

Mapping Innovation Practice among Practitioners



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Innovation Practitioner and Visiting Professor in Knowledge and Innovation Management, mentor to SILK, CIO Institute for Study of Zombie Organizations

Recent executive roles include Chief Innovation Officer @ Milamber Group, Co-Director of Innovoflow, Mind Fit Ltd, Shakesteer.com; Head of Innovation Strategy & Economics at The Technology Strategy Board, and Chief Learning Officer to Pfizer. Visiting Fellow to Cranfield University on the subject of Strategic Knowledge Management and Innovation. He works with several business schools.

Contributed to the Harvard Business Review, included in Harvard's "Fifty Lessons" interviews with 200 of the world's most respected business leaders, and featured in The Wall Street Journal. He is on the Advisory Boards of several organisations. He is the author of "Made to Measure Problem Solving" and his "Knowledge Activist's Handbook – Adventures in the Knowledge Trenches" from Capstone/ Wiley & Sons has been cited as *the "best (secret) management book within the last ten years"*.

Inventor of Emergent Knowledge Management techniques, including: Baton=Passing, Smart Failing, **Predator**, Helicopter Process Leadership, MOT, Behavioural Literacy and the Innovation Leadership Diagnostic.

Most recent book: "Power House: Strategic Knowledge Management – Insights, Practical Tools and Techniques" on Blurb.com (<http://www.blurb.com/bookstore/detail/2962123>)

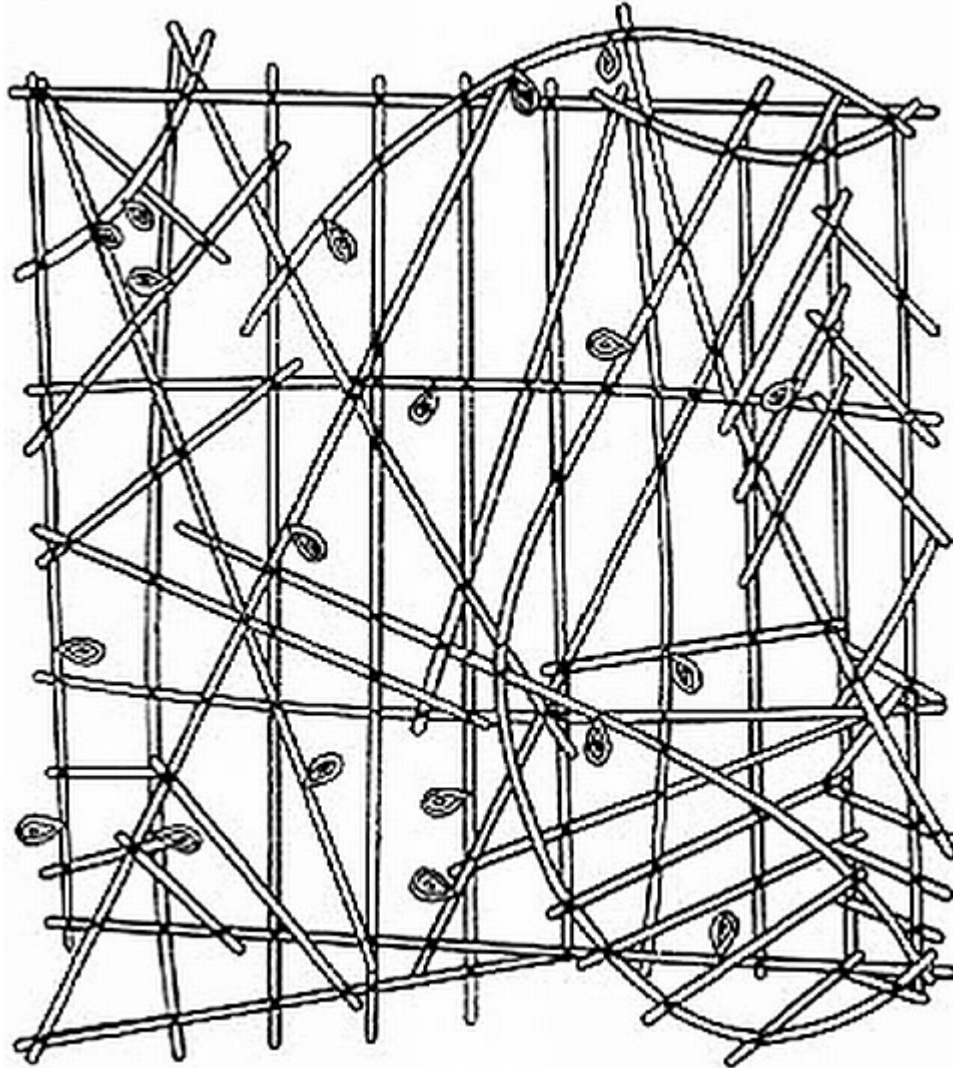
Favourite TV shows: The Wire & Dexter

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A Marshall Islander's Sea-Chart



- The shells represent islands.
- Bent sticks represent the direction of the ocean swell and the currents. the adult navigator gauged the refracted wave patterns represented in the Stick Charts entirely by sense of touch when crouching in the bow of a canoe.
- Long crossing lines told something about the destination.

Practice Special Interest Group

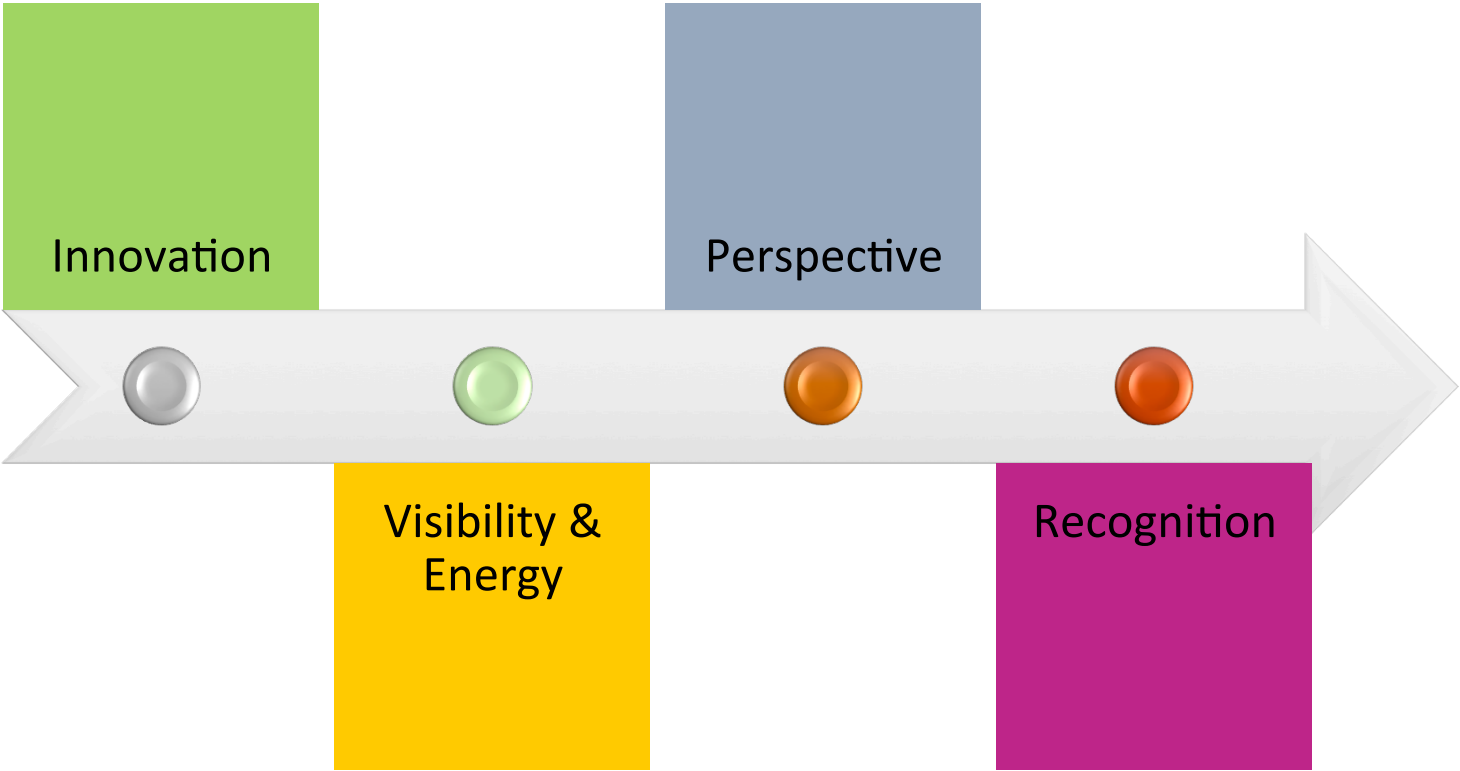


- 32 innovation practitioners from 28 companies within FT100 funding PSIG as commercial practitioner learning-club
- Membership “stuck” in “red ocean” thinking: cyclical 6-sigma presentations, “lean” cost-reduction
- Absence of awareness of QFD front-end triage for innovation approach
- Internally-generated contributions insufficiently challenging
- Participation-level degrading (from SVP to Director)
- Introduced SME-TL model developed for one member

Local – Global Continuum



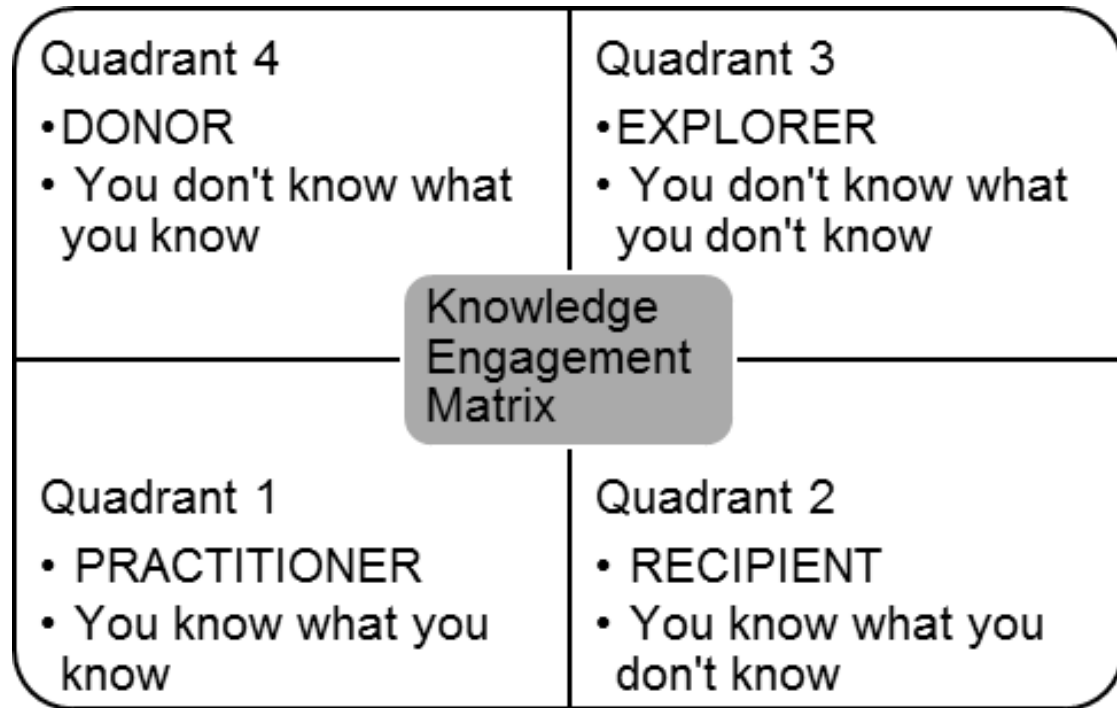
TLSME-Conceptual Model: 4 x TL Dimensions



TLSEME: Perspective Dimension Development

Ambition	Obstacles	Tactics
<p>SME (Local to organisation) Knows what works in subject area locally</p> <ul style="list-style-type: none">• SME has practical knowledge about a topic through it being part of their title or everyday work in their function.• Strong tactical sense about how to deploy their knowledge (can break it down into key, sequenced steps); has identified where to modify and improve generic approaches to best-practice.		
<p>THOUGHT-LEADER (Local & Global) Leads thinking in subject area</p> <ul style="list-style-type: none">• Sees strategic trends within specialist area and how other specialisms connect to influence the shape of the future.• Invited to contribute to/ comment upon policies by external organisations or peer specialists.• Member of specialist Editorial Boards for publications and/ or conference organisers.• Sees generic approaches to implementation or interpretation as a given.		

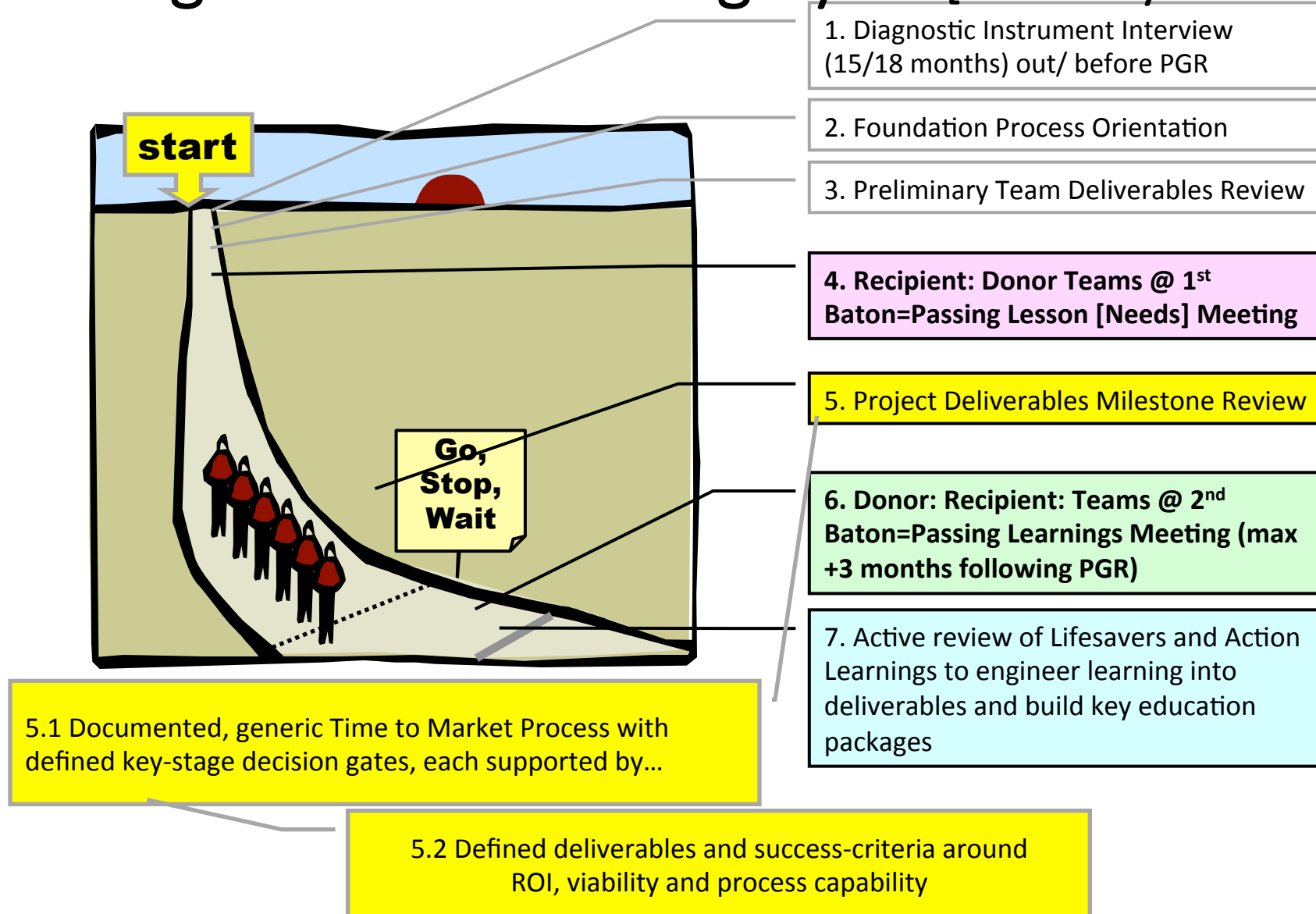
From TLSME to Baton Passing Technique



Impact of TLSME-CM

- Only 2 members had significant developed elements of TL capability
- Led to hunger to build TL capability through acquiring new knowledge
- PSIG moved from Q3 to Q2: interest in knowledge capture and fast JIT Baton Passing technique for identifying valuable lessons for future deployment, in a usable form, transferred from team to team, *or each other* in a specific context.
 - UEFA, British Council, Solvay AG, Lockheed, HMRC
- How to harvest Emergent Knowledge from the group (Q1 & Q4)

Baton-Passing Virtuous Learning Cycle [4 & 6 Synchronised]



Successful Baton=Passing Criteria



Personal

- Documented commitment In real-time to specific outcomes that can be tracked.



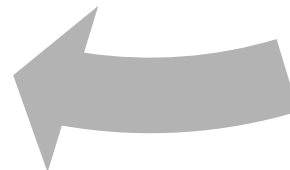
Fast

- 3 hours together for teams with relevant knowledge and good questions.
- Can be as fast as 45 minutes for a defined topic.



Visual, Colourful and Intuitive

- Exploits the way the mind organises information best.

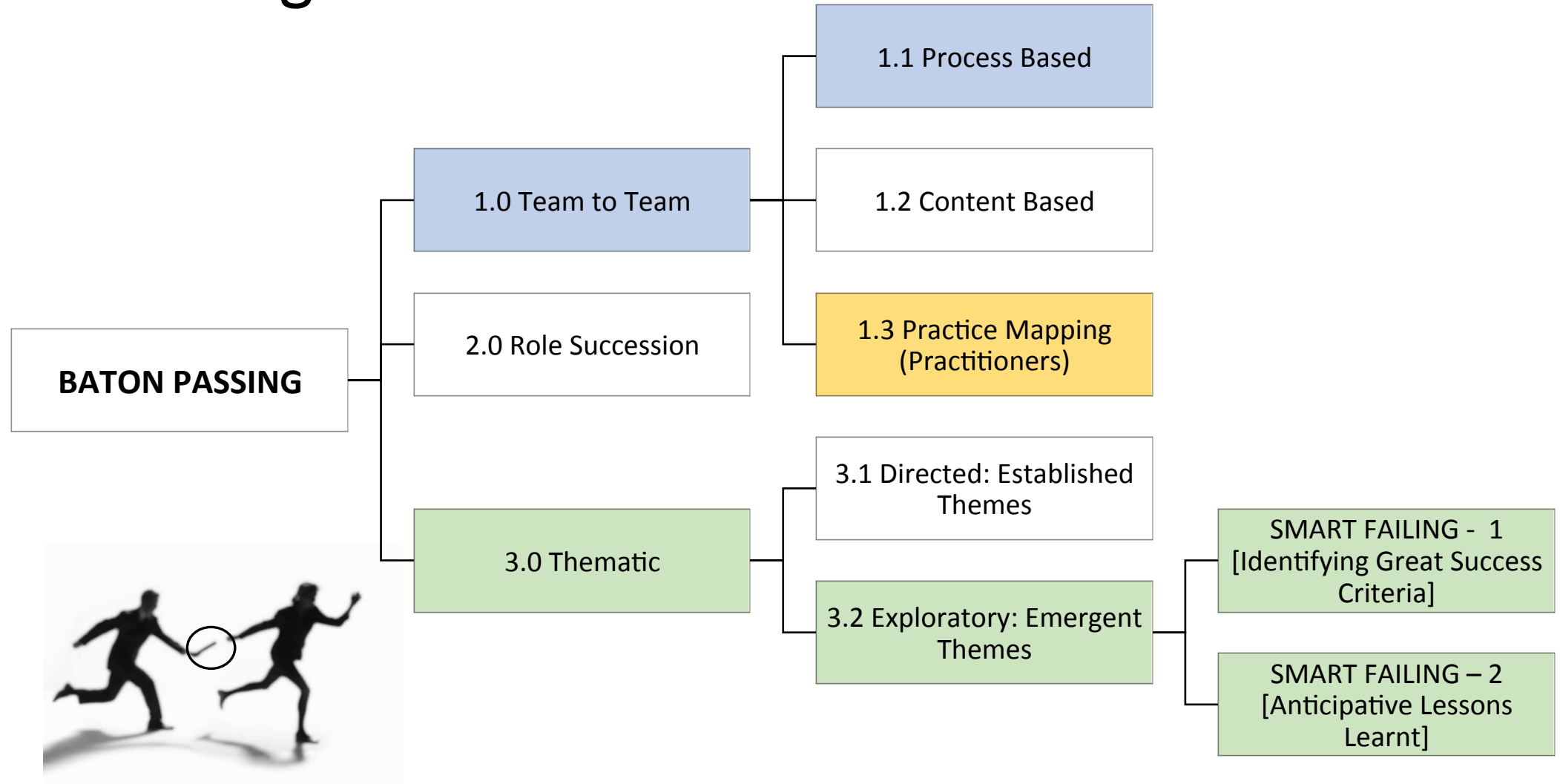


Social and Dramatic

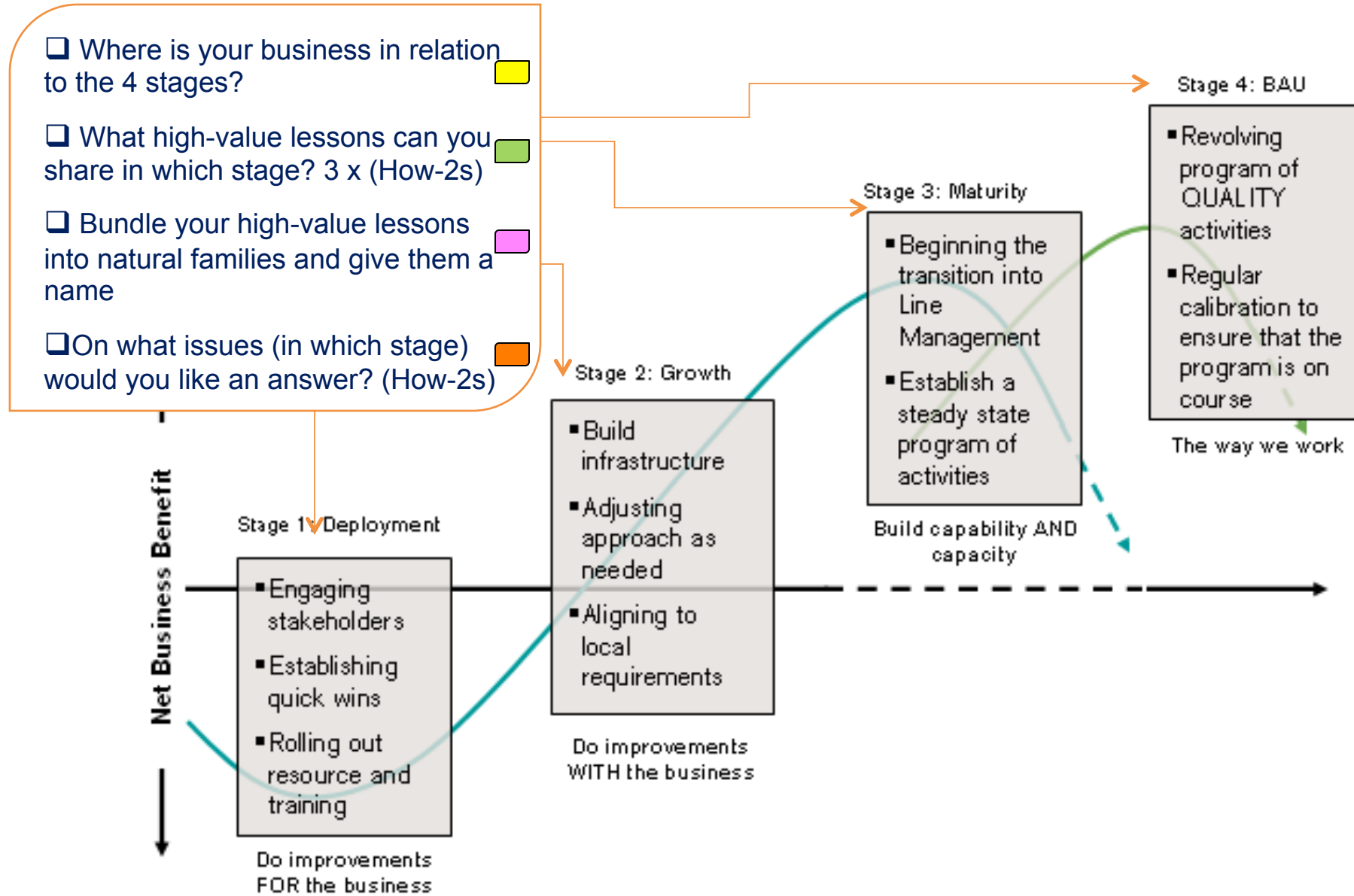
- Brings together the people who have answers and the people who have questions.



Baton=Passing Variations



Deployment Maturity Model



1st Wave Outcomes

1. **The DMM prototype was incomplete.** It became clear that it required a prequel or pre-deployment stage, and that the original Deployment Stage needed refocusing to identify and populate a Pre-Deployment Stage 0.
2. **If 69% of projects were within the DMM prototype stages 1 & 2,** and 31% of projects were at stages 3 & 4, did this suggest a level of attrition or merely reflect participating organisations' response to the economic situation (by having lots of early-stage innovation projects)? Could it be the case that participants had very little experience of getting projects to higher maturity levels?
3. Did the **language of the emerging lesson themes** and of the prioritised, named lessons themselves suggest a more authentic, context-based reality of what needed to be paid attention to, or worked upon at each stage by practitioners than the rather bland language of the DMM prototype?
4. It would be necessary to meet again and **rework the DMM prototype** to reflect the outcomes (1-3, above), and construct a layered, practice map for participants.

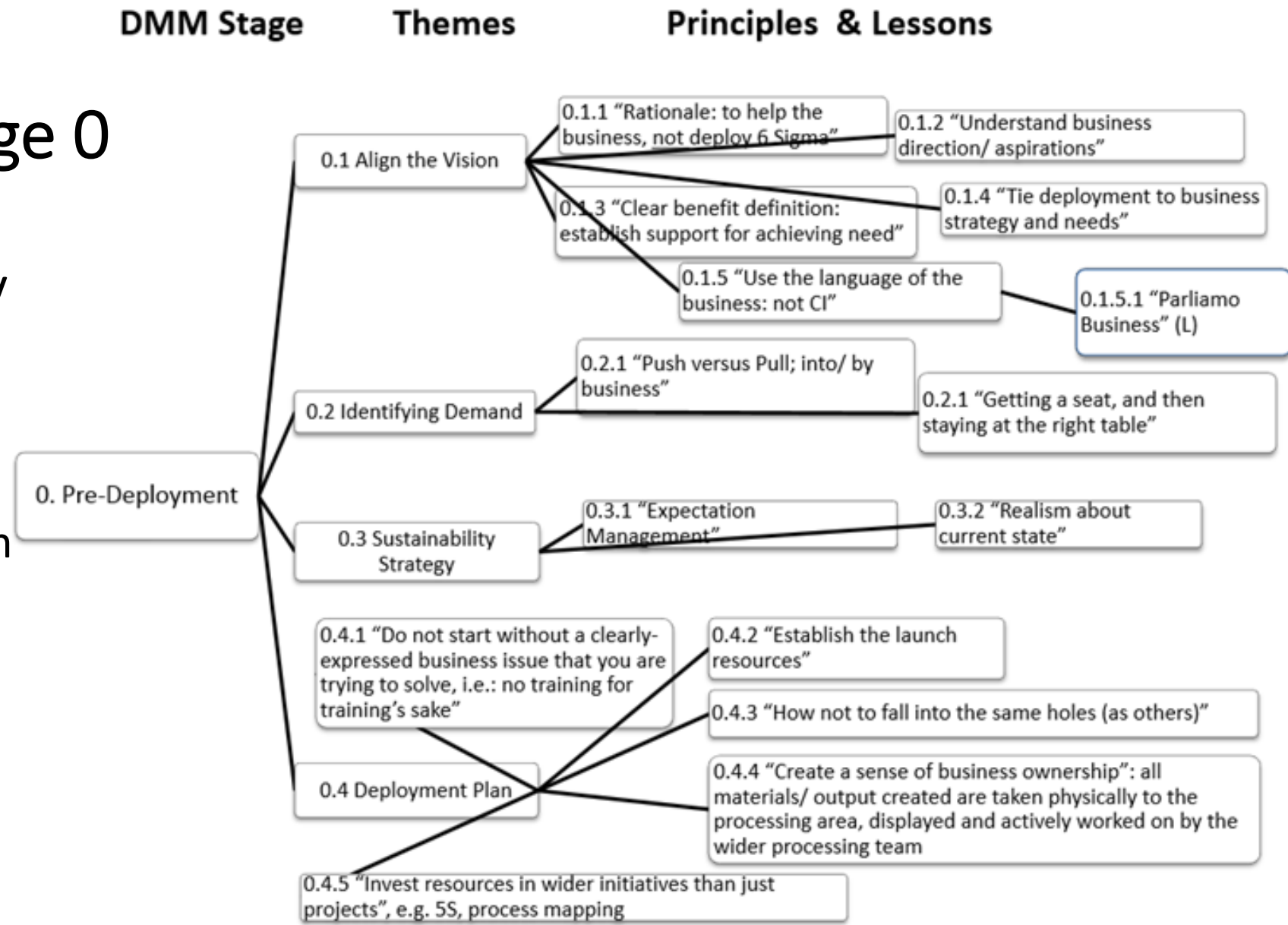
DMM Stage	Organizations at this Stage	Number of projects at this stage	Individual Lesson Offers	Lesson Themes Identified	Drafted most-important, populated thematic Lesson in each DMM stage
Deployment	22	39 (40%)	30 (47%)	People capability, organisational buy-in, planning for deployment, way of working, quick-wins, engagement (6; 37%)	1 – “Senior Leader & Organizational Buy-In”.
Growth	21	28 (29%)	14 (22%)	People development & capability, project selection, linkage to quality, engagement (4; 25%)	3 - “Grow your Own”, “Establish & Protect”, “Cultural Engagement”.
Maturity	12	17 (18%)	12 (19%)	Line management accountability, performance management, keeping things running (3; 19%)	1 – “Keep the Ball in Play”
Business Usual	as 8	13 (13%)	8 (12%)	Build into the organisational fabric, keep it relevant to business goals, visible metrics (3; 19%)	1 – “Everybody’s Job to Improve Process”
Totals	Min 8, Max 22	97 projects	64	16 themes	6 x fully-populated, useable lessons

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Repopulated Stage 0

- PSIG Website Content/
Aide-Memoire DMM-2
 - Where am I, now?
 - What do I need to consider/ pay attention to?
 - Which principles or lessons apply in this theme?
 - Who can I talk to?



2nd Wave Outcomes

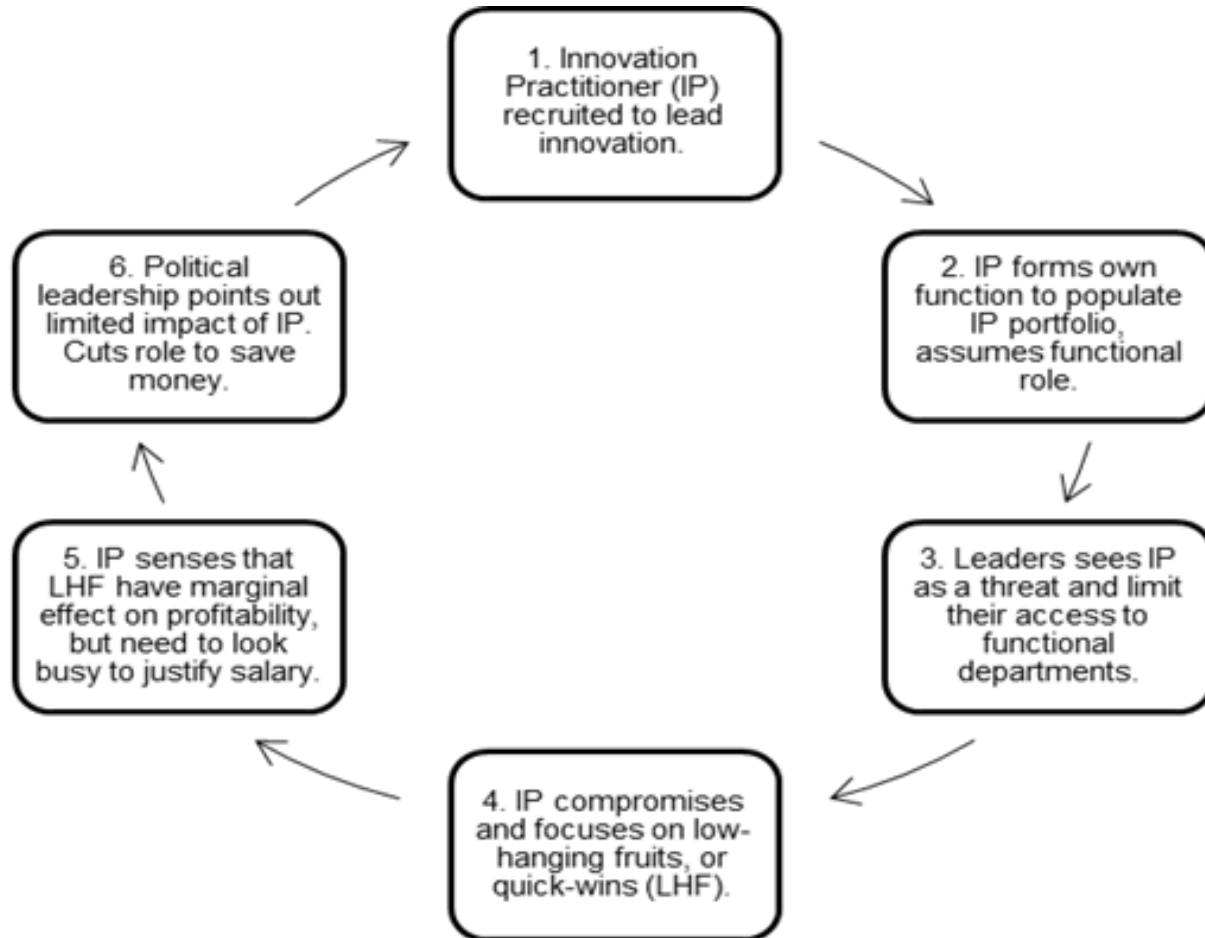
- In first 3 out of 5 DMM phases
 - 20/27 Principles
 - 9/12 lessons
 - Low survival-rate of projects into maturity, low adaption by organisations?

DMM-2 Stage	New Lesson Themes	Principles	Fully-Populated High-Value Lessons
0: Pre-Deployment	0.1 Align the vision	6	0.1.5 "Parliamo Business"
	0.2 Identifying demand	2	
	0.3 Sustainability strategy	2	
	0.4 Deployment plan	5	
1: Deployment	1.1 People capability		1.2.1 "Senior Leader Buy-In"
	1.2 Organizational buy-in		
	1.3 Planning for deployment		1.3.1 "Project Selection"
	1.4 Way of working	2	
	1.5 Quick-wins	3	
2: Growth	2.1 Continued buy-in		2.1.1 "Continued Buy-In"
			2.1.2 "Establish & Protect"
			2.2.1 "Grow Your Own"
	2.2 People development & capability		
	2.3 Link to quality		2.3.1 "Focus on Customers"
			2.3.2 "Create Improvement Culture"
	2.4 Project selection		2.4.1 "Align Project to Business Goals"
3: Maturity	3.1 Maintaining momentum		3.1.1 "Keeping the Ball In Play" →
	3.2 Performance management	3	
	3.3 Line management accountability		
4: Business as Usual	4.1 Build into organizational fabric	2	
	4.2 Everybody's job to improve process		4.2.1 "Everyone's Job"
	4.3 Keep it relevant to business goals		4.3.1 "Keep It Real"
	4.4 Visible metrics	2	
Totals	20 Lesson Themes	27 Principles	12 High-Value Lessons

Intimations of Practitioner Marginality

- Contradiction between innovation role and political reality
- Political vulnerability
 - Low-Hanging Fruit (improvement projects) vs. High-Hanging Fruit (innovation projects)
 - Distance from real political conversation between CEO and functional/ BU heads
- Innovation Titles didn't reflect political reality
 - Sense of being funnelled into LHF/ Quick Wins
 - Tactical (closed system) not Strategic (open system) innovation
 - Bigging-up to deliver led to political in-fighting (why should I deliver your results/ my battle: your victory?)

Longer-Term Political Lessons



Recommended IP Approach!



Lessons

- IPs need to
 - Negotiate a more balanced portfolio of LHF/QWs: HHF, early.
 - Identify characteristics of survivable projects for LT impact: start doing less, more effectively.
- Mapping and aggregating individuals' knowledge within a maturity model
 - Can identify and integrate fractured, isolated experience
 - Build personal knowledge into useful capability that can be used more widely.
 - Gaps in maps can be a useful form or provocation!

Questions



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