



CASE STUDY

The Wicked Challenge of Changing a University: Encouraging Bottom-up Innovation through Strategic Change

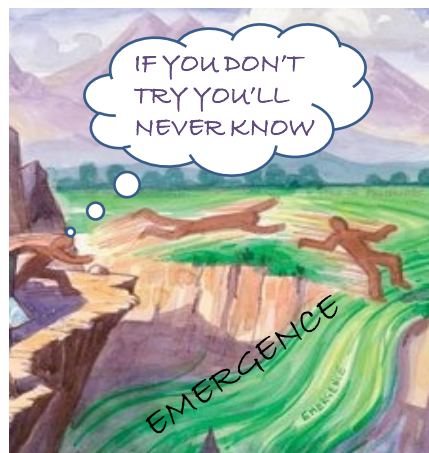
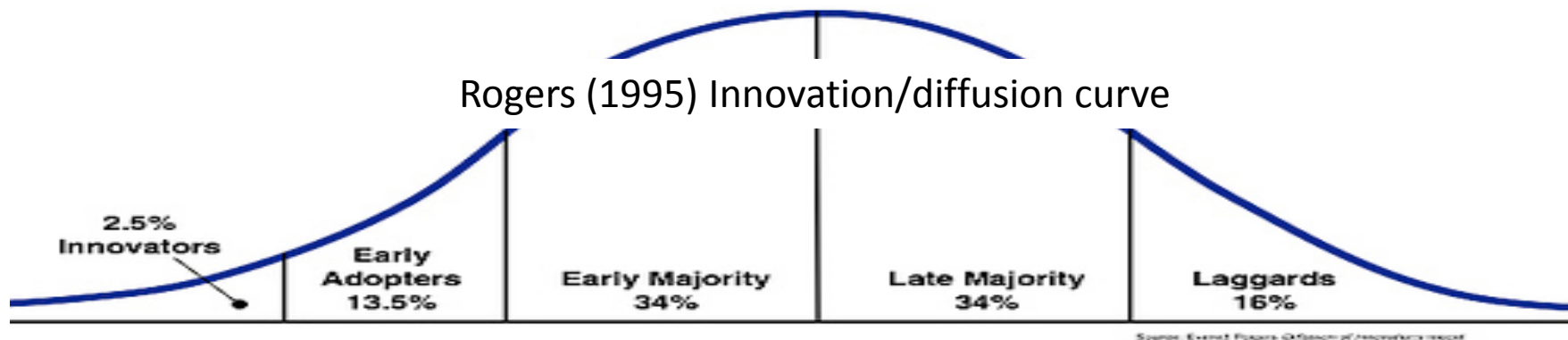
illustrations by Julian Burton and Andres Ayerbe

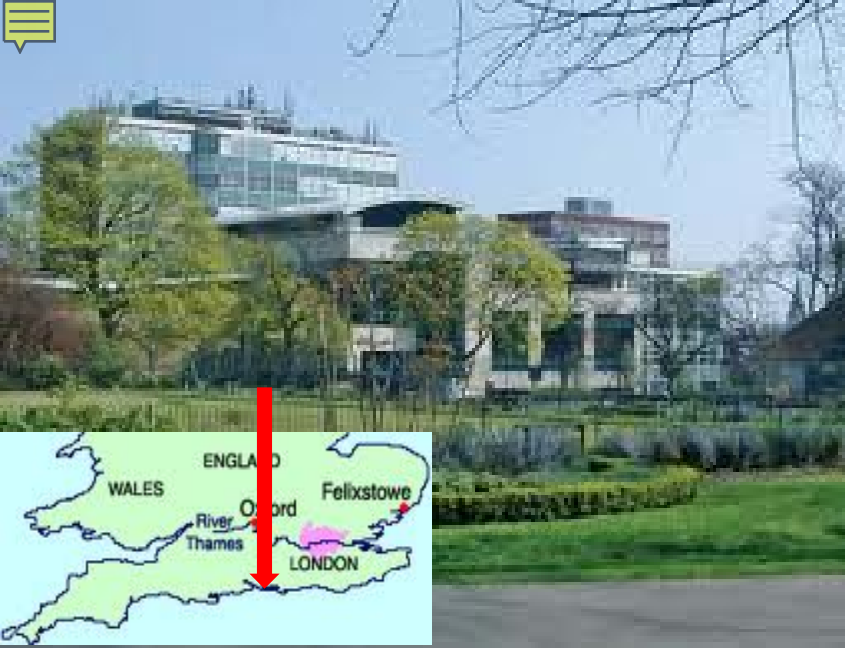
Background paper & slides

<http://www.normanjackson.co.uk/ifiut.html>



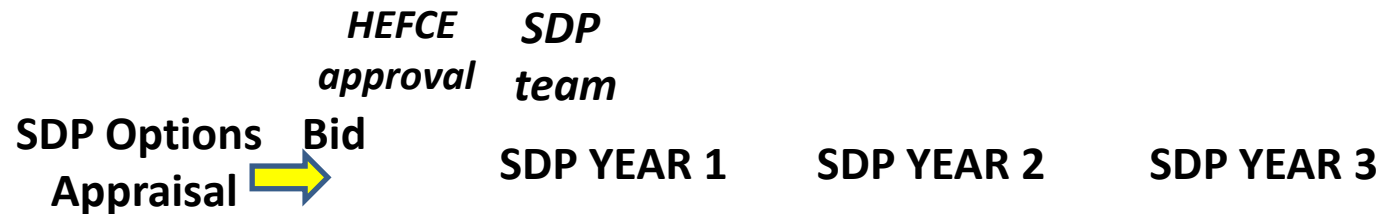
Rogers (1995) Innovation/diffusion curve





Southampton Solent University

- New university (2005)
- 17,500 students
- Teaching-led
- Strong vocational tradition
- Good graduate employability
- Recognised excellence in education for Creative Industries & Maritime education



Strategic Development Programme (SDP)

£7.8m over 3Y educational innovation, organisational devt & infrastructure

**New
LEADER**

**New
Strategic Plan**

July 2007

July 2008

July 2009

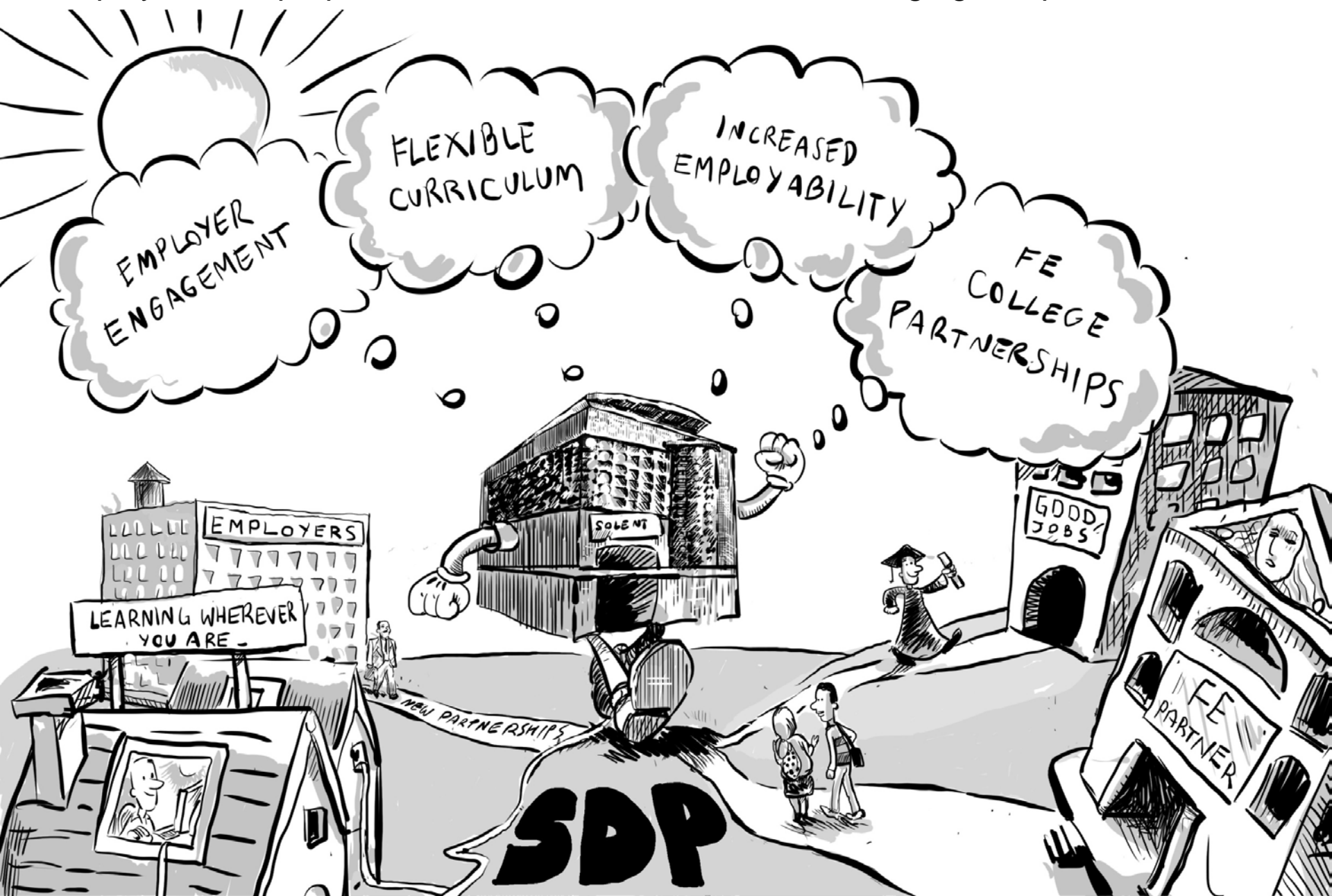
July 2010

July 2011

July 2012



Mission The pursuit of inclusive & flexible forms of Higher Education that meet the needs of employers and prepare students to succeed in a fast-changing competitive world.



What factors and conditions encourage and facilitate bottom-up innovation within a strategic change process in a university?

60 semi-structured interviews

Senior and middle managers

Strategic project managers

Innovators

Significant others

The Wicked Challenge of Changing a University:



Encouraging bottom-up innovation through strategic change



What's important to the innovator ?

21 ratings Max 5.0

1 Having a clear vision of how the university saw its future and how SDP contributed to that vision	3.7
2 My readiness and willingness to get involved in the SDP opportunity	4.7
3 My vision of what I wanted to achieve	4.5
4 My will/motivation to succeed	4.7
5 Having explicit goals and realistic work plans	4.4
6 Having the autonomy to implement the project as I wanted to	4.3
7 Having the opportunity to use my personal creativity	4.1
8 Believing I could take risks without feeling I would be criticised if I wasn't completely successful	4.3
9 Having the financial resources I needed when I needed them	4.3
10 Having the time I needed to complete the job	4.4
11 Being able to find the help I needed when I needed it	4.3
12 Having good communication with the people I needed to talk to	4.5
13 The active involvement of others - teamwork	4.7
14 Learning through the experience (learning from problems as well as successes)	4.3
15 Feeling trusted and being allowed to get on with it without interference	4.7
16 Feeling that I made good progress within the time available	4.5
17 Feeling that what I was doing was valued by my colleagues	4.5
18 Feeling that what I was doing was valued by Head of School/Service/ Dean	4.4
19 Forming new productive relationships with colleagues in my school or university	4.2
20 Forming new productive relationships with people outside the university	4.3
21 Feeling that the environment encouraged and supported me throughout the process especially when things did not go as planned	4.3
22 Feeling my contribution has been recognised and appreciated	4.3



Eight factors had significantly lower average scores for realisation within SDP

- | |
|---|
| 1 Having a clear vision of how the university saw its future and how SDP contributed to that vision |
| 2 My readiness and willingness to get involved in the SDP opportunity |
| 3 My vision of what I wanted to achieve |
| 4 My will/motivation to succeed |
| 5 Having explicit goals and realistic work plans |
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| 22 Feeling my contribution has been recognised and appreciated |



Twelve Factors & Conditions that Encourage/Facilitate Strategic Change and Bottom-up Innovation

Leadership, management & facilitation of strategic change & bottom up innovation

- 1 Leadership is shared and distributed throughout the organisation
- 2 A strategic vision that inspires people to create their own visions for change that they will embody
- 3 A strategy for both planned and emergent change
- 4 A strategy that involves the whole socio-cultural environment
- 5 Involvement of brokers to facilitate change across and between organisational structures, hierarchies and boundaries
- 6 An effective but flexible approach to managing and accounting for resources

Environmental /cultural factors that support, encourage and enable strategic change and bottom-up innovation

An environment/culture that :

- 7 promotes effective, honest and meaningful communication
- 8 recognises and supports resolution of local contentious practice and facilitates rather than inhibits progress
- 9 encourages/facilitates new relationships and collaborations to foster change
- 10 provides emotional support and celebrates what has been achieved
- 11 values learning and encourages and enables people to share what has been learnt so that it can be used and adapted to other contexts
- 12 encourages people to take risks to put themselves into unfamiliar situations where they need to harness their creativity to realise their ideas and actualise themselves

1 Leadership is shared and distributed throughout the organisation



2 A vision that inspires people to create their own visions

the University Vision:

- stronger working relationships with local employers (ex: IBM, NHS, B&Q, IKEA, etc...)
- a more flexible curriculum - lots of online delivery and support.
- increased student employability - students more able to get good jobs -
- stronger partnerships and interactive relationships with local FE colleges and through this more young people applying to the University -



the Faculty / School Vision

"How can we build upon what we are already doing?"

"What new things can we do that will help us improve what we do?"

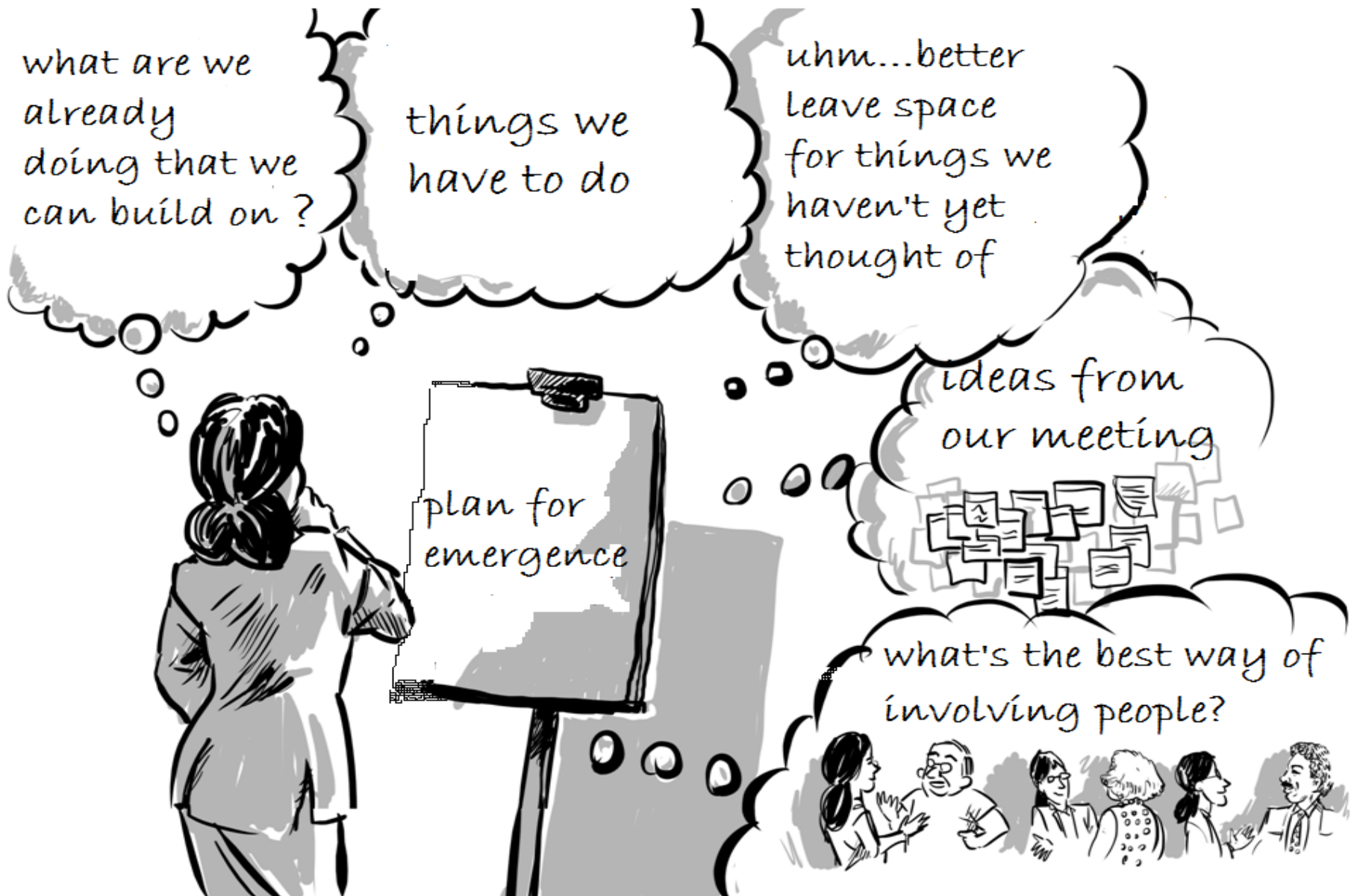


Individual Teacher

"this is what I am going to do for my students."



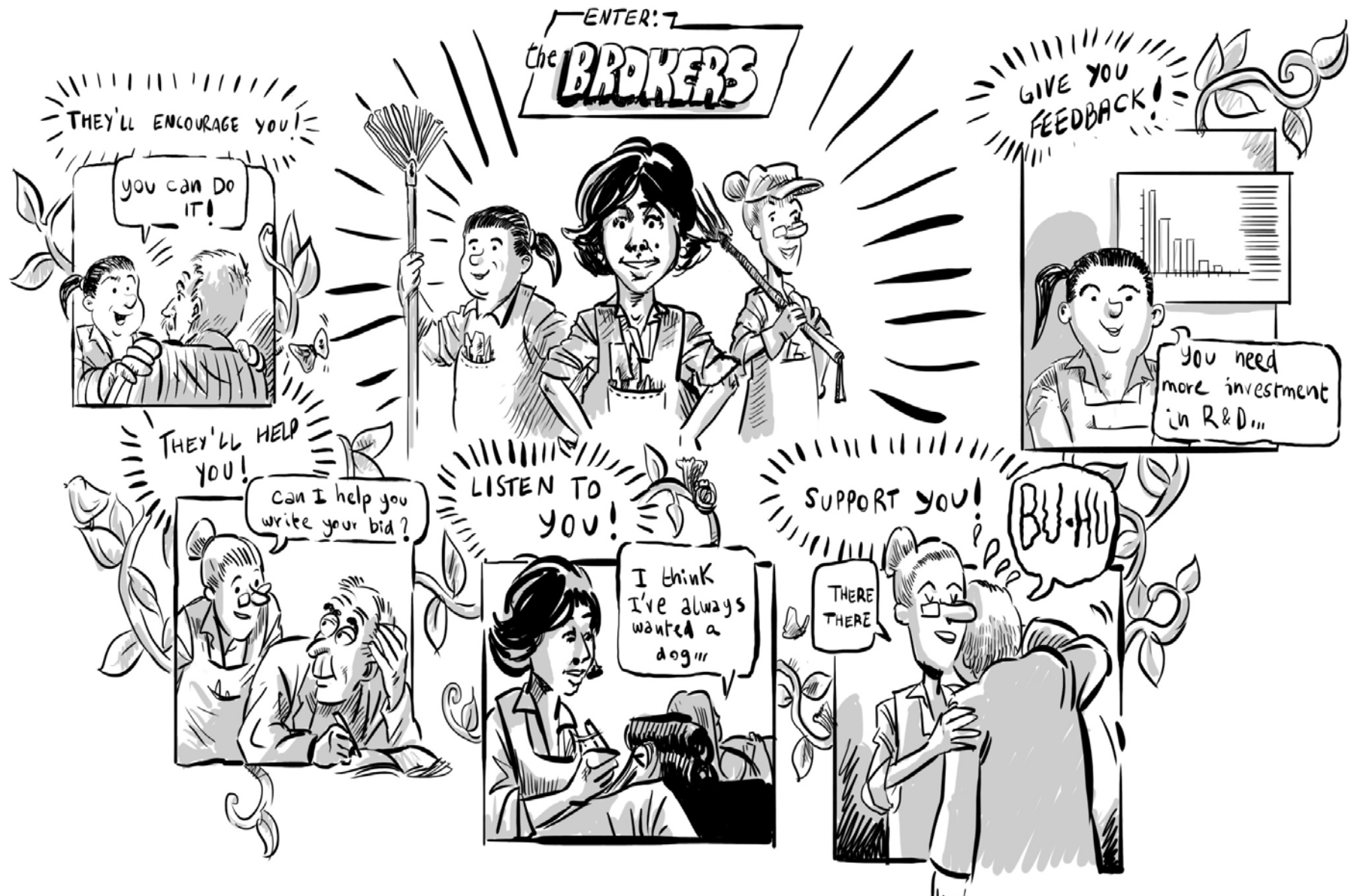
3 A strategy for both planned and emergent change



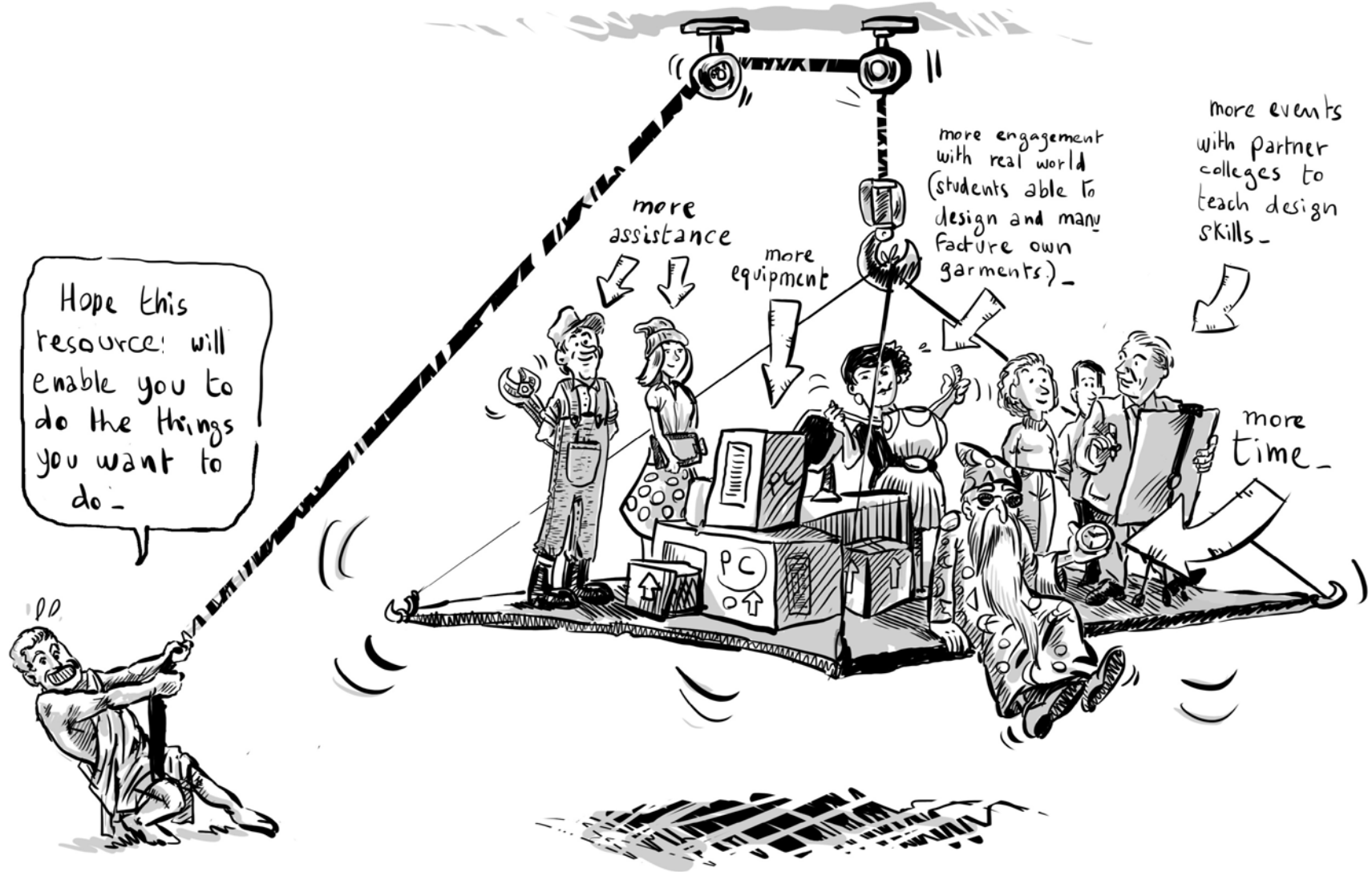
4 A strategy that involves the whole organisation



5 Involvement of brokers to facilitate organisational change



6 Effective but flexible approach to managing and accounting for resources



But the amount of resource is difficult to predict at the start

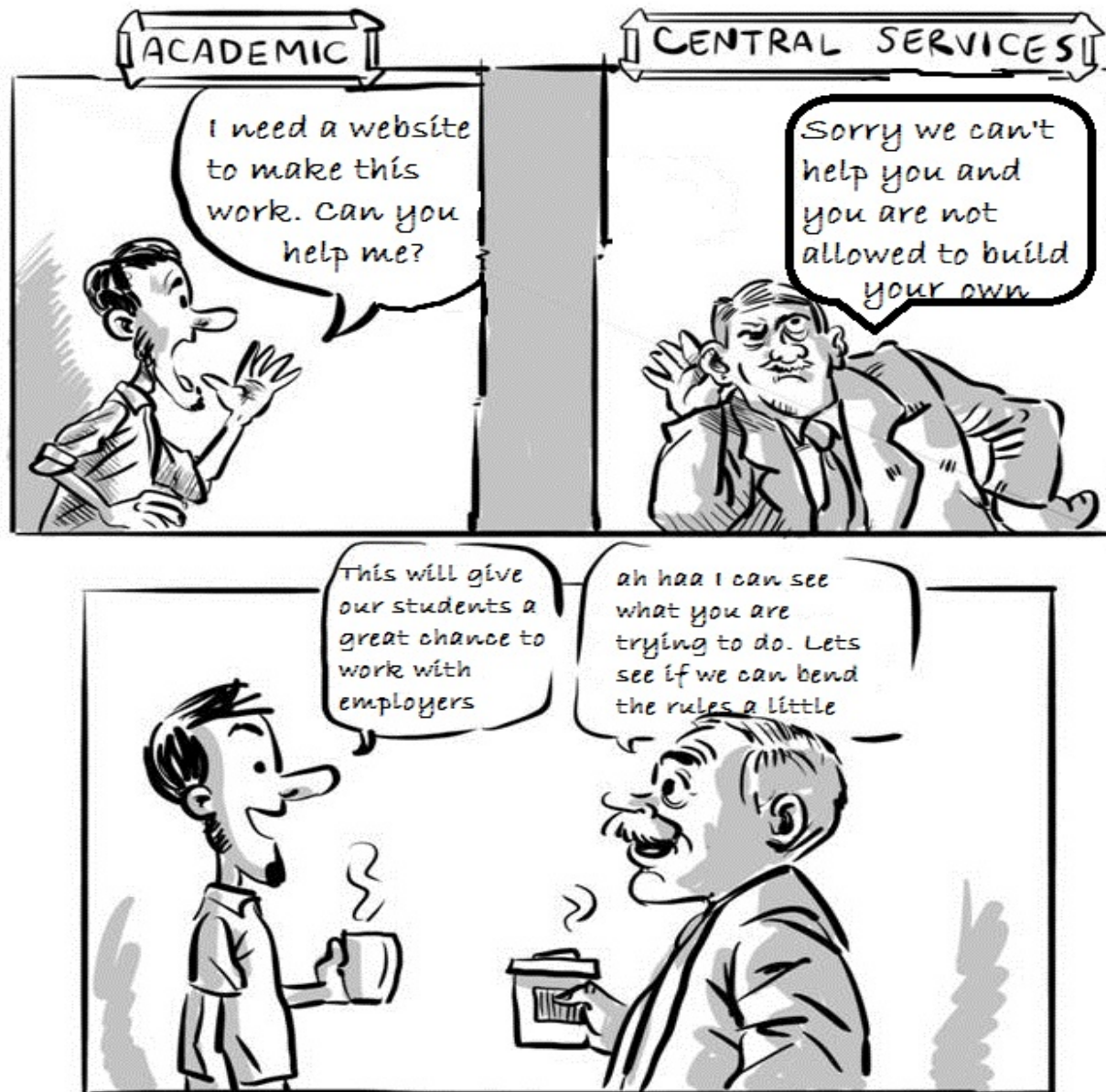




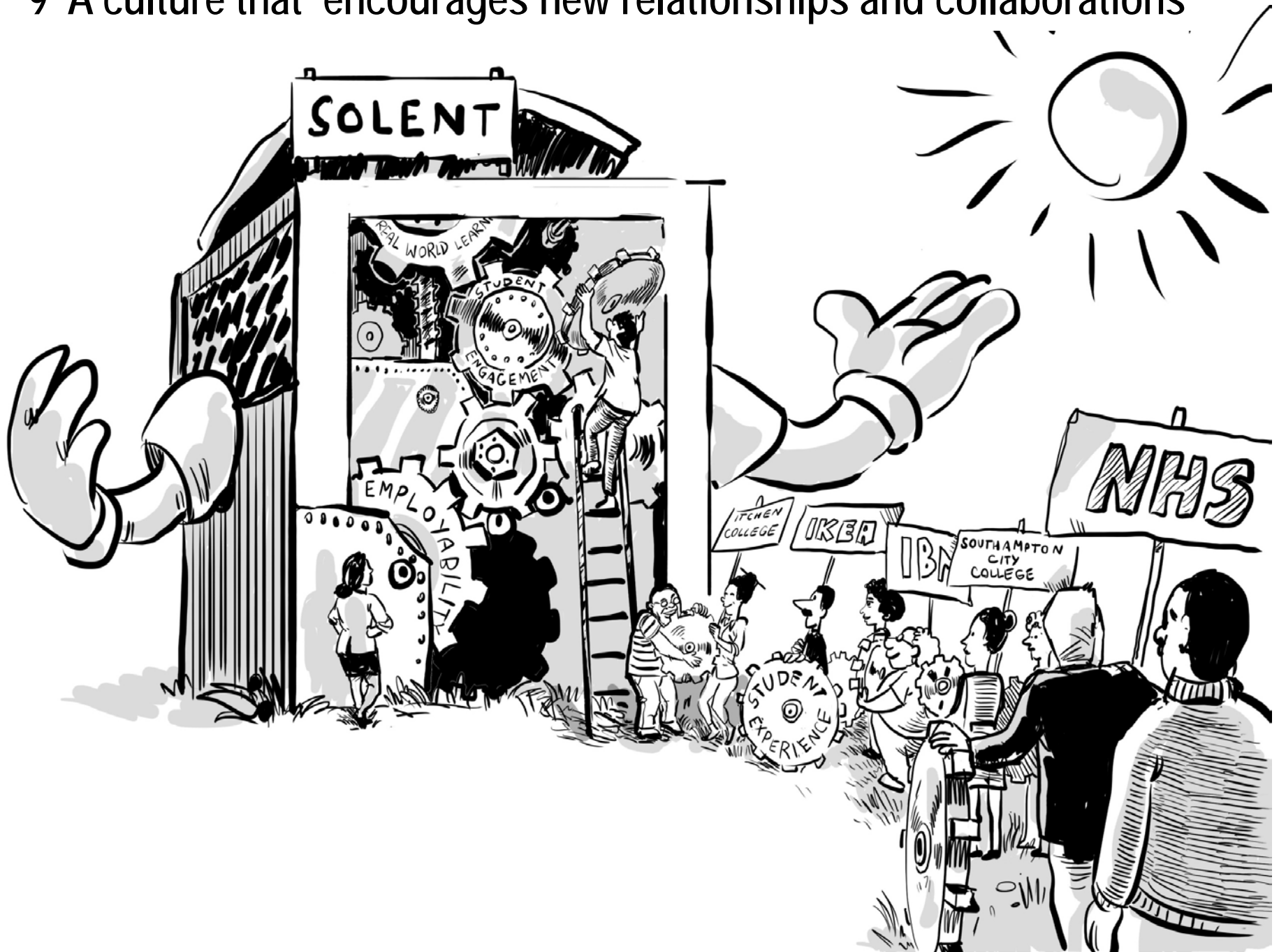
7 A culture that promotes effective, honest and meaningful communication



8 A culture that recognises and supports resolution of local contentious practice



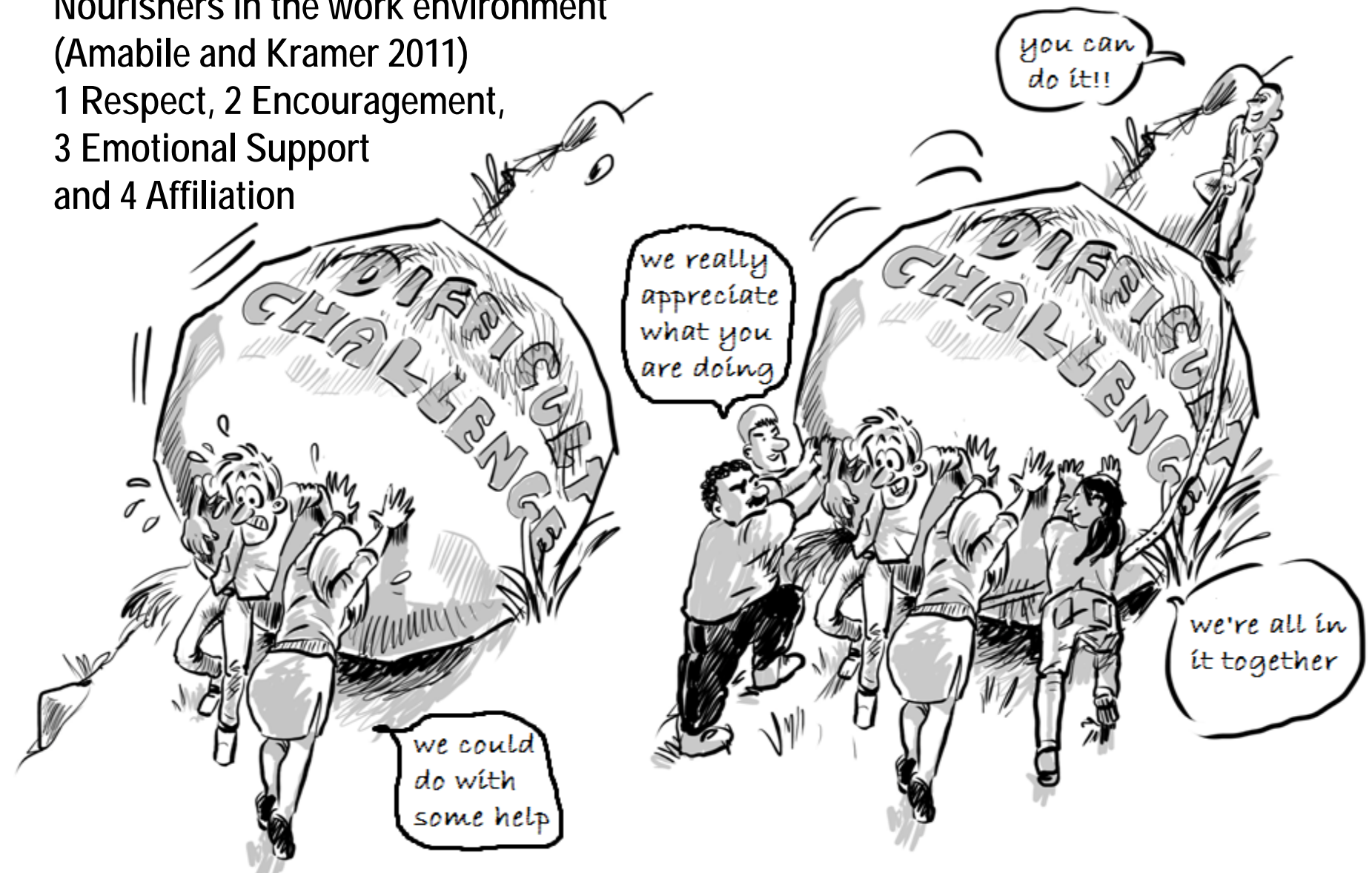
9 A culture that encourages new relationships and collaborations



10 A culture that provides emotional support

Nourishers in the work environment
(Amabile and Kramer 2011)

1 Respect, 2 Encouragement,
3 Emotional Support
and 4 Affiliation

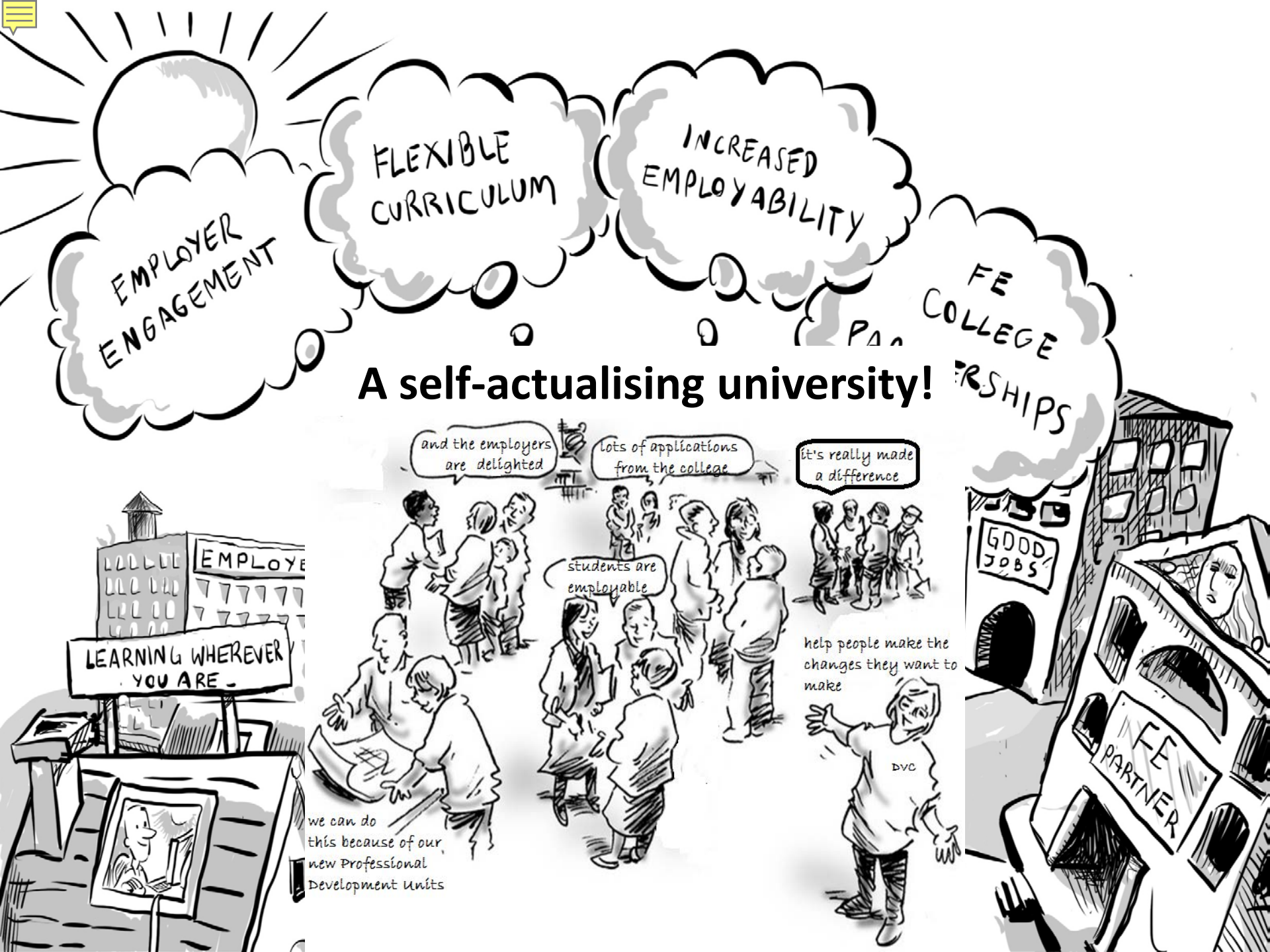


11 a culture that values learning and encourages and enables people to share what has been learnt so that it can be used and adapted to other contexts



- 12 a culture that encourages people to take risks to put themselves into unfamiliar situations where they need to harness their creativity to realise their ideas and achieve their ambitions





EMPLOYER
ENGAGEMENT

FLEXIBLE
CURRICULUM

INCREASED
EMPLOYABILITY

FE
COLLEGE
PARTNERSHIPS

A self-actualising university!

and the employers
are delighted

lots of applications
from the college

it's really made
a difference

students are
employable

help people make the
changes they want to
make

DVC

we can do
this because of our
new Professional
Development Units

EMPLOYEE

LEARNING WHEREVER
YOU ARE

GOOD
JOBS

FE
PARTNER



Validating and using this knowledge

Do these factors resonate with your experiences of trying to innovate in your university?