

Table 1. Innovation Needs Analysis – Prompting Questions [loosely adapted from: http://www.va-interactive.com/inbusiness/editorial/sales/ibt/market_analysis.html#1]

To begin the needs analysis process, answer the following questions. They will help you understand your target adopters/beneficiaries and industry and ultimately determine whether there is a need for your innovation.

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| <ul style="list-style-type: none"> • What are the specific problems/issues/benefits that your innovation is ideally intended to address or provide and in which contexts? | <p>VC has identified ‘People and Culture’ as a key strategic priority and a current issue impacting our ability to function as an organisation:</p> <ul style="list-style-type: none"> • We have limited change capability and organisational learning capability • Our organisational culture is sub-optimal <p>University staff broadly concur with this (per Voice Survey).</p> |
| <ul style="list-style-type: none"> • What defined area of investigation and application are you trying to reach with respect to your innovation? | <p>Applying pedagogical design principles to the development of organisational learning and organisational culture interventions, undertaken by an internal change agent (‘organisational learning designer’)</p> |
| <ul style="list-style-type: none"> o what specific literatures, studies and groups of people are relevant to this area; i.e., to which context(s) [and how] would your innovation be relevant and/or from which you could learn? | <ul style="list-style-type: none"> o Organisational learning o Organisational culture o Complexity theory and systems thinking o Heutagogy, andragogy and pedagogy o Leadership o Learning design o Design thinking o Third Space o Change management o Agency o Psychology and individual behaviour <p>All of this to say that the experience of an organisation, its culture, how it learns and how change can be effected within it and by whom is a transdisciplinary concept that draws on multiple bodies of literature to synthesise a developmental evaluation approach to intervention design.</p> |
| <ul style="list-style-type: none"> o are they successfully creating an area that is recognised as having important results and outcomes as well as potential for positioning your innovation? | <p>Yes - strong alignment with identified strategic priorities</p> |
| <ul style="list-style-type: none"> • Who are the key stakeholders who could potentially benefit from or be adversely impacted by your innovation and how do they stand in terms of their importance and potential influence on the innovation process? | <p>Gain</p> <ul style="list-style-type: none"> • Staff - experiencing improved workplace experience • University leadership - improved culture and change capability (key invested/influential stakeholders - VC; PVCAI) • Learning design/SoTL community - expanded capability • Community broadly - a more agile and sustainable institution <p>Lose</p> <ul style="list-style-type: none"> • Staff who benefit from current environment and perceive loss of power in change • Central directorates who perceive rigid role boundaries (eg HR potential perception of loss of control if others) |

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| | <p>outside are doing development work)</p> <ul style="list-style-type: none"> • I may well burn myself out |
| <ul style="list-style-type: none"> • What perspectives do potential end-users have with respect to the shape and suitability of your innovation? | <p>This will vary from enthusiastic perceptions of value through to active antagonism, depending on the experiences, status and location of individuals.</p> |
| <ul style="list-style-type: none"> • Is the research area saturated or wide open? If so, why? | <p>Theoretically saturated in terms of individual literature bodies, but there is a dearth of contextualised practice-focused research outside of external consultancy programs. The concept of an organisational learning designer or the notion of applying pedagogical design principles to organisational behaviour (and/or addressing organisational learning and culture in an academic development-type program) appears to be an unaddressed niche. There is also a reasonably significant knowing-doing gap around translating academic theory into practice.</p> |
| <ul style="list-style-type: none"> • What is the size of the area? | |
| <ul style="list-style-type: none"> o is it a growing area with potential larger population of potential adopters/beneficiaries? | <p>Yes - since I'm limited in scope and scale in what I can achieve within this PhD, there are many potential other adopters who would become involved if such interventions were scaled up to a whole-of-institution level.</p> |
| <ul style="list-style-type: none"> o is the area stable, volatile, growing or trendy/faddish (i.e., an expression of ideological homogeneity which often occurs in discipline-based research where particular theories, journals, research approaches and interventions/actions tend to be preferred)? | <p>Very volatile - the strategic landscape is constantly and rapidly shifting, which means any intervention must be flexible, agile and responsive to emergent needs.</p> |
| <ul style="list-style-type: none"> o how can you break into this area and is it meaningful for you to do so? | <p>Using a complexity frame of reference to conceptualise small, focused interventions that allow bigger impacts to emerge from and between over time</p> |
| <ul style="list-style-type: none"> o how do the people in your contextual situation relate to the area? | <p>All are employees of an institution where there is a duality of experience - identified strategic need to focus on people and culture, and an inability to make the space, time and mental model shift for such focus to occur. Specific participants will be in a contextual area where a particular point of need as been identified.</p> |
| <ul style="list-style-type: none"> • What are your competitors' research and resourcing (human/social capital; financial) approaches and how are these positioned relative to your own approaches? | <p>While the concept of 'competitor' is not literally relevant here, I could conceptualise an entity such as HR as a competitor due to their provision of training and development programs. My point of difference is based on:</p> <ul style="list-style-type: none"> • Targeted 'bespoke' interventions not opt-in general program • Pedagogical design rather than corporate powerpoint-based training • Developmental evaluation rather than summative performance evaluation • Linked to strategy and research rather than standalone corporate program |
| <ul style="list-style-type: none"> • What do users/stakeholders in this research area expect from | <p>Any research outputs are likely to be disruptive due to the Mode 2/transdisciplinary nature. Stakeholders will expect evidence of impact on practice.</p> |

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| this type of research output or service? | |
| ● What are users willing to pay for this type of product or service? | Irrelevant in this context |
| ● What is your competitive advantage? | <ul style="list-style-type: none">● Flexibility of role● Strategic role positioning● Leadership support● Contextualisation● Pedagogical expertise |