

What's important to higher education innovators?

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
6 Having the autonomy to implement the project as I wanted to
7 Having the opportunity to use my personal creativity
8 Believing I could take risks without feeling I would be criticised if I wasn't completely successful
9 Having the financial resources I needed when I needed them
10 Having the time I needed to complete the job
11 Being able to find the help I needed when I needed it
12 Having good communication with the people I needed to talk to
13 The active involvement of others - teamwork
14 Learning through the experience (learn from problems as well as success)
15 Feeling trusted and being allowed to get on with it without interference
16 Feeling that I made good progress within the time available
17 Feeling that what I was doing was valued by my colleagues
18 Feeling that what I was doing was valued by Head of School/Service/ Dean
19 Forming new productive relationships with colleagues in my school or elsewhere in the university
20 Forming new productive relationships with people outside the university
21 Feeling that the environment encouraged and supported me throughout the process especially when things did not go as planned
22 Feeling my contribution has been recognised and appreciated

These factors should encourage and enable teachers and others who help students' learn, to innovate

Factors and conditions that encourage and facilitate organisational change & bottom-up innovation

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

1 Leadership is shared and distributed

Whole organisation change is led from the top, middle and bottom. Leadership is shared and distributed throughout the organisation and innovators must be viewed as leaders of strategic change.

2 A strategic vision that inspires people to create their own visions for change that they will embody

An organisational vision for strategic change must encourage and enable people to create their own visions through which they can enact and embody change that they own. The secret of encouraging bottom-up innovation through strategic change requires people to connect their own visions for educational change with the institution's strategic ambition.

3 A strategy for both planned and emergent change

Strategy needs to balance the needs for planned action determined at the top with the need to create the conditions that encourage an organic and emergent process of change in the practice environment.

4 A strategy that involves the whole socio-cultural environment

Strategic change must involve the whole organisation but how you involve people in change is crucial. It involves working within, across and outside the cultural and practice grains and involves imposing change (like new business systems or procedures) and encouraging bottom-up changes invented by individuals and groups.

5 Involvement of brokers to facilitate change across and between organisational structures, hierarchies and boundaries

Brokers play a key role in organisational change they facilitate communication, networking and working between and across the constituent parts of the organisation and help overcome impediments to progress

6 An effective but flexible approach to managing and accounting for resources

Changing an organisation requires new resources or the redistribution of existing resources - the most important of which is the time to change. Resourcing change that is emergent requires a more flexible and adaptive model of distributing resources than is used in more predictable operational processes

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

Changing is a meaning making process. Communication that is meaningful connects the managed, social and individual worlds of change and is the means to overcome the barriers between these different worlds. You cannot change an organisation without changing the conversations within it.

8 recognises and supports resolution of local contentious practice - that facilitates rather than inhibits progress

Tensions and conflicts often arise when bottom-up innovation meets existing procedures and systems. A system in change needs the awareness, will and capability to facilitate the resolution of local contentious practice.

9 encourages new relationships and collaborations to foster change

Organisational change is accomplished through the deepening of existing relationships and the forging of new collaborative partnerships that generate ideas, and provide encouragement, practical help and emotional support.

10 provides emotional support and celebrates what has been achieved

An emotionally nourishing environment helps people deal with the challenges, stresses, anxieties and frustrations of trying to bring about significant change and helps them to remain positive in the face of setbacks. An environment that appreciates and values the efforts of innovators and the contributions they have made

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

Organisational learning is a core enterprise in strategic change. It is vital that new knowledge and understanding grown through the change process, is consolidated, made visible and distributed to other members of the organisation in ways that are appropriate and meaningful to them. Only then can what has been learnt be applied.

12 encourages people to take risks, harness their creativity to actualise themselves

Accomplishing change - involves new ideas, new ways of thinking, new practices and new ways of being - it's an inherently creative process and ultimately it involves people becoming different.