

Barriers and Enablers to the Innovation Strategy and Process

INNOVATION AND TECHNOLOGY

TABLE OF CONTENTS

1 INTRODUCTION.....	3
2 INTERNAL BARRIERS AND ENABLERS.....	4
3 EXTERNAL BARRIERS AND ENABLERS.....	6
4 BARRIER SOLUTION RECCOMENDATIONS.....	7
5 CONCLUSION.....	10
6 REFERENCES.....	11
7 APPENDIX.....	14

1 INTRODUCTION

Haileybury College is one of the leading private schools in Australia for VCE results. The school is renowned for their academic excellence and sporting achievements, entrepreneurship and humanitarianism. The school is at the forefront for innovation in relation to extracurricular programs ranging from beekeeping to viticulture. Various schools have been established worldwide and countrywide where campuses have been built in China, England and Australia. The school continues to strive for innovation to separate themselves from other private schools. Using Loewe and Dominiquini's (2006) Strategos innovation diagnostic tool (Appendix A), it was found that Haileybury college had a score of 55 out of a possible 80 in relation to Haileybury College's ability to harbour innovation. A score of 55 states that Haileybury College is making progress but needs to pay attention to innovation. This can be seen in Appendix B where areas of weakness related to innovation resides in management and resources with scores of 2 and 3 out of 5.

The process for innovation is focused around co-creation between supplier and consumer (Lau, Tang and Yam, 2010). Drawing emphasis on what the customers expect from an education institution that has substantially higher fee than most private schools. In order to increase the communication between the educator and parents/students a new innovative process should be implemented to increase the value of the education involving the incorporation of technology (Snyder, 2002). The school has enough resources in relation to finance and skilled labour to fund the project. The key objective of any school is to ensure that students are receiving the best education possible. In order to ensure this is being achieved students' progressions and involvement in the education and activities need to be constantly assessed and monitored throughout their duration at the school. Current methods of monitoring student progress involve two extensive reports twice a year and two parent teacher interviews twice a year. Over the course of 365 days, there is a substantial amount of information that can be lost between the parent and educator as well as the parent and student. Live reporting is an online tool where educators and parents have 24/7 access online to student progression. Teachers, students and parents can leave comments, see student marks as well as teacher comments including student progression in real time.

INNOVATION AND TECHNOLOGY

Based on the innovation landscape map (Pisano, 2015) Haileybury college requires innovation across two dimensions in relation to their business model and a change in the way technology is used to create value. The key changes to Haileybury's business model in this instance pertaining to creating greater value for money in relation to the education that is being sold and the change in how value can be increased incorporating technology using live reporting (e.g. Canvas, go2). Haileybury's business model, it is expected that the implemented strategy for innovation will be predominately routine and radical. Where routine innovation is based around existing technologies within the school such as the internet and user interface platforms (Pisano, 2015). Radical innovation draws focus to innovation based predominately around technology; in this instance it is the live reporting platform (Pisano, 2015). Based on Dodgson and Slater (2009) research, this type of innovation is active. Universities have already implemented programs such as Canvas (RMIT) and My (UniMelb) for reporting and information and have found them beneficial to the learning process (Aiden and Trikes, 2010). This process requires inhouse collaboration within Haileybury college and between supplier and consumer.

2 INTERNAL BARRIERS AND ENABLERS

Internal barrier

Implementation of a canvas style system across Haileybury College is expected to be faced by several identifiable barriers. The first barrier includes the time and processes involved in approving a new reporting system (Dougherty and Corse, 1995). The decision-making process requires several processes such as assessment of different platforms, trial stages, and consumer approval (Chang, 2016). Other internal barriers that are associated with the system includes the risk of missing out on an opportunity to be ahead of other competitors (Sund, 2008). It is expected that other private schools are also aiming to add value to their current programs (Marsh, 1984). If Haileybury college doesn't seize the opportunity, another competitor may incorporate it first into the system, placing them ahead of other private schools. The current demographic of employees that are educators are predominately aged over 40 within Haileybury College. Older teachers have been instructing for more than 20 years without the aid of Information Technology and have established a traditional mindset to reporting on student's development and may potentially have difficulties operating the new

system (Russell, Finger and Russell, 2000). Trying to create a shift from traditional forms of reporting to technology-based platforms would require the upskilling of current employees to overcome any technical issues with the system ultimately adding to the duration of the implementation of an online grading platform (Kanaya, Light and McMillan Culp, 2005). The perceived 'need' for the implementation is also another internal barrier. Where the current system evidently works, it can be difficult for employees to see the need for change and innovation based on the model that "if it isn't broken, don't fix it" (Strebel, 1996). This mentality can hinder any further development of innovation in the school.

Internal Enablers

Various internal enablers encourage the development and implementation of innovative processes in the workplace. Identifiable internal enablers include key stakeholders within the school (Ya and Rui, 2006). The major stakeholders that would have the greatest impact on the development of online reporting would be the educators who would be required to use and implement the online system as well as the senior management team that listen to their employees which aim to create greater value to their service which is offered at the school (Zhou, Cheng and Xia, 2014). In order for the internal enablers to encourage innovation there needs to be a high degree of collaboration. Collaboration is an essential part of innovation. This enables the sharing of ideas between various entities within the organisation to produce constructive feedback (Zhou, Cheng and Xia, 2014). Where educators emphasise the importance of their time and the quality of their work senior management can help support their teams' ideas to produce the best outcome for the consumer and supplier of education in this instance (Palakshappa and Gordon, 2007). Incentivising the development of the new system would also encourage the use by teachers. A positive corporate culture that encourages innovation only boost morale within the workplace and further development to ideas (Rao & Weintraub 2013). The has positions specifically aimed and creation and innovation from students, teachers and parents. A positive corporate culture encourages creative and innovative ideas (Rao & Weintraub 2013).

3 EXTERNAL BARRIERS AND ENABLERS

External Barriers

External barriers that could impact the innovation and development of an online based reporting system for the school includes the suppliers of the technology to implement the web-based reporting system (Johnson, 2010). There are various platforms that operate in a similar fashion as online platform for information, this includes; Go2, Canvas, My, and Moodle. Depending on the specific requirements and needs of the school, if the suppliers can't meet the requirements of the school, then there is the potential the idea must be abandoned. Other issues associated with the external barriers includes the cost (Hall and Bagshi-Sen, 2002). Some of these platforms can become quite costly especially if they are used during a trial period for only a year or less. Ensuring that there is a user friendly and cheap option that is within the school's budget is paramount. There is the possibility that the cost of the platform outweighs the value added to the school's service to parents, resulting in monetary loss. Governing bodies such as the Victorian state government of Education and Training have specific guidelines for teacher reporting on student progress (Education.vic.gov.au, 2020). The guidelines state that there must be a written report at least twice a year, and there must be direct access for parents. If the intended programs don't meet the guidelines set by the governing bodies, then the online reporting system cannot be implemented in the first place.

External Enablers

Several external enablers to the school include the socio-cultural shifts through parents' interactions with their kids (Coccia, 2014). The information age (computer age) has had a substantial impact on the way people interact and convey information to one another. Face to face interactions are fewer where e-mail and information platforms are now a more preferred method of communication where both parents work more frequently now than year before (Kraaft, 2017). The advancement of technology has substantially altered the means of communication to the point that it is instantaneous. Technology has broadened the means of

communication between teacher and students (Robertson, Grady, Fluck and Webb, 2006). The environmental concern has also been a push to online communication. Aimed at reducing waste and preservation of the trees, the amount of waste produced by printing physical copies of reports is made redundant by due to technology (Motoyama, Ricoh Co Ltd and Ricoh Americas Corp, 2002). The push for innovation also driven by the consumer. In this instance it is the parents of the school. The consumer wants to see more value for their money from their product (Sweeny and Soutar, 2001). Students are so actively involved with the school ranging from sport to academia and extra curriculums, parents require important information such as dates, events and places in order to maintain organisation amongst their kids and their own lives. The consumer needs drive innovation aiming to meet their needs and requirements as socio-cultural norms shift (Roberts, Hughes and Kertbo, 2014).

4 BARRIER SOLUTION RECCOMENDATIONS

Internal Barrier Solutions

One of the largest internal barriers to overcome implementing the new reporting system is the lengthy approval process. Several stages are required before the implementation of the new system. To ensure the swift implementation of the new system it is important that the school has resources to do so with a strong sense of leadership from management (Mazzei, Flynn and Hanie, 2016). The highest entities of the school need to be on hand at every stage to ensure the system is pushed through. This is can be achieved by making innovation the number one priority task. Prior to the implementation of the program, a series of processes need to be devised acknowledging the predicted risks associated with implementing such a program (Mazzei, Flynn and Hanie, 2016). Foreseeing potential risks and creating solutions to the problems in advanced will prevent any retardation of the implementation of the program. Organisation of priority tasks and completion of documentation is paramount in finding a solution to the lengthy time that goes into implementing such a drastic change to the schools reporting system (Jeston, 2014).

To avoid missing an opportunity for innovation and to stay one step ahead of the competition it is important to complete your market research (McFadden, 1986). Haileybury college would be required to investigate their competitors current reporting format. If competitors

INNOVATION AND TECHNOLOGY

haven't used this technology before then Haileybury College would be the first to lead the way. Likewise, if other schools are already using a similar program it would be in Haileybury's best interest to also tap into the market to ensure they are current with other schools. Program such as Canvas and Moodle are currently being used by universities across Australia as a communication medium (Lane, 2008). Following trends from tertiary education institutions illustrates the effectiveness of programs and their relevance in schools preparing students for the future platforms. There needs to be a willingness to experiment and fail otherwise missing an opportunity for innovation and growth can stunt a business' growth and development and leave them second to businesses that are willing to take a chance on a new opportunity (Deschamps, 2005)

Haileybury Colleges teacher demographic are experienced professionals in their field; however, some educators are not familiar with new technological reporting systems. It is not uncommon to experience resistance to change when implementing new technological systems (Strebel, 1996). To reduce the stress experienced by employees who are not familiar with such programs preparation and information sessions are essential to their transition from analogue reporting to digital reporting. Prior to implementation of the system, information nights should be required to ease users into the use of the program. Through these sessions' users can see for themselves how the program will not only see the benefits for the students/parents but also themselves. Continuous exposure and repetition use of the program is expected to improve the teacher's ICT skills (Kennedy, Rodrigue and Raz, 2007). Other incentives and rewards can also be used to encourage teachers to use the program. This can include monetary 'overtime' information sessions and or meals/tickets to extra-curricular events to encourage platform use by employees (Bonner and Sprinkle, 2002).

External Barriers Solutions

Government regulations and policies are a substantial external barrier in relation to the development of innovation in a business. If government regulations are not adhered to there are the possibilities of lawsuits and further defamation based on the media fallout and the image the school will receive resulting in the possibility of withdrawal of current school students and the future students (D'Este et al, 2012). Collaboration, transparency and knowledge is essential for overcoming government regulation as an external barrier. Having the right resources who are experts in the field of government policy and law are detrimental

INNOVATION AND TECHNOLOGY

in ensuring that all requirements are met with a new system (Håkansson and Waluszewski, 2007). Utilising all resources for research into which online platform would suit the schools needs as well as meeting government regulations.

Cost is another major contributing factor as an external barrier (Hall and Bagshi-Sen, 2002). Implementing online reporting program across several school campuses where the number of students exceeds 5000 nation-wide is expected to be costly. The cost of the program is a case of need vs. want, meaning if the expenditure is necessary or not. If the current method of reporting is working and does not cost the school anything it would be the financially better option where money can be allocated into more necessary projects. To avoid wasting money on redundant programs, collaboration between teachers, parents, students and management to ensure that the cost of the program is 'required' rather than wanted and that the implementation of the new system will results in the business' product value will increase with the purchase of the program or if it will have no impact on the value at all (Dearden, Ickes, and Samuelson, 1990). Collaboration between the finance team and other stakeholders would aim to reduce the impact of cost being an external barrier (Palakshappa and Gordon, 2007).

Suppliers who offer the programs associated to the online reporting systems like that of Canvas and Moodle may not provide the services that are required by the school that meets government and school regulations. To ensure that suppliers programs meet the requirements, extensive research and designs, collaboration and transparency is required from both consumer (school) and supplier (Palakshappa and Gordon, 2007). If the needs are not met, an alternative system would be required that would need to be as innovative as the original idea.

5 CONCLUSIONS

Innovation is striving to bring something new to the market, to improve the value and quality of products that are offered to the consumer, whether change be product or service (Greenhalgh & Rogers, 2010). Haileybury college aims to improve their product by implementing a new strategy through radical and routine innovation. This active process to innovation involves taking existing technology and applying it to the current product to add value. This is to be achieved by implementing an online reporting service offered by Moodle and Canvas. Various barriers, internal and external to organisation must be overcome to continue to improve the products value. Major barriers such as government policies and lack of skilled labour within the organisation can be overcome through collaboration, knowledge and willingness to take educated risks on new and emerging opportunities. Taking advantage and acknowledging enabling forces such as technology and a shift in socio-cultural norms at to be taken advantage when an organisation listens to their customers.

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INNOVATION AND TECHNOLOGY

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7 APPENDICIES

Appendix A: Strategos Innovation Diagnostic Tool (Loewe and Dominiquini, 2006)

Exhibit 2 A simplified sample of the Strategos innovation diagnostics used in practice

First, pick the statement that describes the overall state of innovation at your company. Then rate your company on the four levers of innovation effectiveness

*Your score
(1 = completely untrue,
5 = very true)*

Innovation at your company	<p>Which of these statements best describes the reality of innovation at your company? Pick one:</p> <p>We walk the talk. It's systemic and woven into the fabric of the company. Every employee is aware that innovation is important and has the opportunity to participate in programs that use the concepts of innovation</p> <p>We understand and value the concepts and processes of innovation but we use it mostly for incremental improvements. We need to invest more in the discipline, but at least we view it as a process and do see some results</p> <p>We talk about it. We recognize that it's important. We make some attempts at using innovation as the banner under which to seek improvement. But we don't have an innovation process and our attempts to innovate haven't been very effective so far</p> <p>We are happy to be fast followers. We don't think of innovation as a discipline to drive growth</p>
Leadership and organization	<p>1a. Leadership spends time acting on – and not just talking about – innovation</p> <p>1b. Company leaders are appropriately assessed and/or rewarded on their innovation performance</p> <p>1c. Our leaders effectively communicate with the broader organization regarding innovation activities, successes and failures</p> <p>1d. Leadership consistently allocates the resources needed to fund and staff innovation efforts</p> <p>1e. Our company has set objectives or measures to drive innovation</p>
Process and tools	<p>2a. Our NPD/innovation process is effective in turning out new growth initiatives for our company</p> <p>2b. It is easy to understand and use our innovation/new product development process</p> <p>2c. Tools and technologies are readily available to help us innovate more efficiently</p>
People and skills	<p>3a. Our company provides training in creativity, innovation and/or other problem-solving techniques</p> <p>3b. Would-be innovators can get funding, space and time to pursue promising opportunities and ideas</p> <p>3c. People are recognized and rewarded appropriately for helping our company innovate</p> <p>3d. We effectively transfer knowledge, skills and ideas across departments, sites and regions</p>
Culture and values	<p>4a. Our organization knows how to learn from failure and encourages informed risk taking</p> <p>4b. Our company strategy is widely understood and believed throughout the organization</p> <p>4c. Our company is recognized in the marketplace as an innovator</p> <p>4d. People from throughout the organization are encouraged to participate in our innovation efforts</p>

Total score:
 65-80: Your company is doing what it needs to be an effective innovator
 48-64: Your company is making progress but make sure you pay attention to your areas of weakness
 16-47: Your company has much work to do. Time to get started

INNOVATION AND TECHNOLOGY

Appendix B: Strategos Innovation Diagnostic Tool Results for Haileybury College

Question	Score
Innovation Statement	We understand and value concepts and processes of innovation, but we use it mostly for incremental improvements. We need to invest more in the discipline, but at least we view as a process and do see some results
1a	3
1b	3
1c	2
1d	4
1e	4
2a	5
2b	4
2c	4
3a	4
3b	3
3c	2
3d	2
4a	3
4b	4
4c	4
4d	4
Total	55