

Which comes first,
Innovation or Learning?
Realisation of the Knowledge-Based Organisation

Rose Marie Mather
Owen David Leeds

2011-2013 KTP Project 8293

The aim of Knowledge Transfer Partnership was to design, develop and implement

an organisational development programme

to improve business performance and operational management processes;

transforming the Business Partner Company into a knowledge-based, client orientated organisation.

The Partners

The Knowledge Base

University of Central Lancashire

Lancashire Business School

Owen Leeds, MSc Programme Director

Beverly Leeds, Academic Lead, Principal Lecturer



Business Partner

Eric Wright Group



Associate

Rose Mather

Eric Wright Group

Phill Richardson

Group Quality and Environmental Manager

Diane Bourne Group Technical Director

John Wilson Construction Managing Director



Eric Wright Group



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CIVIL ENGINEERING

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FACILITIES MANAGEMENT

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Infrastructure



Design & Build




Maintenance



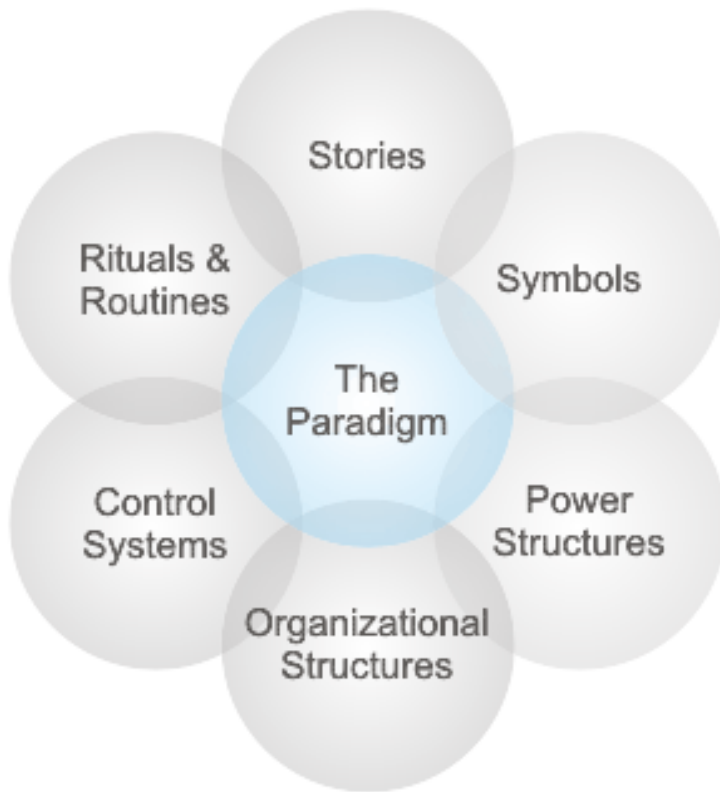
Financial Ratio Analysis - ROCE

EWG	<u>2010</u>	<u>Benchmark 2010</u>
EWC	0.22	Kier Group 0.24
EWCE	0.06	BAM Nuttall .012
EWFM	0.40	Carillion 0.24


$$\text{ROCE} = \frac{\text{EBIT}}{\text{Capital Employed}}$$

Culture and Climate

Figure 1: The Cultural Web



Johnson and Scholes (1988)

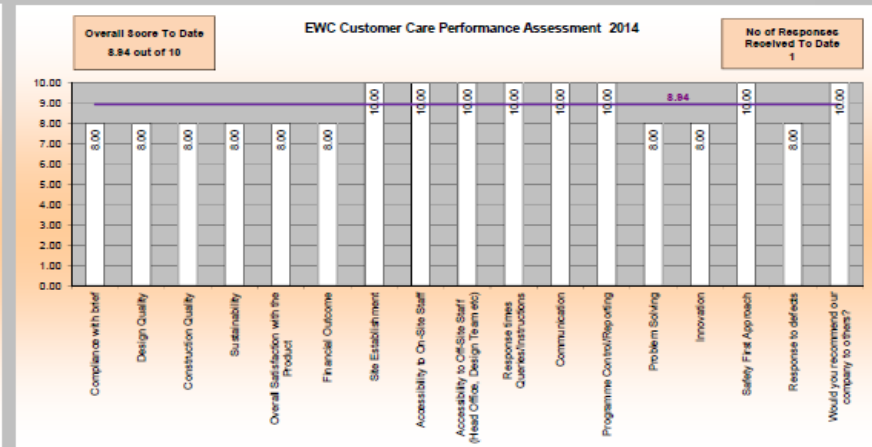
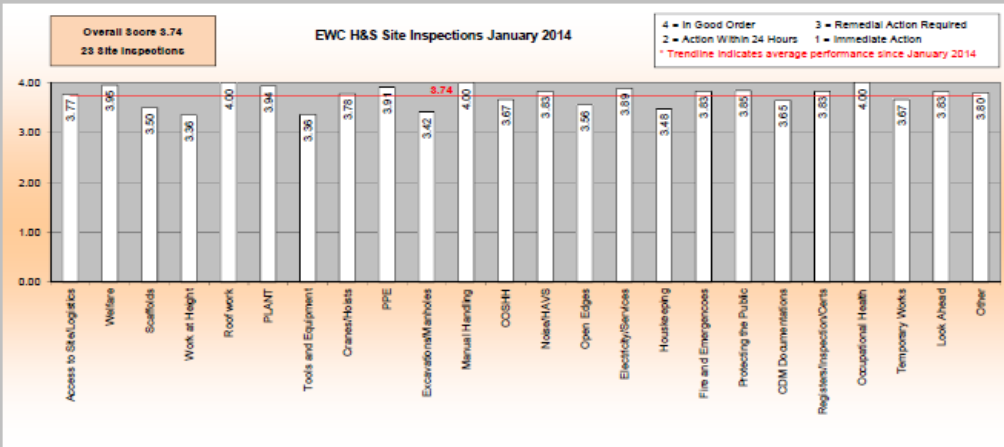
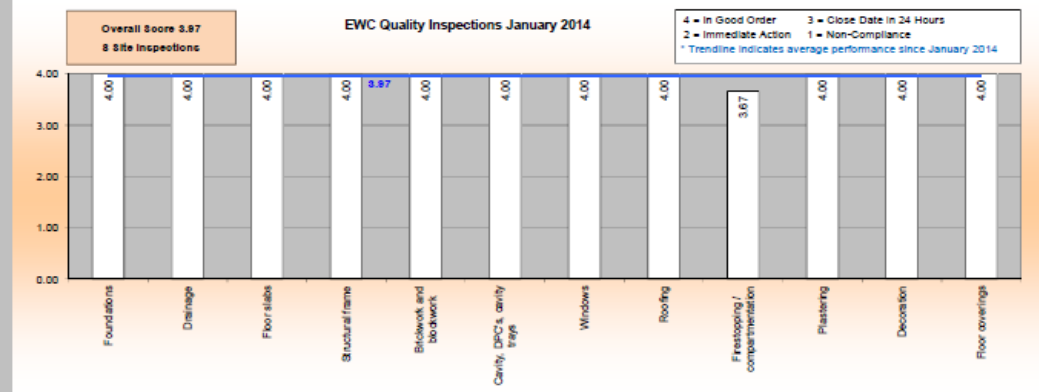
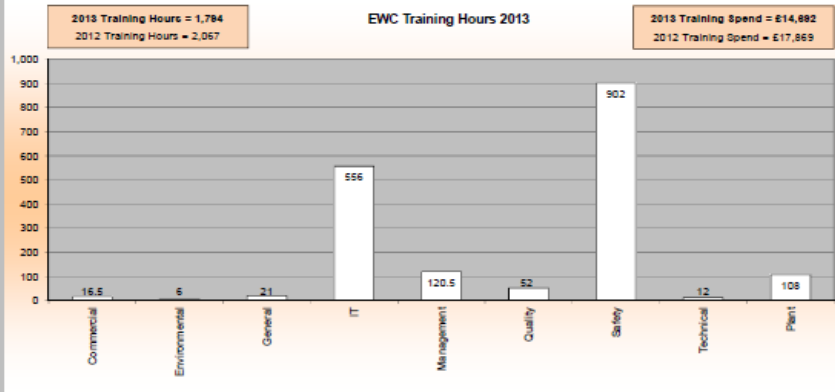
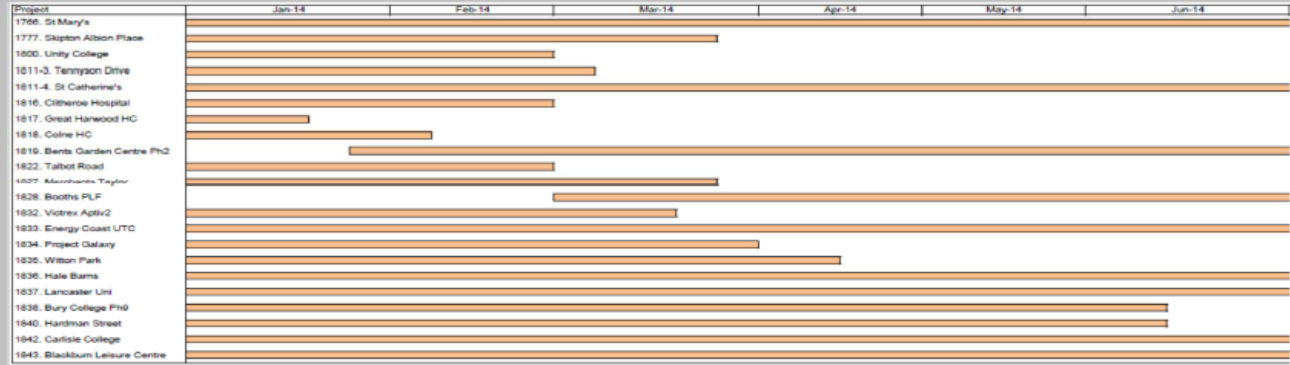
sensing
extroversion
intuition perceiving
feeling
mbti
thinking introversion
judging

Management Dashboards

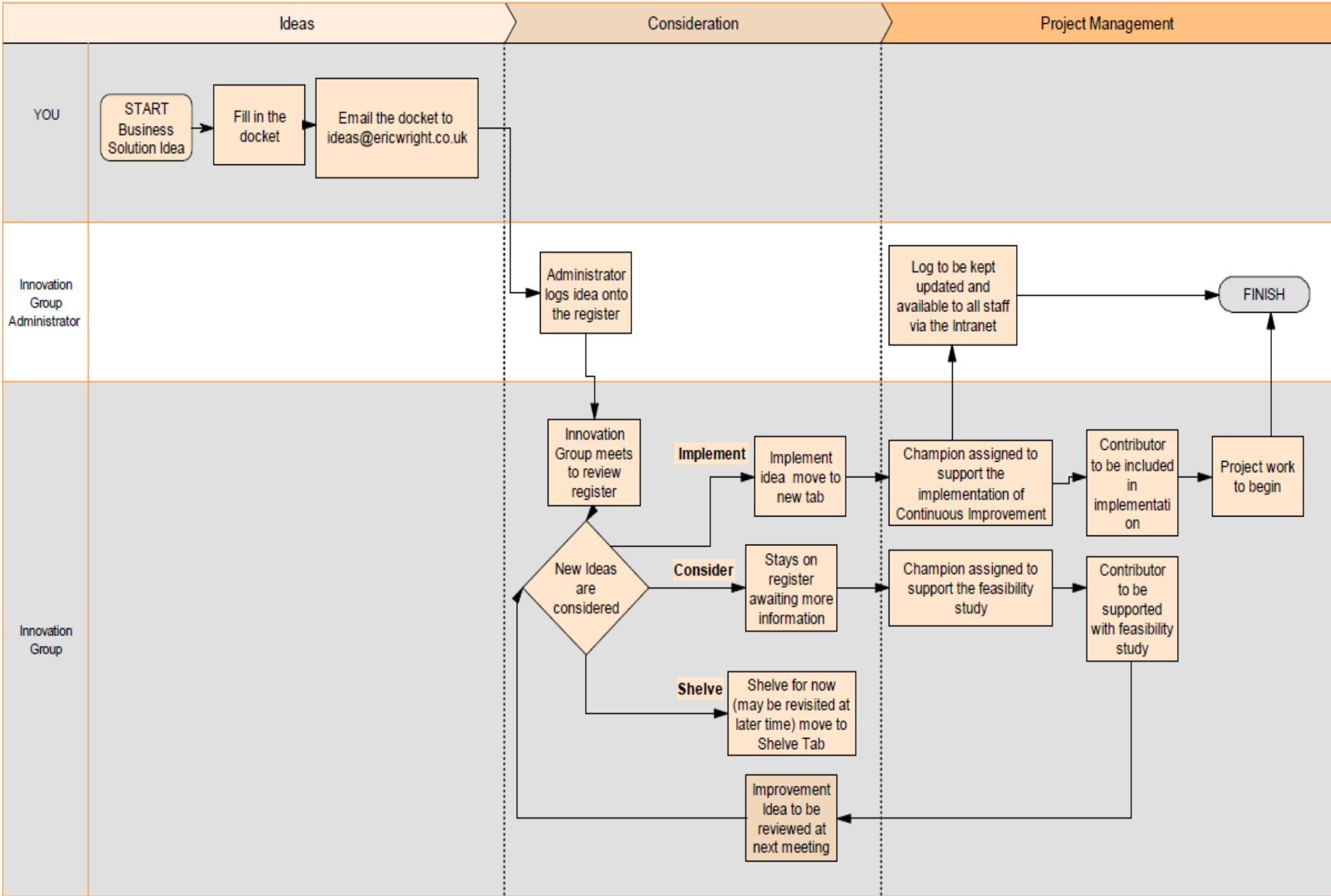


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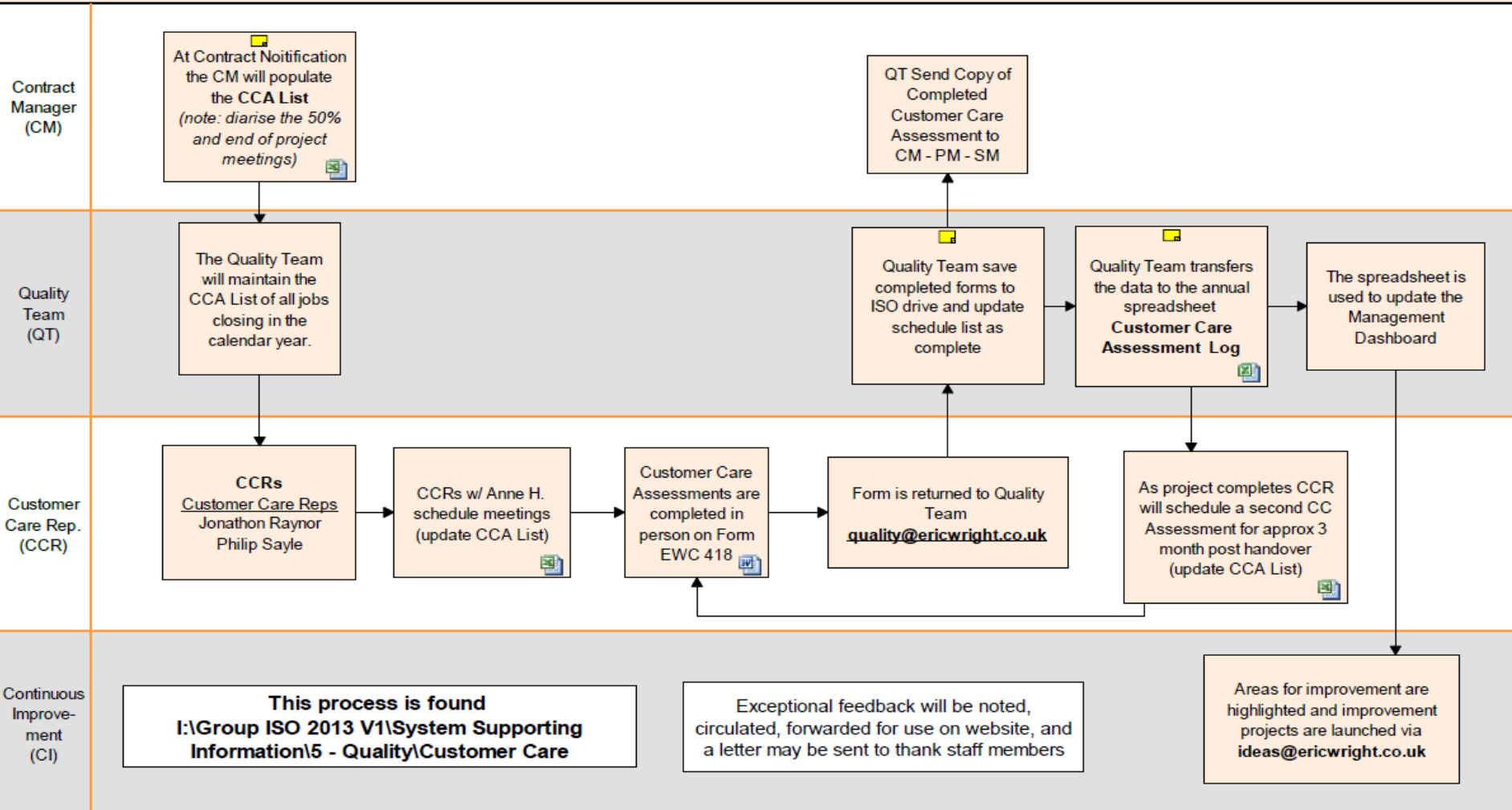


Continuous Improvement Register



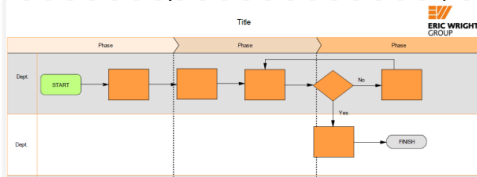
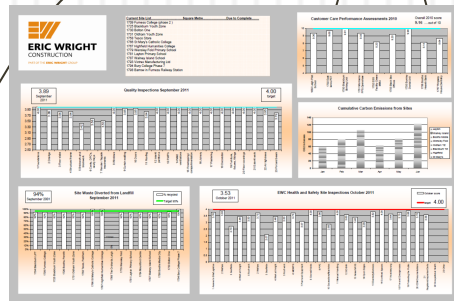
Customer Care

Customer Care Assessment Process

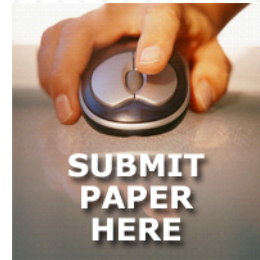


2011-13 Knowledge Transfer Partnership

EWG



UCLan



Associate



Results

Eric Wright Group

The KTP deliverables have been referenced in successful PQQ submissions giving the opportunity to tender for £446m worth of new work

EWC has won **£68m** of this work, including the Procure Plus Framework

EWCE won **£10m** UU and Cumbria Highways Small Value Framework

The Group has increased its **ROCE** up **.05**

UCLan

Set of contemporary, case studies

Guest Lectures, Further partnering

Associate

MBA, LSS BB, PG dip HRMD,

PG cert LTHE



2011-2013 KTP Project 8293

The aim of Knowledge Transfer Partnership was to design, develop and implement

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Knowledge-Based Organisation

- Being a knowledge-based organisation is about learning and using internal resources.
- Here, the organisation becomes a school that facilitates the contextual learning of individuals and groups in a way which allows them to satisfy the needs of the customers

(Garratt, 1990)

Academic vs. Work-based Learning

- Class
- Lectures
- Text books
- Homework
- Exams
- Higher order thinking

- On the job
- Relevance
- Practitioners
- Task orientated
- Not transferable
- Actions

Which comes first, Innovation or learning?

‘Throughout the project, I felt I needed to ‘go read up’ then tackle each outcome.’

‘I evaluated each output, some were more valuable than others, some needed adjustments.’

The focus on learning supported innovation.

However, when implementing something new, it often produced different results than expected; innovation supported learning.

Which comes first, Innovation or Learning?

Text a CODE to **020 3322 5822**

851872 for Innovation

851873 for Learning



Academic Research

Universities teach academic research as both a source of knowledge and a method of assessment.

- Journals are not written for practitioners
- Some graduates have too little exposure to scientific method, statistics or critical rigour as to assist in evaluating evidence (Goldstien and Hazy, 2006)



Evidence-based decision making

‘the systematic use of the best available evidence’ (Pfeffer and Sutton, 2006; Rousseau, 2006)



- Evidence
- Experience
- Gut Instinct

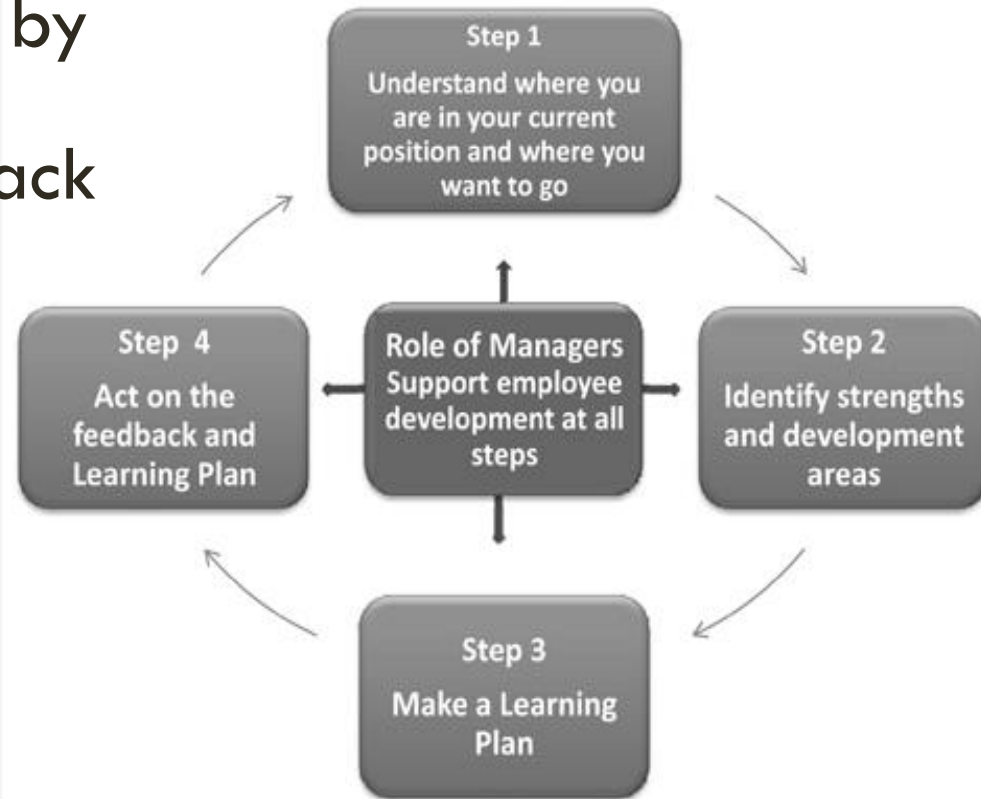
Learning to Learn



- ❖ Learning styles
- ❖ VARK
- ❖ Constructivism
- ❖ Assessment
- ❖ Feedback
- ❖ Reflection
- ❖ Research
- ❖ Practice
- ❖ Retention
- ❖ Conscious/unconscious

Formative Feedback

Learning is accelerated by
the use of timely feedback
from an expert
to direct the learning
experience
and ensure a successful
outcome.



Action Learning Sets

Some problems do not have an answer

- a) Debate the most reliable evidence
- b) Choose a way forward
- c) Take action

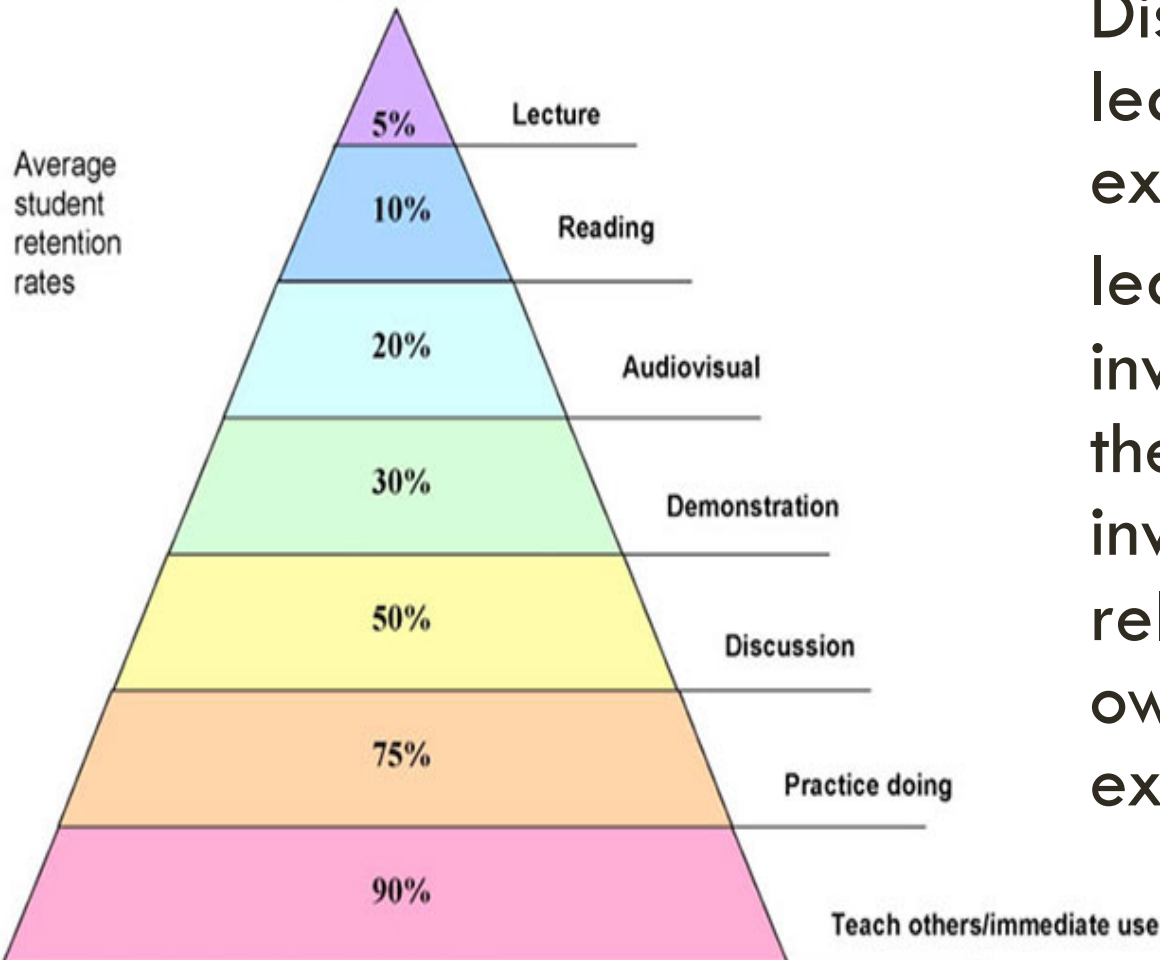
"those best able to help in developing the self are those comrades in adversity who also struggle to understand themselves"

Revens (xxxx)



Learning through Teaching

Learning Pyramid



Distinctive from learning through experience, learning by teaching involves the element of the pupil who is involved in the relationship and has his own view of the experience.