive energy, incredible teamwork, and many friendships and memories that we share...*

AGILE Research Ltd., 3/43 Cooper Street, Karori, Wellington, 6012, New Zealand

Copyright © 2026 Sandra Mandic. All Rights Reserved.

Sandra Mandic asserts her right to be identified as author of this work in accordance with the Copyright Act 1994.

Title: Compass Guide: Secrets of Successful Cross-Sector Collaborations (First Edition)

Author: Sandra Mandic

Publisher: AGILE Research Ltd., Wellington, New Zealand

Publication date: March 2026

Citation: Sandra Mandic. (2026) Compass Guide: Secrets of Successful Cross-Sector Collaborations. (First Edition). AGILE Research Ltd., Wellington

ISBN: 978-1-0670587-8-4 (PDF)

ISBN: 978-1-0670587-9-1 (paperback)

This book is available for purchase from the AGILE Research Ltd. website: <https://agileresearch.nz/>

All rights reserved. No part of this book may be reprinted, reproduced, transmitted, shared with others, or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying, microfilming, and recording, or any information storage or retrieval system without written permission from the publisher.

For permission to print, photocopy or use material electronically from this work, please contact the publisher AGILE Research Ltd. (<https://agileresearch.nz/>; email: agile.research.nz@gmail.com).

AGILE Research Ltd. has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Any factual information given in this work is correct at the time of publication, but AGILE Research Ltd. does not guarantee the accuracy of such information thereafter.

No artificial intelligence (AI) tools were used in creation of the content of this publication.

Part 4: Building the Foundation

Once the vision for the cross-sector collaboration is in place, the next step is to build the foundation to turn that vision into a reality. This involves establishing a project team, building relationships and planning a work programme. In this stage it is essential to invest time and energy to build a strong team – step by step through the stages of team development: forming, storming, norming and ultimately performing.¹⁴

In 2013, the BEATS Research canvas in front of Sandy was wide open for her to design a research project that would meet stakeholders' needs, satisfy academic research standards and be competitive to secure research funding.

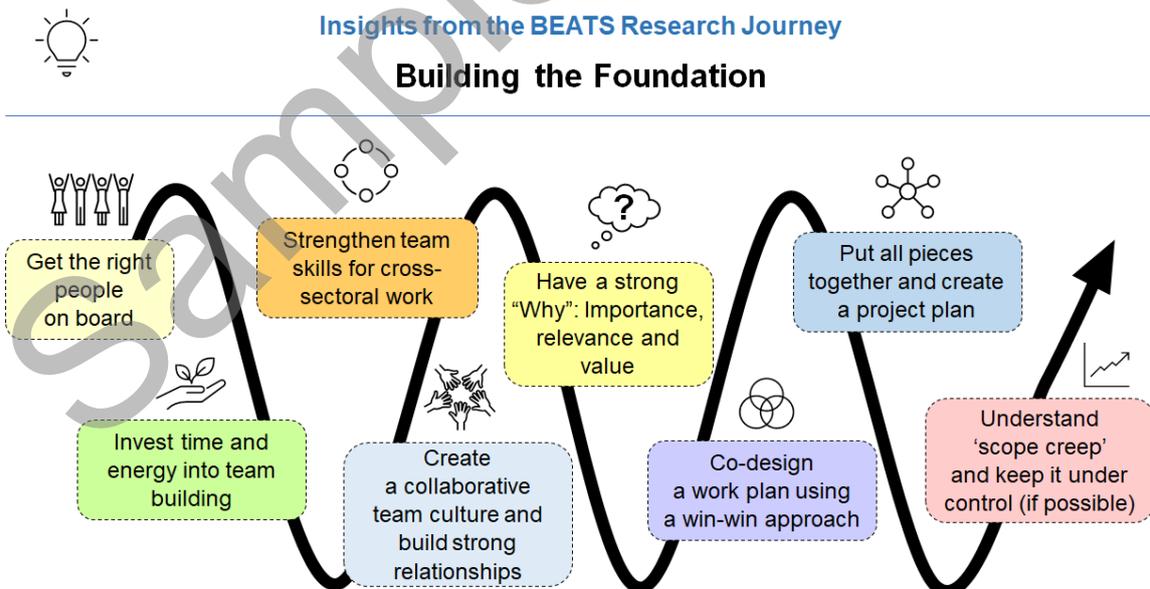
This chapter describes the key building blocks for setting up a strong foundation for the BEATS Research Programme. Some of the key building blocks were getting the right people on board, building a well-functioning project team and developing the team's skills for cross-sectoral work. Other key building blocks were creating a strong rationale for the project, building on the existing evidence, co-

designing the project with all key stakeholders from the outset and being aware of the need to keep the project scope under control.

During this phase, the BEATS Team went through the forming, storming and norming stages of the team development, setting the foundations for evolving into a high performing team approximately a year later.

The art of leadership,¹⁵ team building skills, and project management knowledge, processes and tools¹⁶ played a key role in building the strong foundations for a successful cross-sector collaboration. It was by no means smooth sailing for the BEATS Team, but the work undertaken during this stage built enduring relationships and shaped the shared understanding of what the BEATS Research was about and how the BEATS Team would work together. The results had a long-lasting impact on the BEATS Research Programme for the following ten years.

Let's have a look at more details of this phase of the BEATS Research journey...



Copyright © 2026 Sandra Mandic. All Rights Reserved.

¹⁴ Tuckman B. Developmental sequence in small groups. Psychological Bulletin. 1965;63(6):384–99.

¹⁵ Kouzes J, Posner B. The Leadership Challenge. 4th ed. San Francisco, Calif. Jossey-Bass; 2007

¹⁶ Project Management Institute. A guide to the Project Management Body of Knowledge (PMBOK® Guide). 8th ed. Project Management Institute; 2025.

Get the Right People on Board

To build a great organisation, start with the 'who' and then let the team build the 'what', as emphasised by Jim Collins in his landmark book "Good to Great".¹⁷ One of the first steps on the BEATS Research journey was forming the project team.

Establishing Academic Collaborations

Sandy began by reaching out to her academic colleagues, sharing with them her ideas for the BEATS Research and inviting them to join initial conversations about this project.

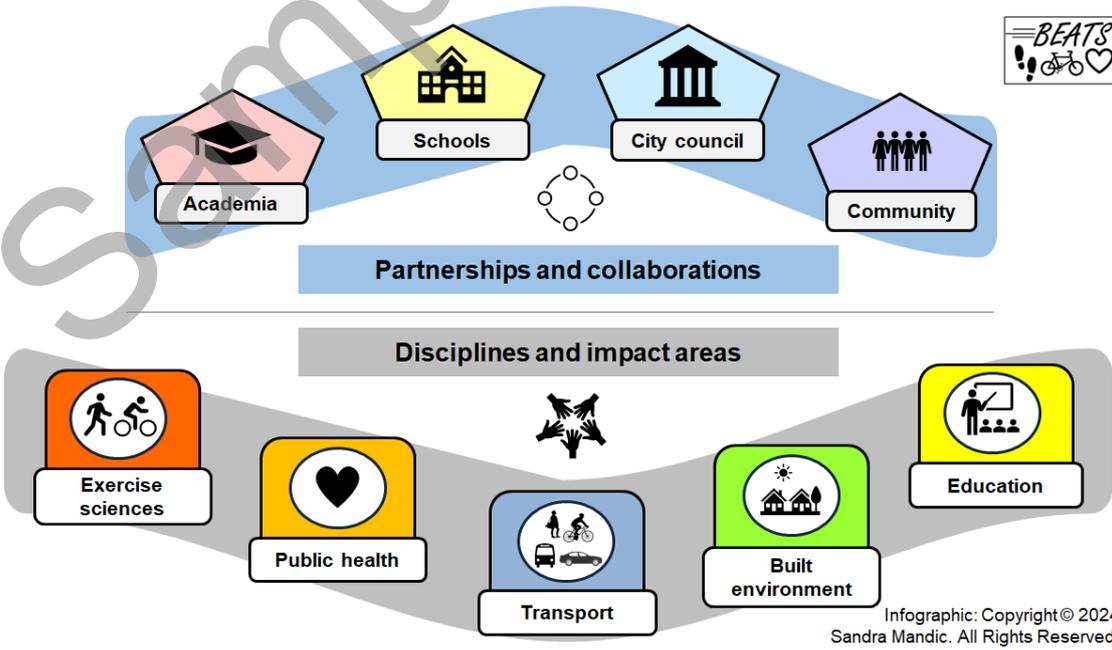
In early May 2013, Sandy met with interested academics in Dunedin and shared her initial thoughts. She drew diagrams with ideas for the project framework and potential research methods. Others added their thoughts. Most academics thought that Sandy's ideas for this project were way too ambitious. Sandy knew that too, but the canvas was open and the key stakeholders were already on board, so Sandy decided to go for it. 😊 By the end of the meeting, several academics from various disciplines decided to join the project team. Over the next few months, Sandy also recruited two of her senior academic colleagues from Canada to join the project.

Establishing Collaborations with Stakeholders Outside Academia

Sandy's efforts to build the BEATS Team did not stop with academic collaborations. Her vision for the BEATS Research was extending well beyond academic boundaries, and she made an extra effort to involve stakeholders outside academia. Expertise and support from those individuals and organisations were essential for the design and future implementation of the BEATS Research.

To give stakeholders an official role within the BEATS Team, Sandy established the BEATS Advisory Board and invited representatives from Dunedin Secondary Schools' Partnership, Dunedin City Council and the city-wide Getting Dunedin Active Initiative to join the board. Three academics with relevant expertise also offered to provide support by serving as external advisors to the BEATS Team.

By late 2013, the BEATS Team was already interdisciplinary, international and cross-sectoral, with representatives from multiple organisations, countries and a strong advisory board. Getting the right people on board was one of the crucial first steps.



Infographic: Copyright © 2024 Sandra Mandic. All Rights Reserved.

¹⁷ Collins J. Good to great: Why some companies make the leap ... and others don't. New York, NY: HarperBusiness; 2001.

Invest Time and Energy into Team Building

Getting the right people on board is only the first step. The next step is investing time and energy into building a high performing team. Knowledge and experience in building and leading teams will play a key role during this phase. Having an appreciation for the stages on the team building journey (forming, storming, norming, performing – and ultimately adjourning)^{18,19} and how to navigate them is essential.

This appreciation helps the leader guide the team through various stages, anticipate natural conflicts which occur along the way (particularly during the storming stage of the team development) and ultimately develop a high performing team. Even teams that reach a performing stage may transition back to the storming and norming stages, especially when changes occur, some team members leave or new ones join the team.

The journey of building the BEATS Team was no different. In 2013, everyone was new to the BEATS Team. Some Dunedin-based members knew each other through the Getting Dunedin Active Initiative and other projects. Several academics had previous experiences of collaborating with one or two BEATS Team members. The team was also diverse. Team members ranged from students and early career professionals to experienced academics and senior members of the Dunedin city community.

One of the initial challenges that the newly formed BEATS Team had to overcome was to learn how to work together with individuals from different sectors who often had different views on how things should be done.

To facilitate team building and create resonance within the team in the initial months, Sandy relied primarily on the affiliative and democratic leadership styles,²⁰ supported by a visionary leadership style in the background which continuously reinforced the shared vision and what the BEATS Research and the BEATS Team were about.

From the outset, Sandy focused the team's attention on working together to come up with the research methods for the first BEATS Research project and develop the main research tool: BEATS Student Survey.

Team members working outside academia challenged various ideas and aspects of the planned research methods and had very different views on how some aspects of the planned project should be approached. They kept bringing a real world perspective to ensure the project work would be feasible for implementation in a real-world setting.

Academics had to consider a range of questions related to established research methods (often taken for granted in various academic disciplines). Academics were also challenged to respond in a simple and understandable way to both stakeholders and academics from other scientific disciplines. In several cases, academics had to stretch accepted academic standards to ensure that the planned research was acceptable for stakeholders and the community. Despite the challenges, the team members knew they had to find a way to work together for the project to succeed.



¹⁸ Tuckman B. Developmental sequence in small groups. *Psychological Bulletin*. 1965;63(6):384–99.

¹⁹ Tuckman BW, Jensen MAC. Stages of small-group development revisited. *Group and Organization Studies*. 1977;2(4):419–27.

²⁰ Goleman D, Boyatzis RE, McKee A. *The new leaders: Transforming the art of leadership into the science of results*. Time Warner Books; 2003.

Create a Collaborative Team Culture and Build Strong Relationships

Building a collaborative team culture and strong relationships among team members are essential steps towards building a high performing team. In cross-sector collaborations, this process also involves stretching the sector-specific boundaries and doing things differently. This generates natural conflicts and may prolong the storming phase of team development in cross-sectoral teams, but it is a crucial and inevitable step on cross-sectoral journeys and one that will have a significant impact on the success of the initiative in the long run. Knowledge, skills and abilities of individuals involved in this process and chosen leadership styles along the way will determine the outcome.

Cross-sectoral endeavours require high levels of interdependence among involved individuals (and partner organisations). As Stephen Covey argues, “interdependence is a choice that only independent people can make”.²¹

To set up a solid foundation, cross-sector collaborations should involve confident and competent individuals who are capable to operate independently but are willing to work with others to join efforts, create synergies and together accomplish something greater than they could do on their own. According to Stephen Covey, these individuals are embracing the win-win approach, looking to understand others’ points of view before seeking to be understood and looking for synergies. All these skills are essential for successful cross-sectoral work and particularly for navigating the storming phase in the development of cross-sectoral teams.

The BEATS Research journey had many examples of the team’s efforts to reconcile different viewpoints and stretch the sector-specific boundaries, when necessary. One of those examples is described on this page.

Navigating the Storming Stage of Team Development: One BEATS Research Example

In one of the first BEATS Team meetings, the school representative advised the team that some of the proposed survey questions would not be acceptable to Dunedin schools and had to be removed from the planned survey if schools were to take part in this research. One of the academics began to argue that those questions were part of the validated scientific questionnaire and therefore should not be removed as that would have a negative impact on the quality of the collected research data.

The team had to make a choice between sticking to the academic standards and the project not going ahead (due to lack of support from schools) or making a compromise to stretch the academic standards and remove specific questions from the survey, as requested by the key project stakeholder.

Keeping in mind the shared vision for this project, the BEATS Team agreed to accommodate the stakeholder’s request,

stretch the academic standards and remove specific survey questions.

At that time, this decision was a tough choice for the academics on the team. However, the shared vision helped to resolve the challenge and kept the project moving forward. The overall project promised to create many valuable insights and a comprehensive research dataset. The team did not want to risk the success of this cross-sector initiative by imposing academic standards which were not acceptable to the project stakeholders.

The project survived despite the removal of those survey questions. Over the next ten years, 33 scientific journal articles were published using data from that survey. Exclusion of the two survey questions in 2013 – which seemed like a big issue and almost a deal-breaker at that time – never came up again as an issue for publishing BEATS Research.

²¹ Covey S. The 7 habits of highly effective people. London: Pocket Books; 2004.

Strengthen Team Skills for Cross-Sectoral Work

In cross-sector collaborations, building a high performance team also involves building team skills for cross-sectoral work. Some of the prerequisites for effective cross-sectoral work are presented in the infographic below.

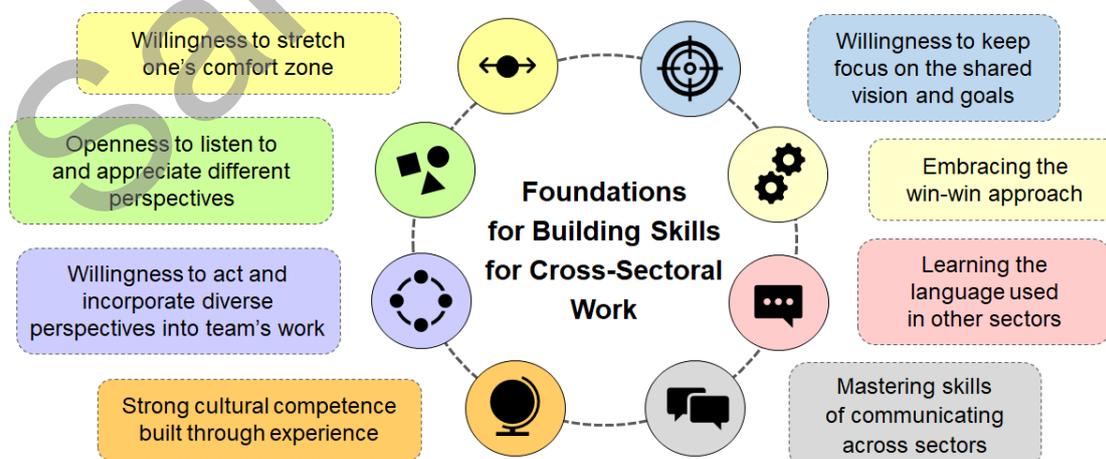
Involvement in cross-sectoral work often includes stretching sector-specific boundaries and doing things differently. To work effectively in such environments, individuals and organisations need to be willing to stretch (and sometimes let go of) sector-specific ways of doing things for the benefit of the collaborative efforts. That includes the challenging tasks of being open to listen, respect and accommodate different perspectives and focus on creating win-win solutions – characteristics of interdependence which Stephen Covey describes as the ‘public victory’ of highly effective people.²²

Keeping the focus on the shared vision will move individuals (and organisations) from the focus on “I” to the focus on “we” – one of the key characteristics of effective cross-sectoral teams. As mentioned, “interdependence is a choice that only independent people can make”.²² This reinforces the importance of the organisational leadership principle emphasised by Jim Collins to “get the right people on the bus, get the wrong people off the bus and get the right people in the right seats”.²³ Presence of Level 5 leadership – a blend of professional will and genuine humility, as described by Collins – is a bonus.

Building skills for cross-sectoral work often begins with coaching individuals but may also extend into building such skills within the partnership organisations. This is particularly important when established organisational processes present obstacles for cross-sectoral endeavours. At those times, it is essential to build support for doing things differently by focusing on the benefits and value of the cross-sectoral work for the organisation.

From the outset, the BEATS Research work challenged everyone involved to step out of their comfort zone and consider different perspectives. Sandy created such an environment by design – by setting up a new team of individuals with diverse professional and cultural backgrounds who had limited previous experience of working together. Everybody was a newcomer to the team, and everyone’s perspective was listened to, discussed, often refined and, if possible, accommodated within the project.

The team understood that the BEATS Research was designed and shaped through collaborative efforts and could only be implemented if involved organisations worked together. The BEATS Team owned the project it created and held itself accountable for delivering on the planned outcomes. Strengthening the team’s skills for cross-sectoral work was not a luxury – it was a must if the BEATS Research was to succeed.



Copyright © 2026 Sandra Mandic. All Rights Reserved.

²² Covey S. The 7 habits of highly effective people. London: Pocket Books; 2004.

²³ Collins J. Good to great: Why some companies make the leap ... and others don't. New York, NY: HarperBusiness; 2001.

Have a Strong “Why”: Importance, Relevance and Value

When planning a cross-sector collaboration and shaping its vision, rationale and objectives, it is essential to answer the three magic questions²⁴:

- “So what?”
- “Who cares?”
- “What is in it for involved organisations / stakeholders / end-users / society?”

These considerations will ensure that the planned cross-sector collaboration (and ultimately its work programme and deliverables) is important, relevant and provides value to stakeholders and society.

Those aspects are also essential for getting organisational support, attracting and retaining competent team members and securing funding for the cross-sectoral work.

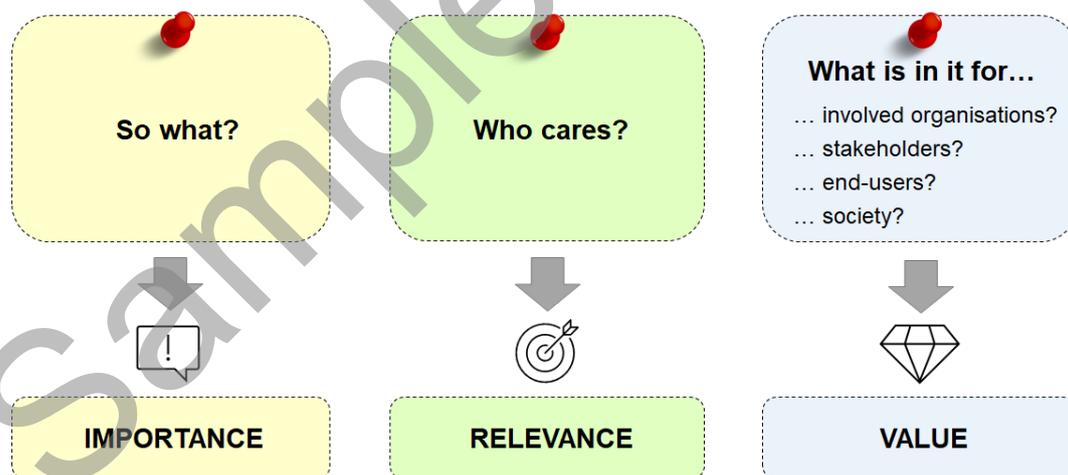
Importance, Relevance and Value of the BEATS Research

The vision for the BEATS Research was informed by scientific evidence as well as relevance to the New Zealand context and the local (Dunedin city) context.

This approach ensured that the planned project was important and relevant for both advancing scientific knowledge and meeting stakeholders’ needs. Further details are provided on the next page.

The project plan that was subsequently developed clearly communicated the importance and relevance of the BEATS Research and the value it would deliver to the scientific community, schools and the local city council.

Three Magic Questions for Building a Strong Rationale



Copyright © 2023 and 2026 Sandra Mandic. All Rights Reserved.

²⁴ Mandic S. Compass Guide for Research Project Management. 1st ed. Wellington, New Zealand: Agile Research Ltd.; 2023. Available from <https://agileresearch.nz/compass-guide-for-research-project-management/>

Know the Evidence and Build a Strong Rationale

Establishing successful cross-sector collaborations requires knowledge of the evidence related to the issues that the collaborative work is aiming to address and building a strong rationale for the planned work programme.

This section provides a brief overview of the big-picture rationale for the BEATS Research Programme based on international scientific evidence.

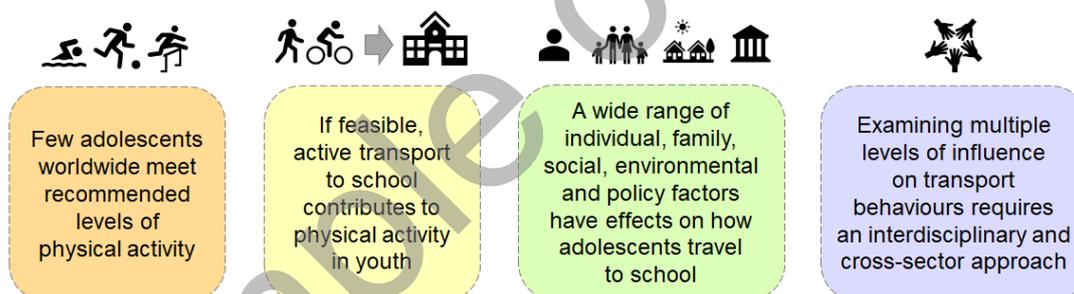
Relevance of the BEATS Research in the New Zealand context and in the local context is briefly summarised on the next page.

Scientific Evidence as a Rationale for the BEATS Research

At the time of initiating the BEATS Research in 2013, scientific evidence showed that only one in five adolescents worldwide met recommended levels of physical activity.²⁵ If feasible, active transport (such as walking or cycling) to school is an effective means to increase physical activity in youth.²⁶

Scientific evidence also showed that a wide range of individual, family, social, environmental and policy factors have effects on how adolescents travel to school.²⁷ Examining multiple levels of influence on travel behaviours requires an interdisciplinary and cross-sector approach.²⁷

Scientific Evidence as a Rationale for the BEATS Research



Infographic: Copyright © 2023 and 2026 Sandra Mandic. All Rights Reserved.



Copyright © 2025 Sandra Mandic. All Rights Reserved.

²⁵ Guthold R, Stevens GA, Riley LM, Bull FC. Global trends in insufficient physical activity among adolescents: A pooled analysis of 298 population-based surveys with 1.6 million participants. *Lancet Child & Adolescent Health*. 2020;4(1):23-35. Available from: [https://doi.org/10.1016/S2352-4642\(19\)30323-2](https://doi.org/10.1016/S2352-4642(19)30323-2)

²⁶ Khan A, Mandic S, Uddin R. Association of active school commuting with physical activity and sedentary behaviour among adolescents: A global perspective from 80 countries. *Journal of Science and Medicine in Sport*. 2021;24(6):567-572 Available from: <https://doi.org/10.1016/j.jsams.2020.12.002>

²⁷ Sallis JF, Certero RB, Ascher W, Henderson KA, Kraft MK, Kerr J. An ecological approach to creating active living communities. *Annual Review of Public Health*. 2006;27:297–322. Available from: <https://doi.org/10.1146/annurev.publhealth.27.021405.102100>

Clearly Communicate Importance for the Local Context

In addition to the big-picture rationale for the cross-sector collaboration, to obtain stakeholders' buy-in, it is essential to clearly communicate importance, relevance and value of the proposed cross-sectoral work for the local context.

This section outlines the relevance, importance and value of the BEATS Research in New Zealand and in the local context of the city of Dunedin.

Relevance of BEATS Research in the New Zealand Context

In New Zealand, few adolescents met recommended physical activity guidelines.²⁸

In addition, over the previous few decades, the proportion of adolescents travelling to school by private vehicle increased while rates of cycling to school declined considerably.²⁹

Importance, Relevance and Value of BEATS Research in the Local Context

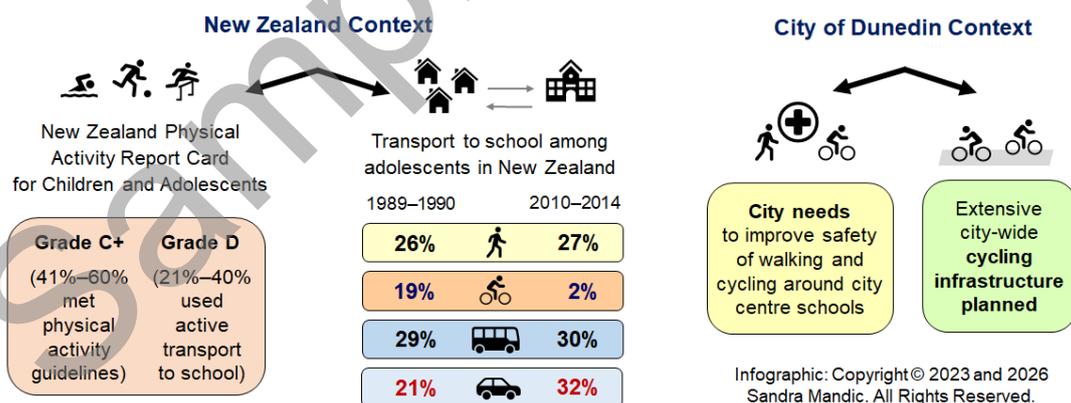
In the city of Dunedin, the BEATS Research was initiated in response to the city needs for addressing safety of walking and cycling around schools located in the city centre.³⁰

In 2012–2013, Dunedin also received the funding to build extensive cycling infrastructure in various parts of the city.

Taking all these factors into account, the initial BEATS Study was designed to collect comprehensive data about adolescents' travel to school and serve as a baseline for the future evaluation of the effects of cycling infrastructure improvements on school travel in Dunedin.³¹

The BEATS Study design in 2013 was the beginning of the long-term BEATS Research Programme.

Relevance of the BEATS Research to the Local Context



²⁸ Wilson OWA, Ikeda E, Hinckson E, Mandic S, Richards J, Duncan S, et al. Results from Aotearoa New Zealand's 2022 Report Card on Physical Activity for Children and Youth: A call to address inequities in health-promoting activities. *Journal of Exercise Science & Fitness*. 2023;21(1):58–66. Available from: <https://doi.org/10.1016/j.jesf.2022.10.009>

²⁹ Ministry of Transport. 25 years of New Zealand travel: New Zealand household travel 1989–2014. Ministry of Transport; 2015.

³⁰ Mandic S, Mountfort A, Hopkins D, Flaherty C, Williams J, Brook E, et al. Built Environment and Active Transport to School (BEATS) Study: Multidisciplinary and multi-sector collaboration for physical activity promotion. *Retos*. 2015; 28:197-202.

³¹ Mandic S, Williams J, Moore A, Hopkins D, Flaherty C, Wilson G, et al. Built Environment and Active Transport to School (BEATS) Study: Protocol for a cross-sectional study. *BMJ Open*. 2016;6(5):e011196. Available from: <https://doi.org/10.1136/bmjopen-2016-011196>

Co-Design the Work Plan Using a Win-Win Approach

For cross-sector collaborations to succeed, participating team members and partner organisations need to have a buy-in into the planned work. One of the ways to accomplish that is by involving all relevant stakeholders to co-design the work together. The project design needs to ensure that all involved parties receive value from the planned work.

One of the key features of the BEATS Research Programme was co-design of its projects with stakeholders from the outset. The co-design used the win-win approach to ensure that each involved organisation and each team member had a part to play in the project and would receive value from it.

For academics on the team, this meant that the planned project – the BEATS Study – included collection of data to support preparation of research outputs specific to the expertise of each involved investigator.

For involved stakeholders from other sectors, the project design integrated their suggestions and some of the planned project outputs were designed to meet their organisations' needs.

Dunedin City Council provided initial partial funding for this project, offered access to its facilities for the project work and committed to providing input into the project design and supporting the project. In return, the city

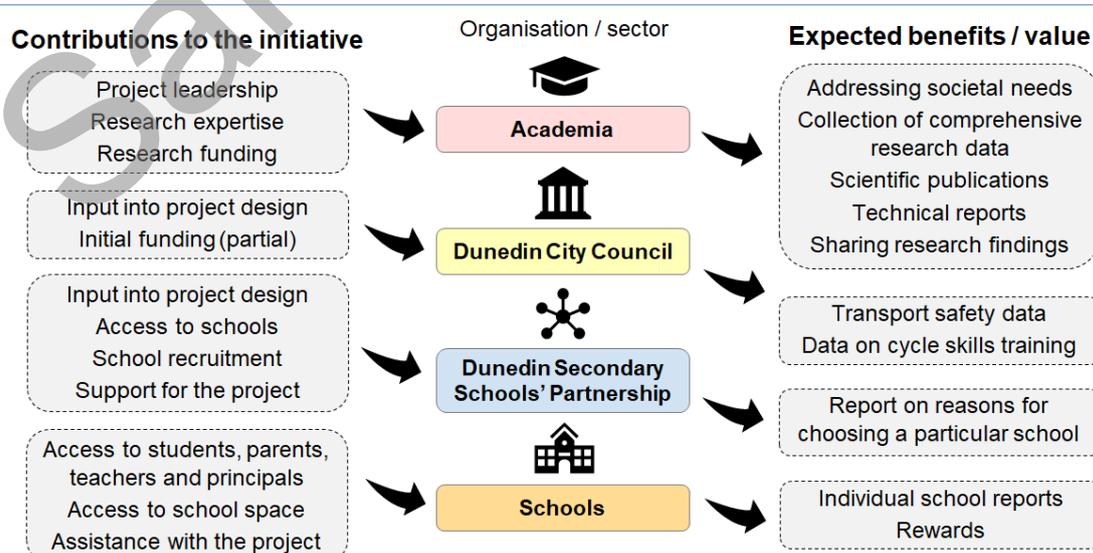
council was expecting to receive reports with findings related to transport safety around secondary schools and adolescents' interest in cycle skills training at their school.

Dunedin Secondary Schools' Partnership committed to providing advice to the project team from the schools' perspective, offering access to the schools, assisting with the school recruitment and supporting the project. The partnership expected assistance with the design of the school choice questions and expected to receive a report on reasons why adolescents and their parents chose a particular school.

Participating schools provided access to their students, parents, teachers, computer laboratories or classroom space for data collection and assisted with the logistics of data collection at their school. As a thank you for their participation in this project, the BEATS Team promised that each school would receive a book voucher for the school library and a report summarising survey findings from students at their school.

The BEATS Study was an excellent example of project co-design using the win-win approach. It is not surprising that stakeholders' buy-in and support for this project was strong – and remained strong in the long term.

The Power of Co-Design and the Win-Win Approach: BEATS Example



Copyright © 2026 Sandra Mandic. All Rights Reserved.

Put All Pieces Together and Create a Project Plan

When using co-design in cross-sector initiatives, the work plan begins to emerge through an iterative process.

If there is an existing framework that could help guide the planning process, such a framework could be used as a starting point and be adapted for a particular initiative.

Co-design is an iterative process, and it takes time.

Along the way, team members will be building and strengthening relationships, gaining further understanding of the needs and perspectives of various project stakeholders and tapping into the extensive knowledge and experience among the involved partners.

Ultimately, this process will help integrate diverse needs and perspectives of project stakeholders into the project design.

This process will also enable the project team to combine various project components into a coherent project plan.

The BEATS Research used ecological models for active transport as the foundation for project design. The ecological model by Sallis et al.³² suggested that a combination of individual, social / cultural, environmental and policy factors have effects on how individuals travel to various destinations.

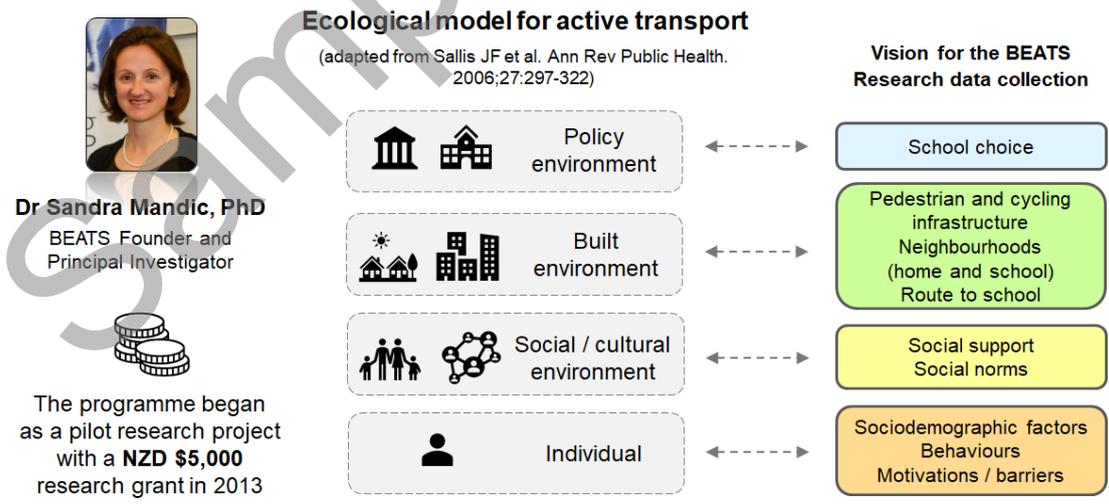
The BEATS Research was designed to examine factors related to adolescents' travel to school using these layers of the ecological model (see the infographic below).

The team considered which data would need to be collected and selected appropriate research methods for the project design. Using the selected ecological model as a framework helped explain how all BEATS research methods and various project components fit together to meet the project objectives.

Having relevant stakeholders involved in the co-design of the project from the outset strengthened the ultimate project plan and secured a strong buy-in and long-term support for the planned initiative.



BEATS Research Foundations



Infographic: Copyright © 2020 and 2026 Sandra Mandic. All Rights Reserved.

³² Sallis JF, Cervero RB, Ascher W, Henderson KA, Kraft MK, Kerr J. An ecological approach to creating active living communities. Annual Review of Public Health. 2006;27:297–322. Available from: <https://doi.org/10.1146/annurev.publhealth.27.021405.102100>

Understand “Scope Creep” and Keep It Under Control (if Possible)

In addition to their importance, relevance and value, projects and programmes also need to be feasible. From the project management perspective, at minimum, they need to have a balance of scope, time and resources.

In cross-sector collaborations, such a balance is often difficult to achieve. By the time teams incorporate needs and desires from all stakeholders, often there would be too much to do within the available time and with the available or anticipated resources. Unclear scope and/or too large project scope are common issues encountered in the project world and represent one of the key obstacles for establishing and successfully managing cross-sector collaborations.

To keep the project scope under control, it is important to keep reminding the team – and stakeholders – of the shared vision and what the collaboration is aiming to achieve.

It is a good idea to start with the relevant components which provide most value to stakeholders. Prioritisation is the key. Achieving consensus of what will be prioritised is essential. Always aim for win-win solutions – and ensure that ultimate decisions set up the planned initiative for success.

The BEATS Team experienced challenges with the project scope creep from the outset.

From the beginning, the BEATS Research design was moving into a less known territory of interdisciplinary and cross-sector research. By the time the team agreed on what would be included in the BEATS Study, the project scope was very ambitious.

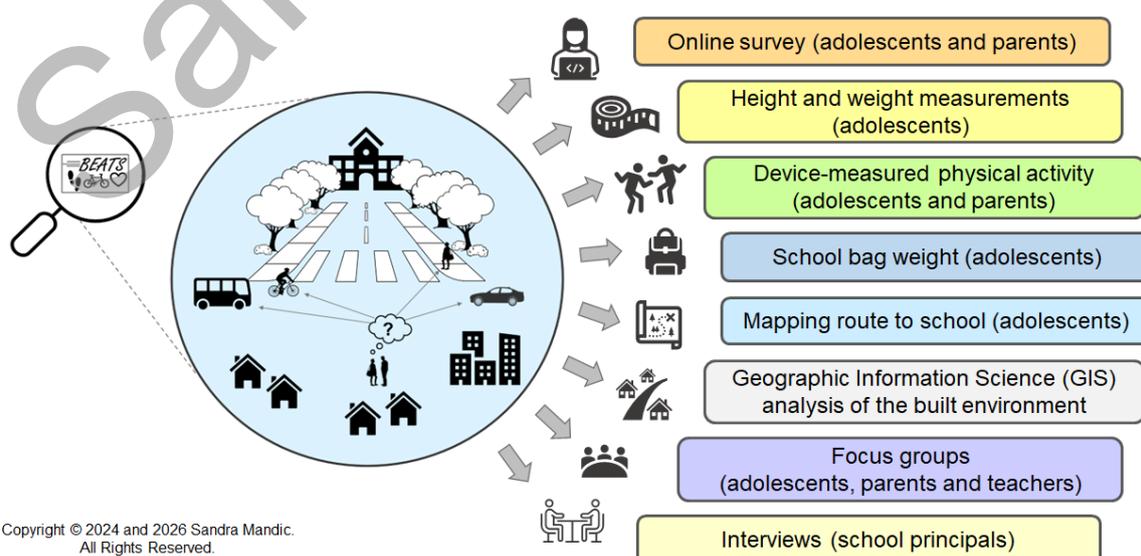
Looking back, Sandy is grateful that she did not fully appreciate the concept of a ‘scope creep’ from the project management perspective at that time. If she did, the BEATS Study would not have gone ahead with its original ambitious plan.

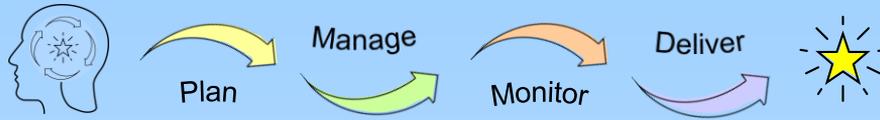
Instead, Sandy admired a comprehensive research project plan which already had many internal and external factors working in its favour.

Sandy had not led such a large and complex initiative before. But stakeholders were supportive of it, the project team was already starting to work nicely together and lots of planning had been done by that point.

Sandy took a deep breath and thought to herself: “Ok, let’s make it happen!”...

BEATS Research: ‘Scope Creep’ at the Initiation (2013)





Compass Guide Research Training

By AGILE Research Ltd.

Created by Dr Sandra Mandic, PhD, PMP

<p>How to Navigate the Research Process</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Compass Guide for Beginners</p> <p>COMPASS GUIDE FOR BEGINNERS: From Research Questions to Research Reports and Presentations</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p> </div> <div style="width: 45%;"> <p>Compass Guide for Postgraduate Students (and Their Supervisors)</p> <p>COMPASS GUIDE FOR POSTGRADUATE STUDENTS (AND THEIR SUPERVISORS): How to Navigate Your Research Journey</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p> </div> </div>	<p>How to Plan and Manage Research Projects</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Compass Guide: How to Plan Your Research Project</p> <p>COMPASS GUIDE: How to Plan Your Research Project</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p> </div> <div style="width: 45%;"> <p>Compass Guide for Research Project Management</p> <p>COMPASS GUIDE for Research Project Management</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p> </div> </div>	
<p>How to Share Research Findings</p> <p>How to Write Scientific Journal Articles</p> <p>COMPASS GUIDE: How to Write Scientific Journal Articles</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p>	<p>How to Collaborate Successfully</p> <p>Secrets of Successful Cross-Sector Collaborations</p> <p>COMPASS GUIDE: Secrets of Successful Cross-Sector Collaborations</p> <p>Dr Sandra Mandic, PhD, PMP AGILE Research Ltd.</p>	<p> Compass Guide Research Training By AGILE Research Ltd.</p>

Books · Courses · Videos

Available from the AGILE Research Ltd. website:

<https://agileresearch.nz/>

Copyright © 2026 Sandra Mandic.
All Rights Reserved.

Citation: Sandra Mandic. (2026) Compass Guide: Secrets of Successful Cross-Sector Collaborations. (First Edition) AGILE Research Ltd., Wellington

International Standard Book Number (ISBN):
978-1-0670587-8-4 (PDF);
978-1-0670587-9-1 (paperback)

