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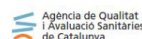


Managing and Leading RIA Projects

Tom Kennie & Beverley Sherbon



Founding organisations



2016 Partners



**The International School
on Research Impact Assessment**
MELBOURNE | 19–23 SEPTEMBER 2016



Six pillars of RIA wisdom

THE LIVED REALITY OF MANAGING AND LEADING YOUR RIA

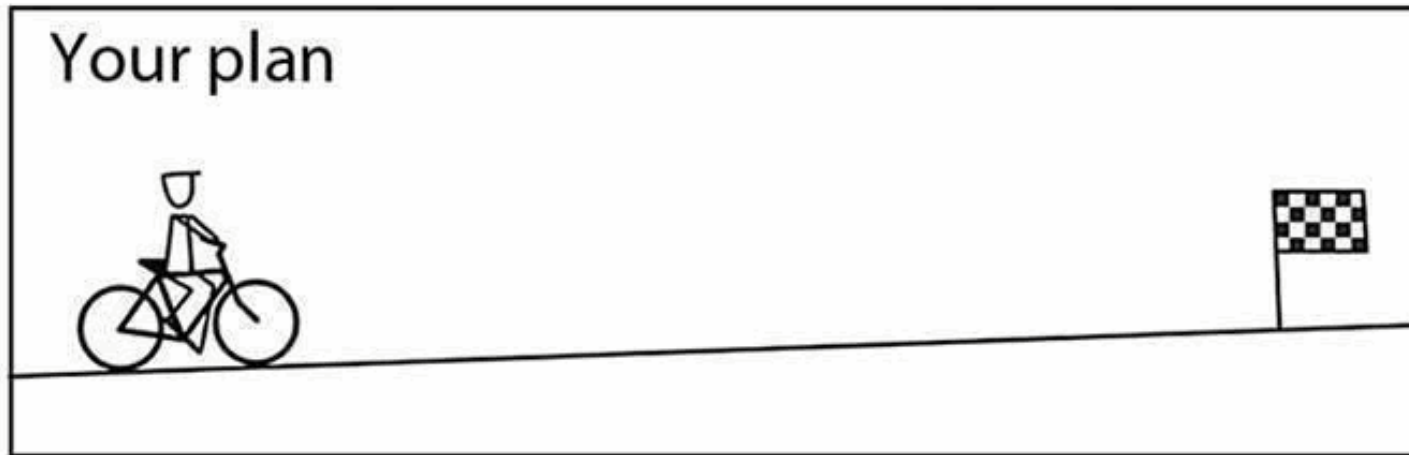


RIA – What Management & Leadership Issues?

It depends....on the type of RIA project

- Single research project
- Research centre level
- Research programme level
- Organisation level
- National level
- International level





Strategically aligned

Clear impact pathway

Excellent data collection

Independent, evidence based

Demonstrates value and VFM

Methodologically sound analysis

Seen as trusted partners

Beautifully crafted narrative

***'Everyone has a plan until they get punched in the face',
Mike Tyson***



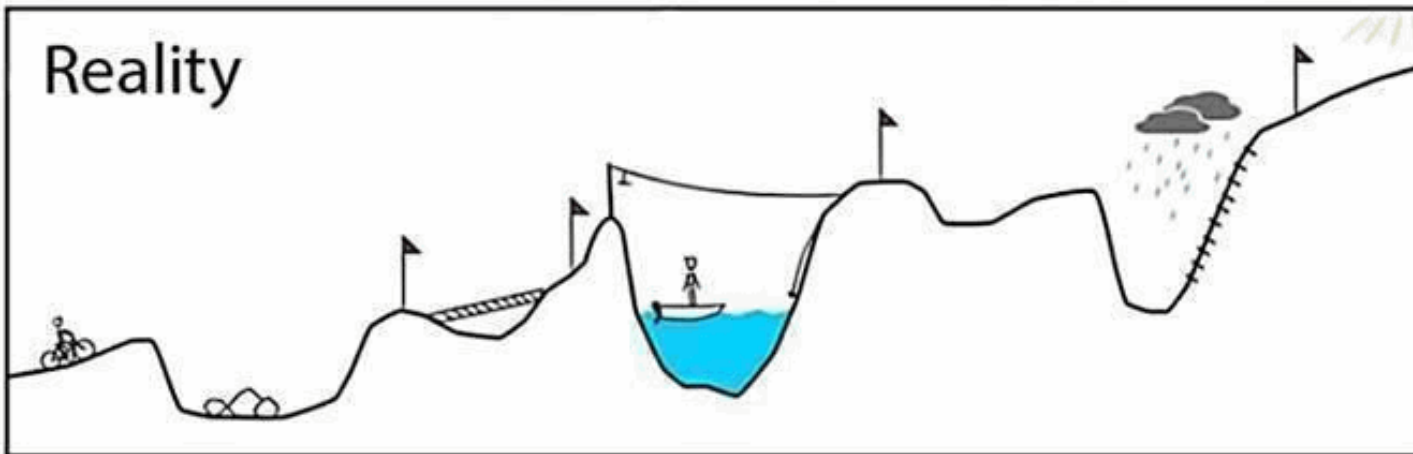
Your plan

RIA – What Management & Leadership Issues

It depends....on what happens when you start doing

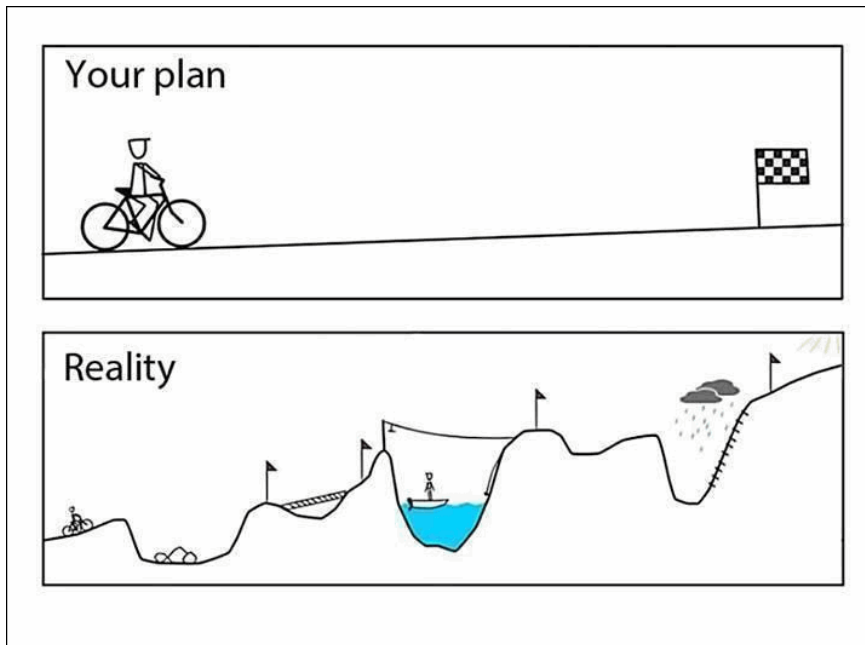


Reality



RIA – What Management & Leadership Issues?

It depends....on your role in the process



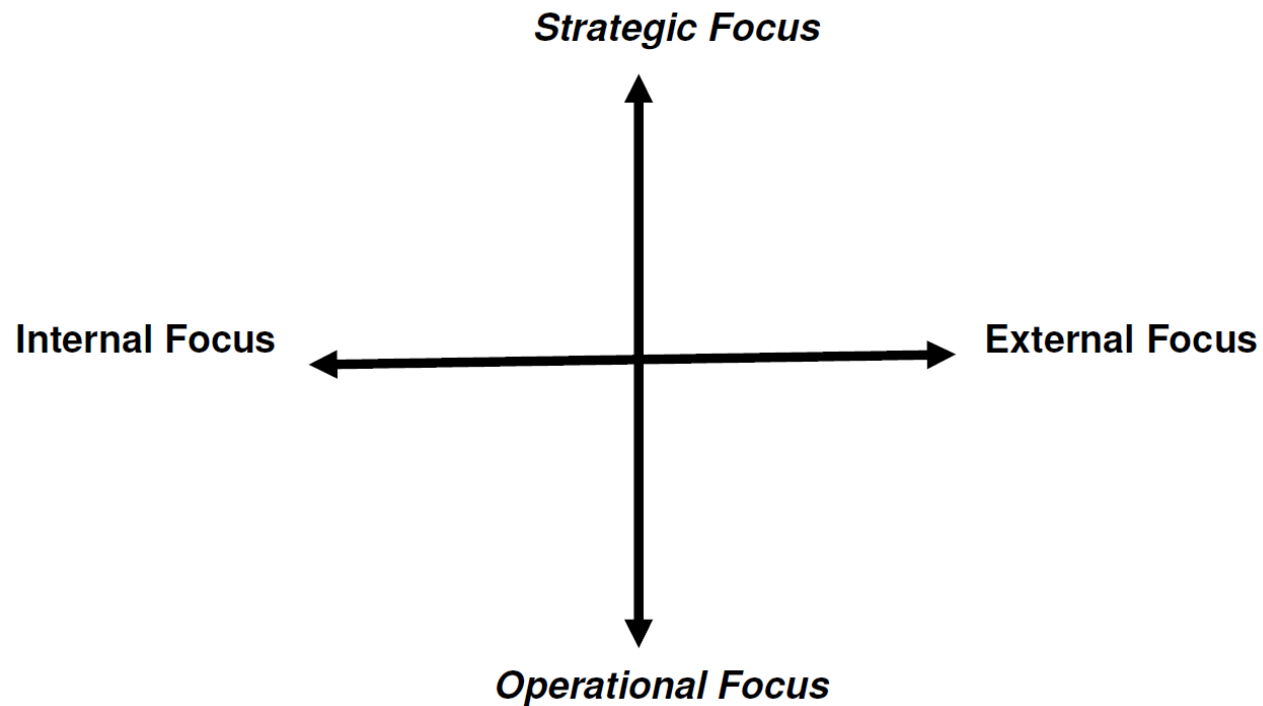
What are the most common **management and leadership challenges** which arise when you are running a RIA project/ programme

- as a user (e.g. **commissioner/funder**)?
- as a deliverer (e.g. **contractor/researcher**)?
- as a decision maker (e.g. **government sponsor**)
- as an implementer (e.g. **university researcher manager**)?
- as a.....



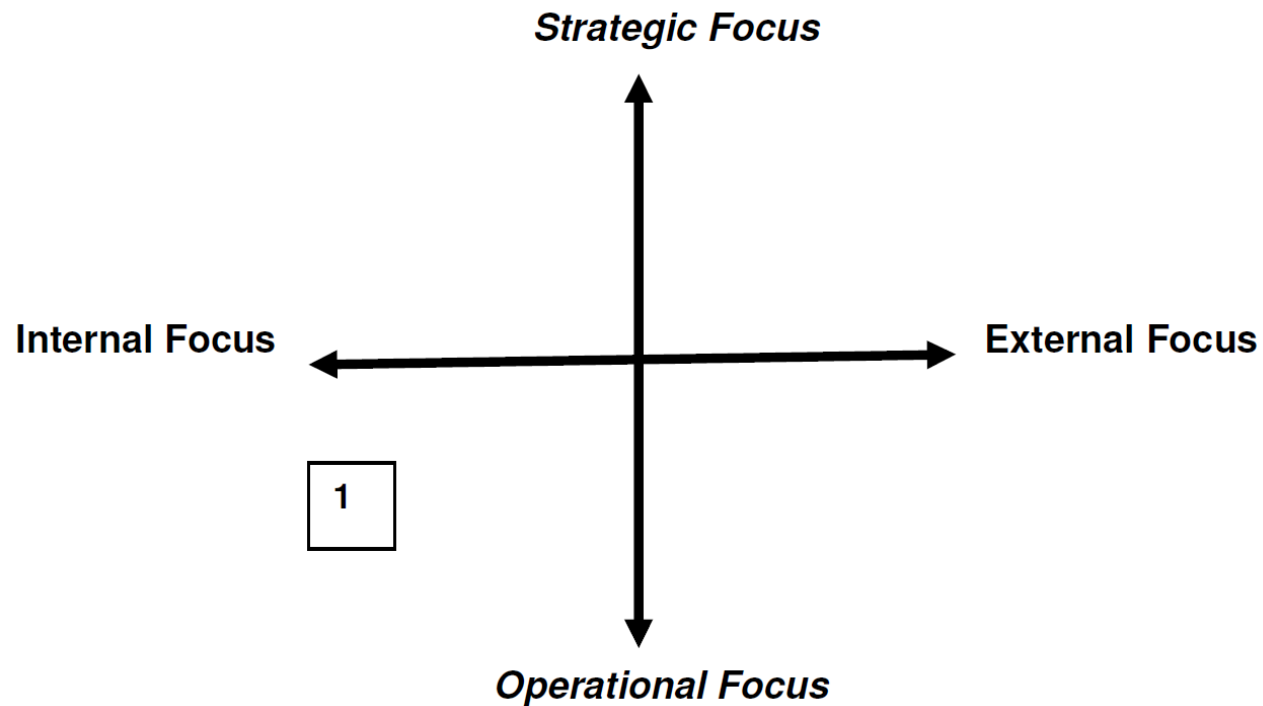
The Four Domains of Managing & Leading RIA

A framework to help you make sense of your findings..



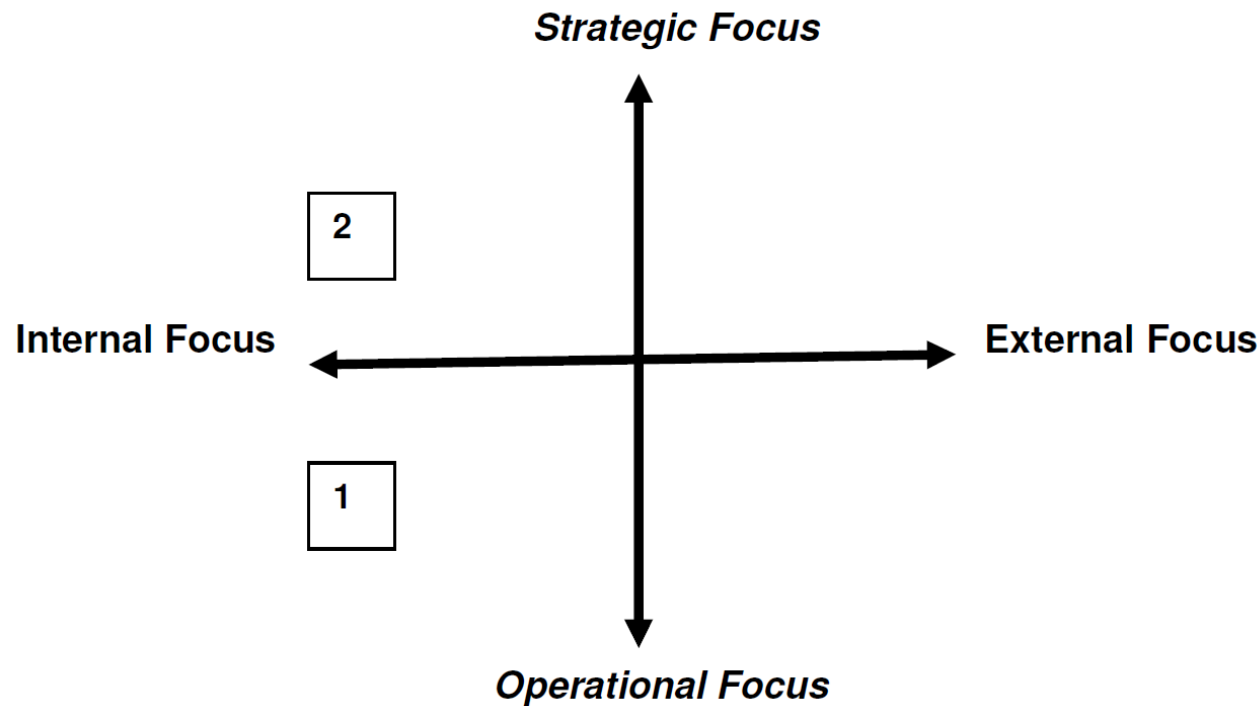
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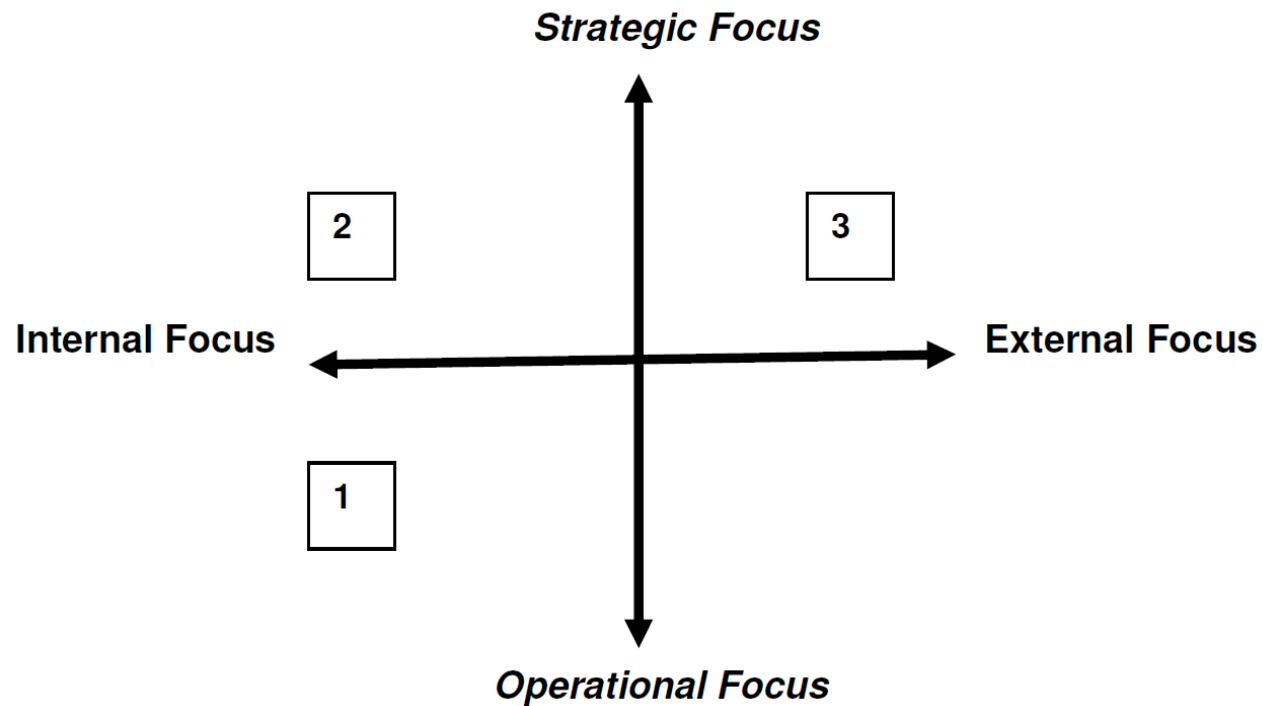
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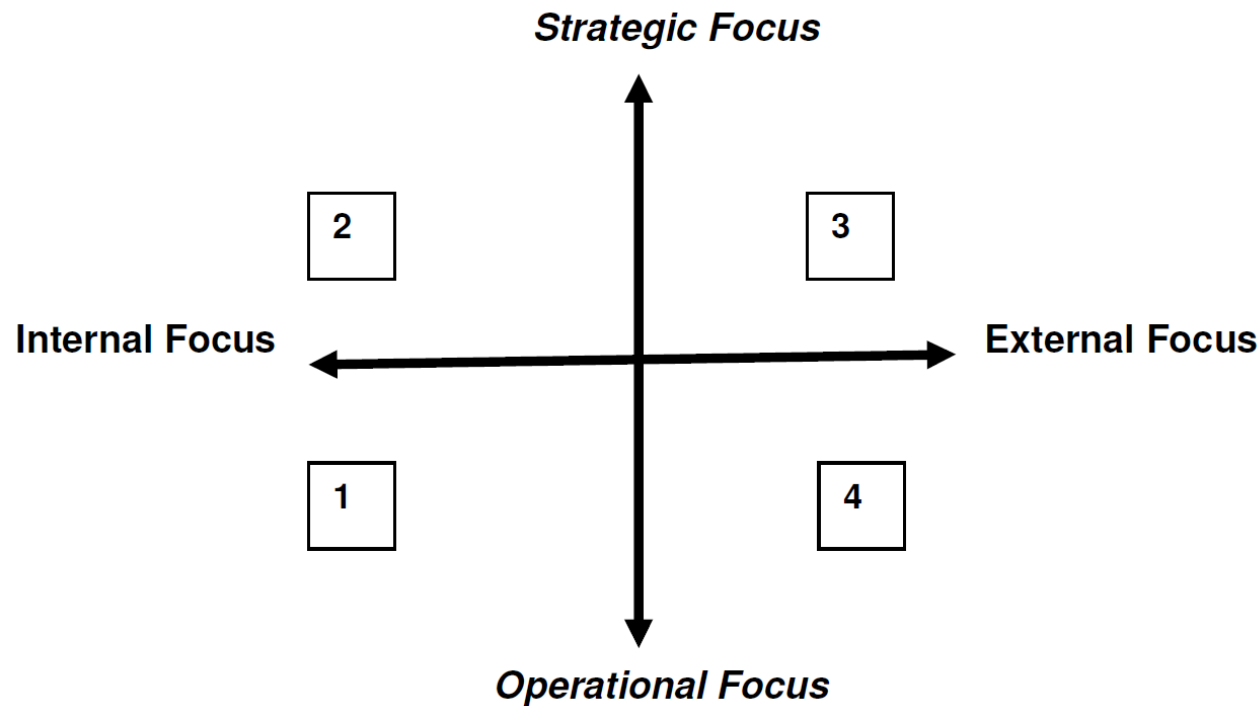
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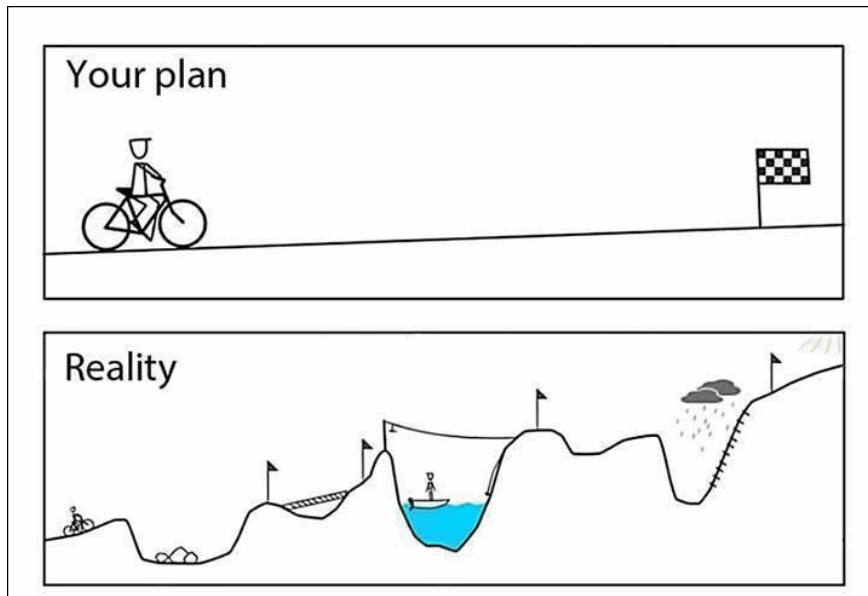
A framework to help you make sense of your findings..



The Four Domains of Managing & Leading RIA

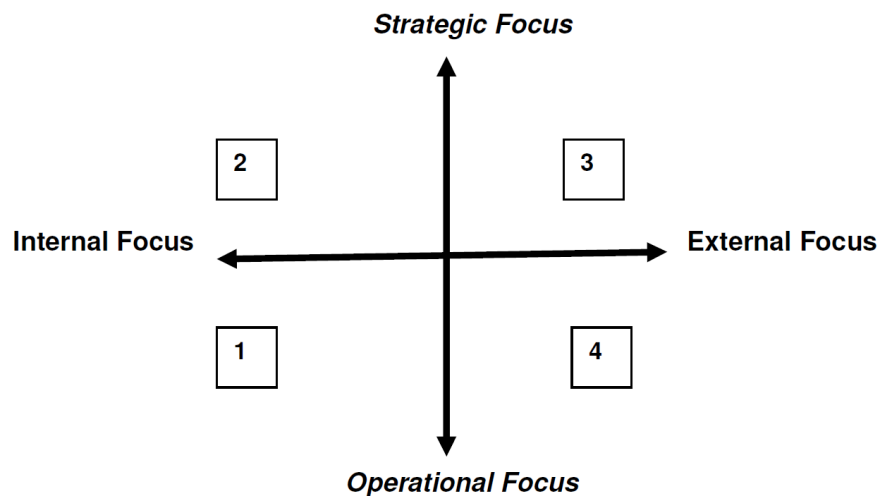
A framework to help you make sense of your findings..





What are the **most common management and leadership challenges** which arise when you are running a RIA project/ programme

- as a user (e.g. **commissioner/funder**)?
- as a deliverer (e.g. **contractor/researcher**)?
- as a decision maker **government sponsor**
- as an implementer **university researcher manager**?
- as a ...



Where do your challenges tend to sit in your 4 domains, what's the distribution?



Managing and Leading a RIA

- Requires thinking of it as *leading a complex change project*



Leading Complex Change

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.



Leading Complex Change

Vision

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.



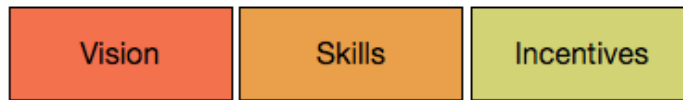
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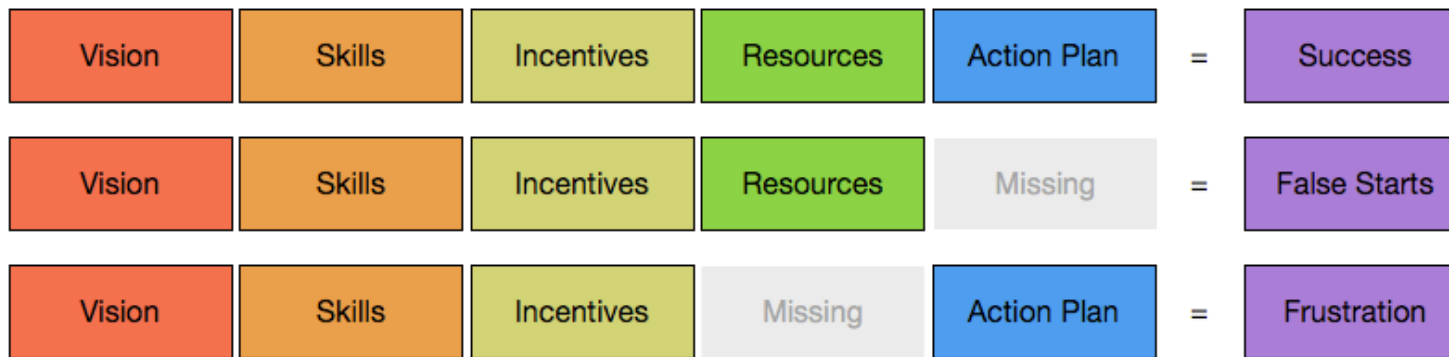
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Leading Complex Change



Leading Complex Change



Leading Complex Change

| | | | | | | |
|--------|--------|------------|-----------|-------------|---|--------------|
| Vision | Skills | Incentives | Resources | Action Plan | = | Success |
| Vision | Skills | Incentives | Resources | Missing | = | False Starts |
| Vision | Skills | Incentives | Missing | Action Plan | = | Frustration |
| Vision | Skills | Missing | Resources | Action Plan | = | Resistance |



Leading Complex Change

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| Vision | Missing | Incentives | Resources | Action Plan | = | Anxiety |



Leading Complex Change

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| Vision | Missing | Incentives | Resources | Action Plan | = | Anxiety |
| Missing | Skills | Incentives | Resources | Action Plan | = | Confusion |

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.



Leading Complex Change

Which might need strengthening in your project

| | | | | | | |
|---------|---------|------------|-----------|-------------|---|--------------|
| Vision | Skills | Incentives | Resources | Action Plan | = | Success |
| Vision | Skills | Incentives | Resources | Missing | = | False Starts |
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Managing and Leading a RIA

- Requires thinking of it as *leading a complex change project*

- Requires *influencing a range of key stakeholders*

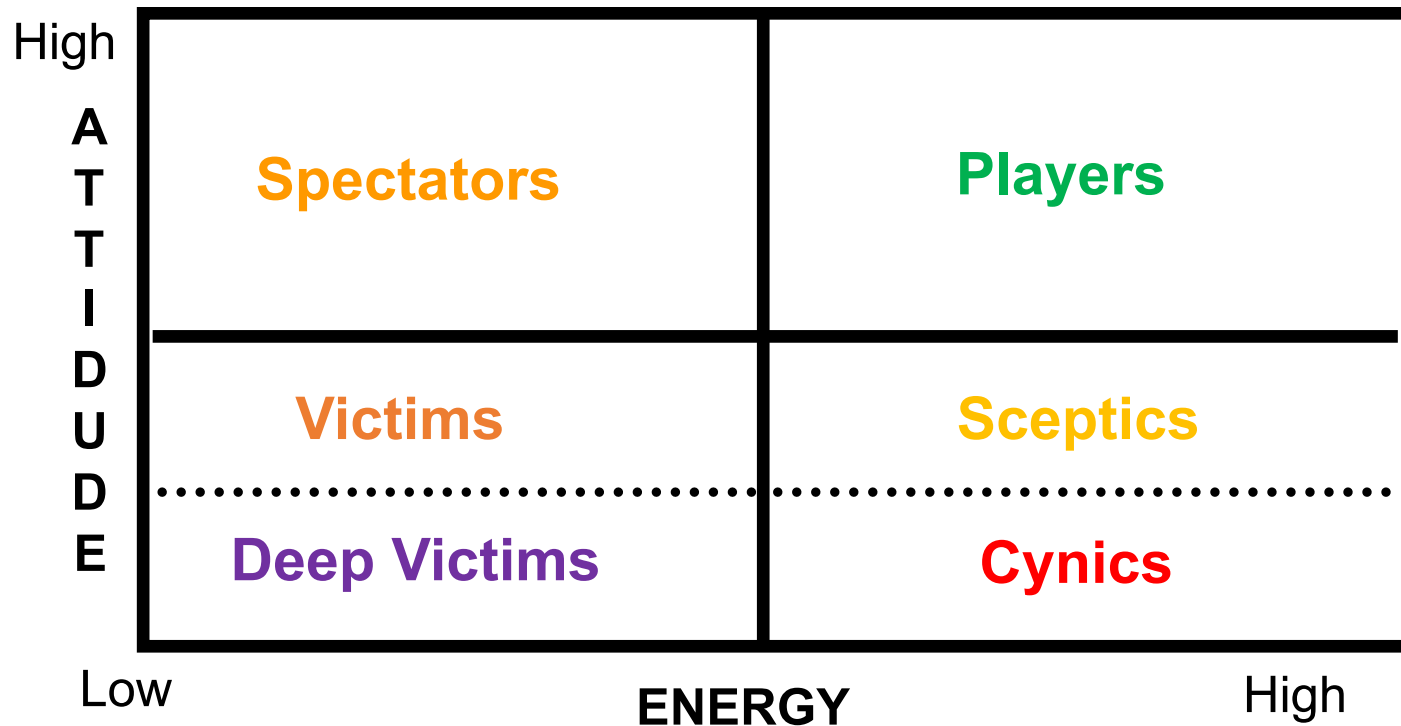


Reactions to introducing RIA – Gaining ‘Buy in’

- What are some of the more common responses which might be expressed by your stakeholders when you try to introduce an innovation such as RIA?
- How do you respond to these and influence others who may not yet be totally positive towards the concept?



Potential responses to ria

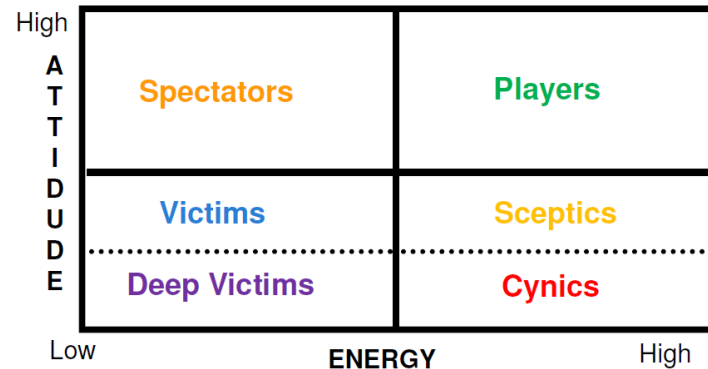


(Edmonstone, 2003)



Influencing others

- What do you the types **feel**, **react** and **need** if they are to be pro-active supporters of RIA?
- How might you influence *a group of senior academics who, at the moment, are exhibiting behaviours in each of these zones*...what do you give attention to?



SPECTATORS

Spectators **Feel**

Positive about changes

Anxious and lacking in confidence

Reluctant to get involved

Threatened

“We’re forgetting what made us who we are”

Afraid of being a victim of the numbers game

Reluctant to take risks

Spectators **React** by

Acknowledging need but resisting change

Working harder than ever at previously successful behaviour

Avoiding taking risks

Trying to “ride it out” until things return to “normal”

Keeping a low profile

Spectators **Need**

Understanding

Help in coping with stress fear & frustration

Carefully paced activities - careful not to overwhelm

Developmental job opportunities/challenge

Safe place to test new learning and experience success (simulations)

Effective role models, feedback,



VICTIMS

Victims **Feel**

Between unhappy and depressed support

Bruised self esteem

Overwhelmed by work

Powerless

Fearful of mistakes

Victims **React** by

Blocking out changes

Avoiding confronting issues

Retreating into “safe” activities

Avoiding risk

Waiting for things to

Avoiding thinking about what might happen

Victims **Need**

Understanding, and help in dealing with

Effective managers and peers who can help calm the waters

Phased in transition with bridges to the old ways

rather than job change

Mini challenges with



CYNICS

Cynics **Feel**

Not listened to
Determined to block the changes

Surprised at and unsympathetic to
The stress felt by others

Angry at the world

Frustrated with the confusion and
whining

Overly confident in own ability

Cynics **React** by

Expressing frustration over
pain and hesitancy of others

Arguing against the changes

Pressing for quick solutions
and decisive actions - then
criticising them

Being oblivious to core
challenges

Leading the “victims” down
the garden path

Cynics **Need**

The challenge to DO IT

Check and balance from
others

Accountability with
periodic review and
monitoring

Help them to become
aware of core challenges

Feedback
encouragement
support

Pairing with a Player



PLAYERS

Players **Feel**

Challenged and stretched

Comfortable with the need for change

Anxious about transition - but open to possibilities

Optimistic about the long term future

In control of own destiny

Not afraid of short term mistakes or setbacks

Players **React** by

Seeking the silver lining hidden beneath dark clouds

Viewing ambiguity and change as challenge and opportunity

Finding humour in difficult situations and using it as a tool

Treating life as a continuous learning experience

Expanding personal comfort zone

Players **Need**

Reward and support for being the key player in the transition process

Flexible growth opportunities coupled with visible rewards

Latitude to model effective behaviour for others

Relief from being caught in the cross fire - ie trying to be all things to



Managing and Leading a RIA

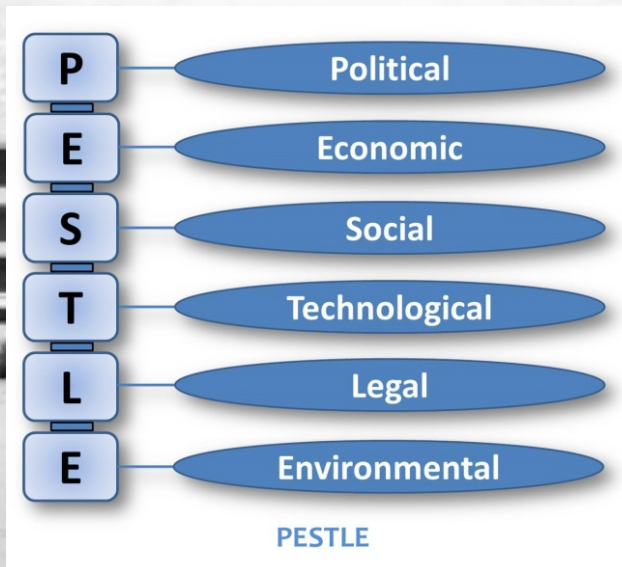
- Requires think of it as *leading a complex change project*
- Requires *influencing a range of key stakeholders*
- Requires keeping your eyes on *multiple horizons*



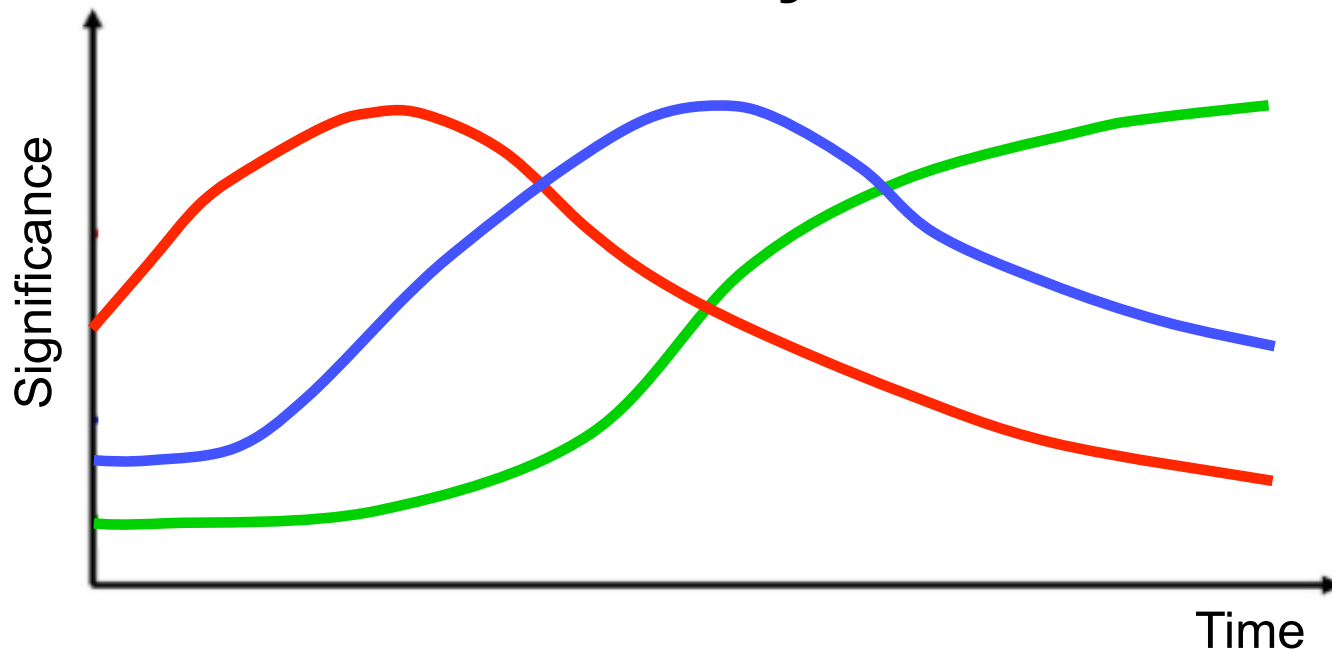
Some space to take stock of the external context

This used to be relatively easy

Look to the horizon and scan for patterns



Today – 3 Horizons to Scan

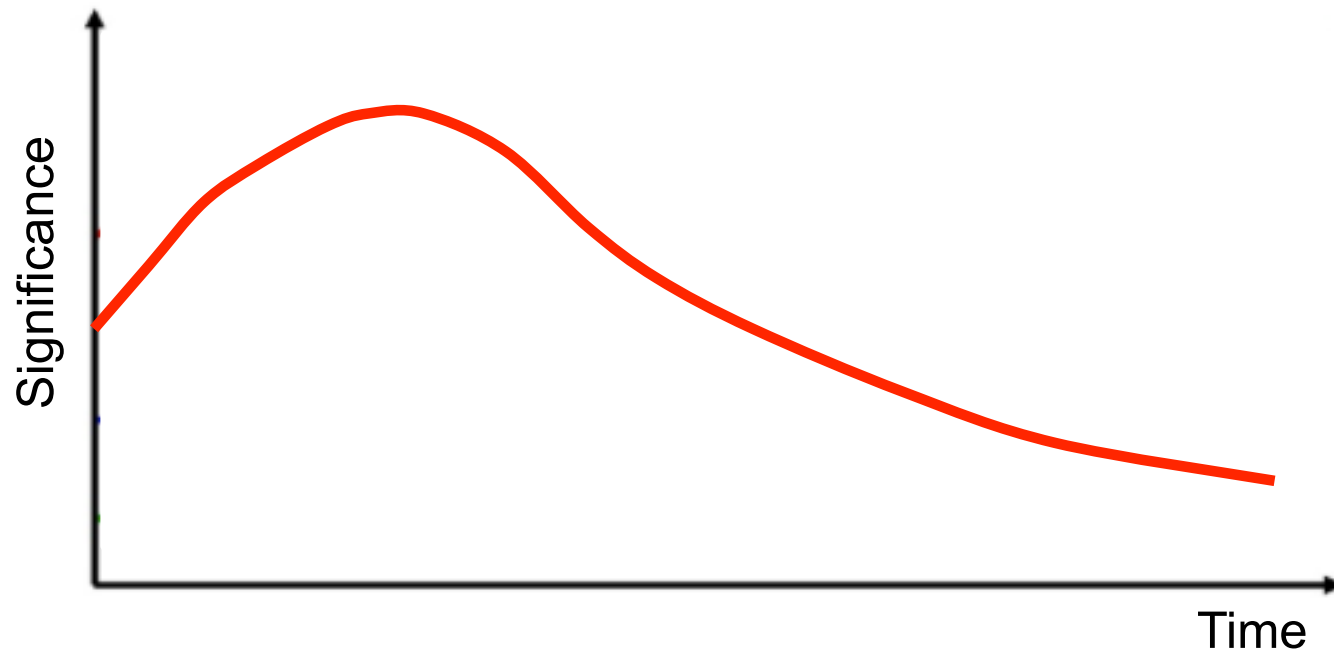


H1 – Highly significant now and for the *immediate future*

H2 – Growing importance in the *near future* – but may be uncertain

H3 – Increasingly unclear but potentially significant in the *longer term*

H1 - Immediate Horizon



H1 – Highly significant now and for the *immediate future*

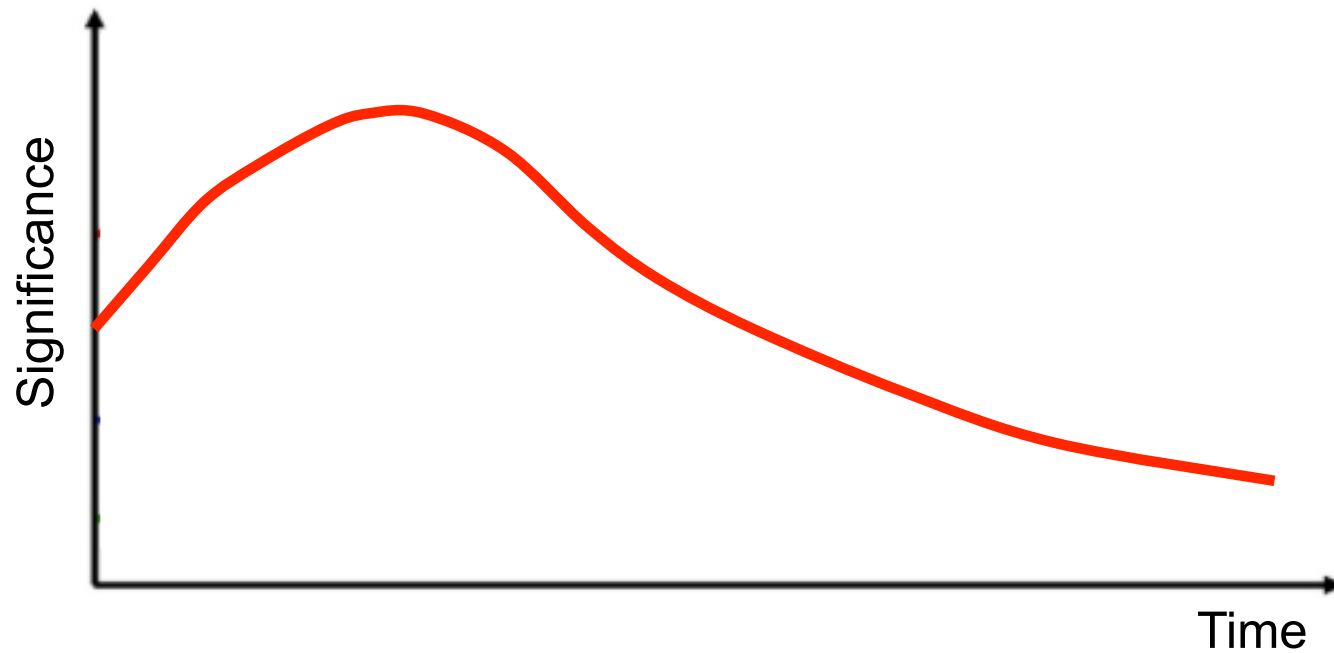


H1- Existing Policies & Market Conditions 'UK Higher Education'

- **From**
 - Modest stability
 - Modest financial margins
 - Higher Education Institutions
 - Research funding focused
 - Do it yourself
 - Limited differentiation and a squeezed middle
 - Single UK HE Sector
- **Today**
 - *Increasing uncertainty*
 - *Increased investment funding*
 - *Diversity of HE providers*
 - *More concentration of funding*
 - *Develop partnerships*
 - *Increased distinctiveness and differentiation occurring*
 - *Sector? – Devolved systems*



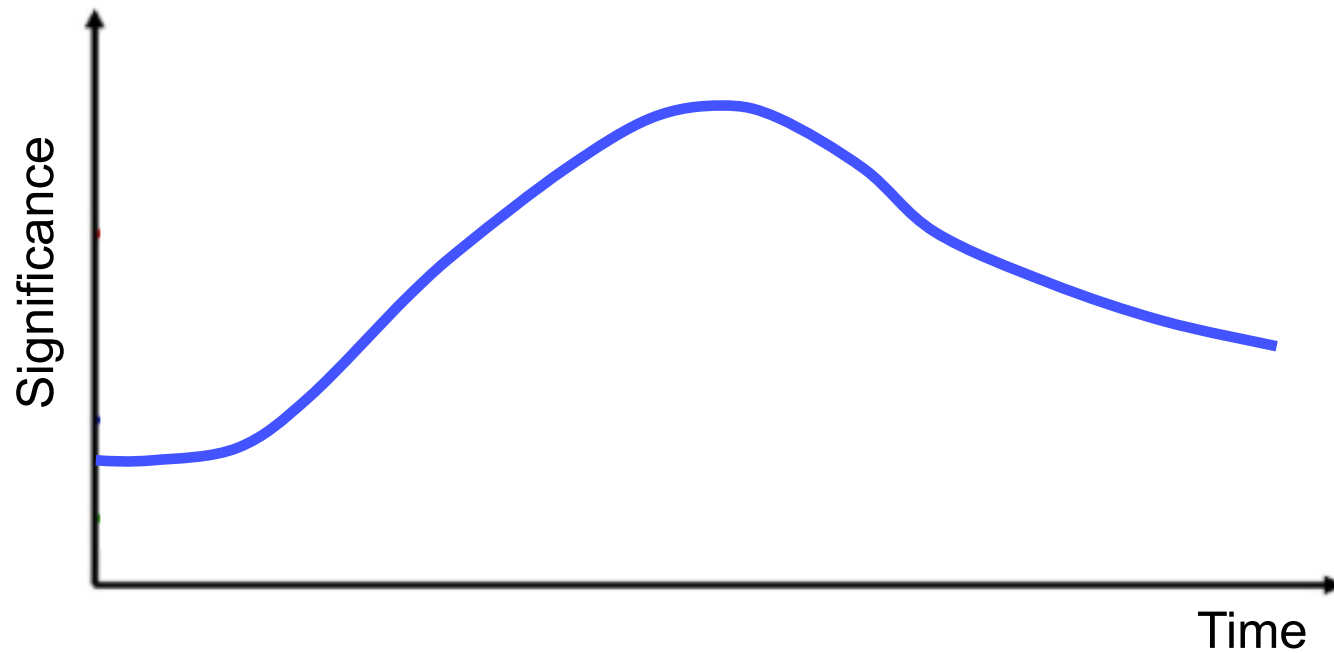
H1 – What's on your current horizon?



H1 – Highly significant now and for the *immediate future*



H2 – Near Future Horizon



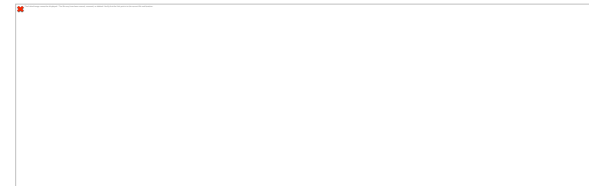
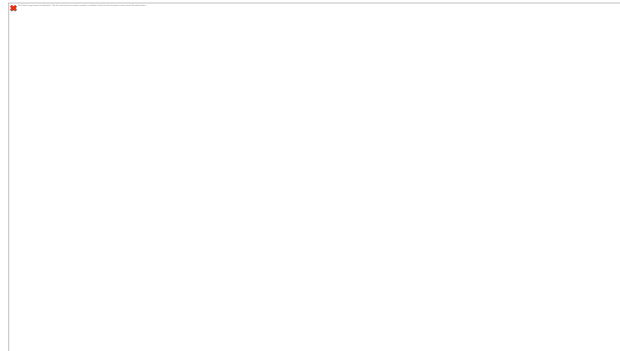
H2 – Growing importance in the *near future* – but may be uncertain



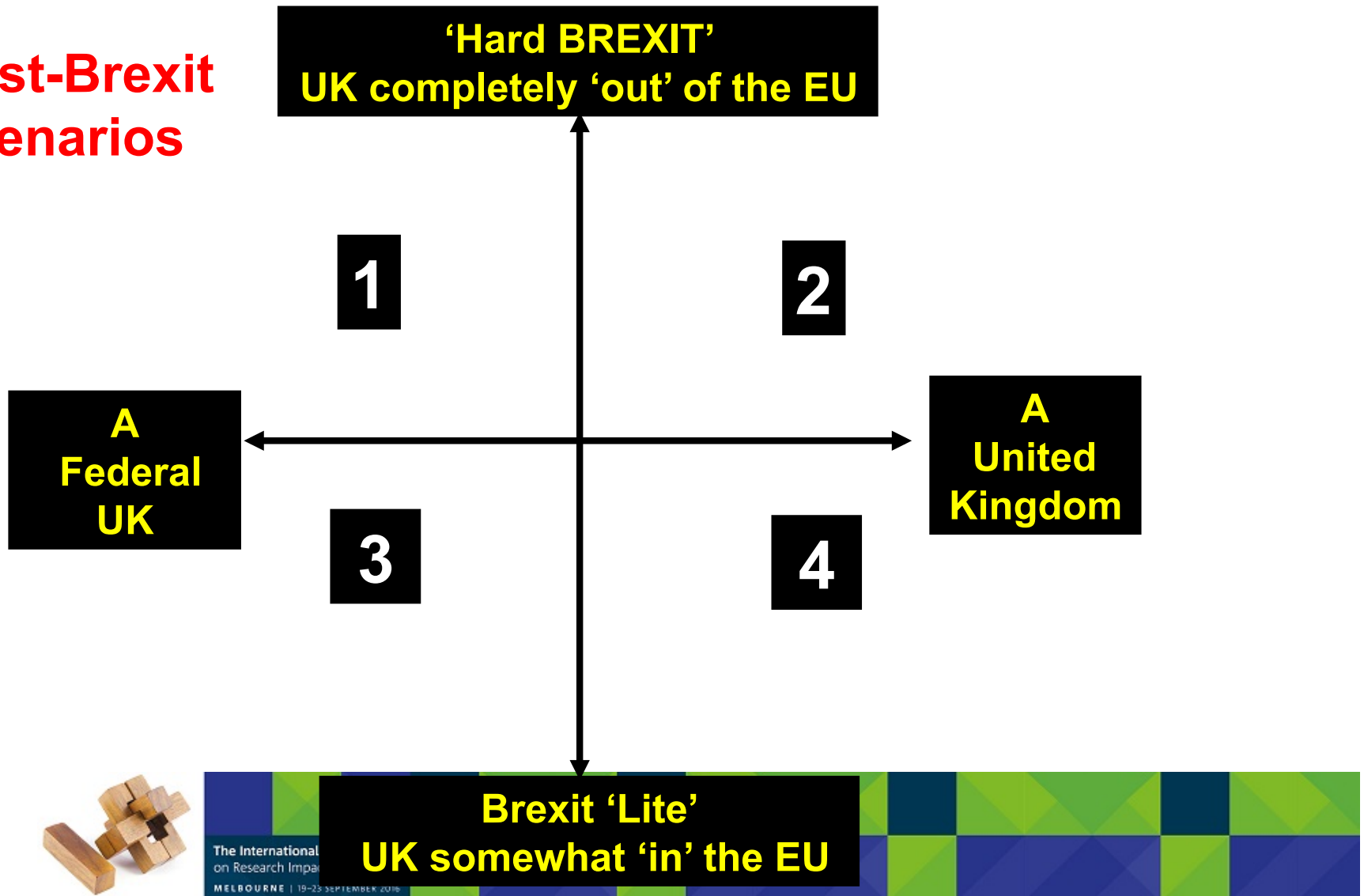
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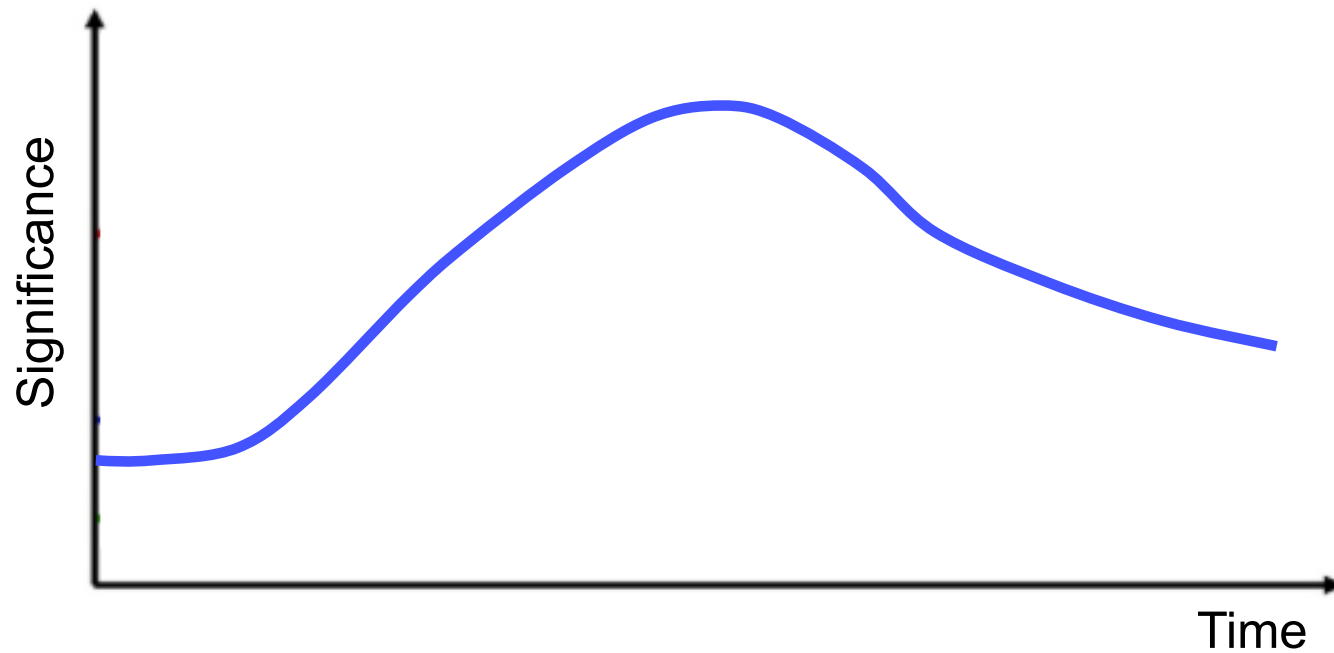
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Post-Brexit Scenarios



H2 – What's on your near future horizon?

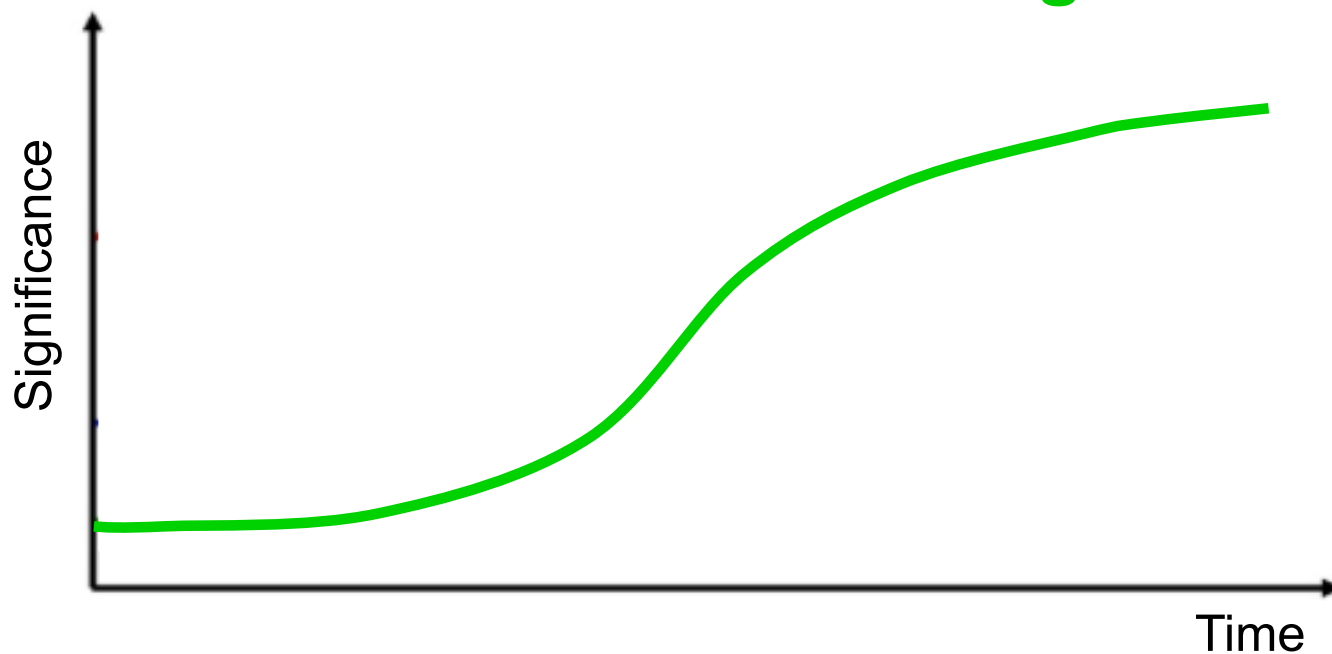


H2 – Growing importance in the *near future* – but may be uncertain



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H3 – Long Term Horizon



H3 – Increasingly unclear but potentially significant in the *longer term*

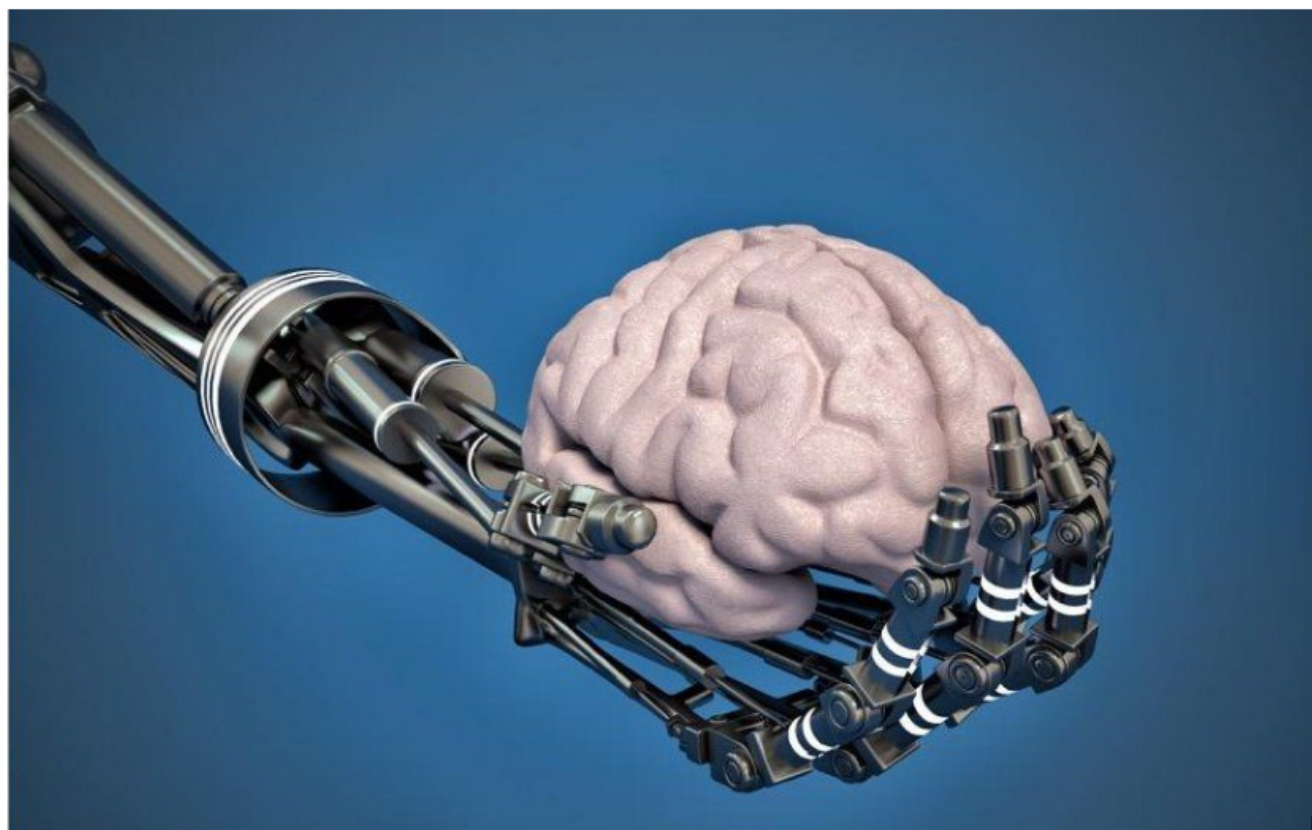


Technology

Intelligent Machines: The truth behind AI fiction

By Jane Wakefield
Technology reporter

🕒 11 September 2015 | [Technology](#)



Thinkstock

Machines are getting more human, but will they ever be like they are portrayed in films?

Technology

Will a robot take your job?

🕒 11 September 2015 | Technology

Technology has been replacing manual work for years. But which jobs will robots be able to take on in the future?



Special report:
Intelligent Machines

About 35% of current jobs in the UK are at high risk of computerisation over the following 20 years, according to a study by researchers at Oxford University and Deloitte.

Search for your job to find out the likelihood that it could be automated within the next two decades.



I am a...

?



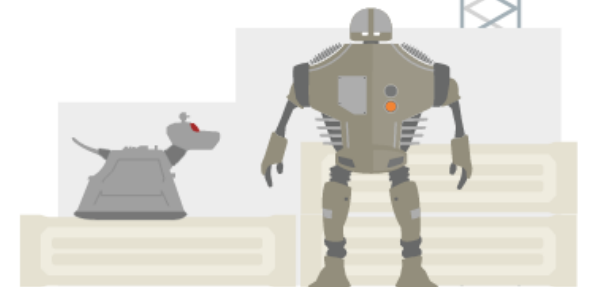
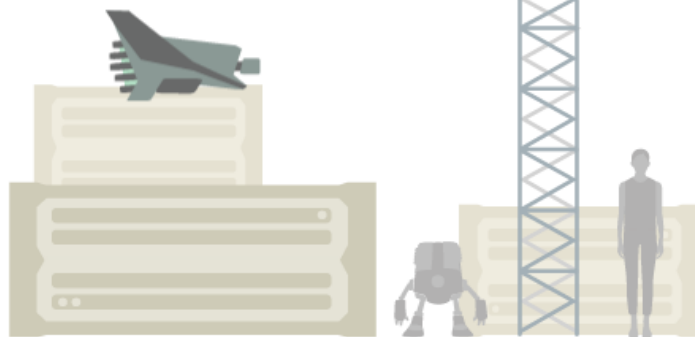
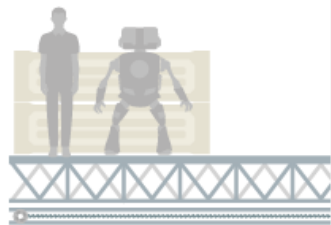


I am a...

Chartered surveyor

Can't find your job? [Browse the full list](#)

[Find out my automation risk >](#)

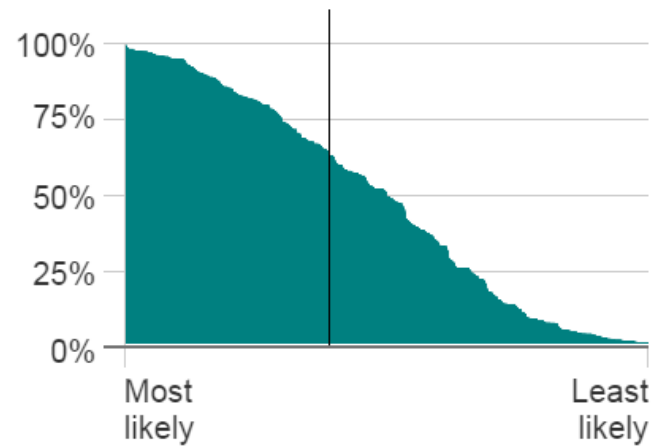


Source:

Chartered surveyors

Likelihood of automation?
It's fairly likely (63%)

How this compares with other jobs:
143rd of 366



[Share my result](#)

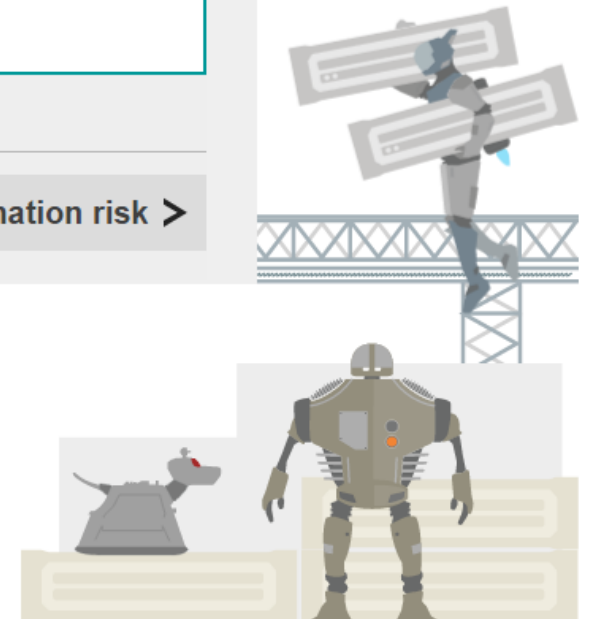
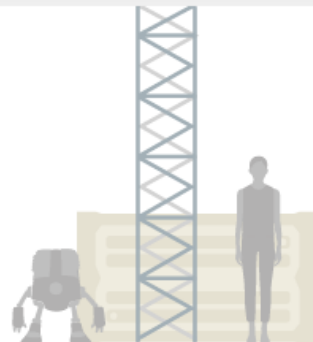
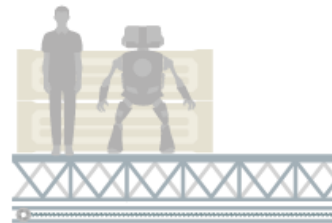




I am a...

academic|

Find out my automation risk >



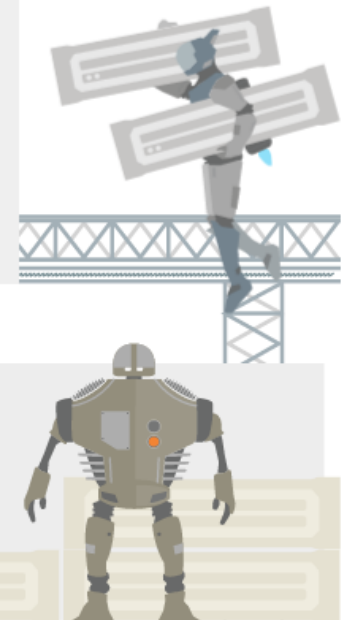
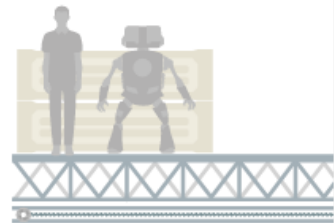


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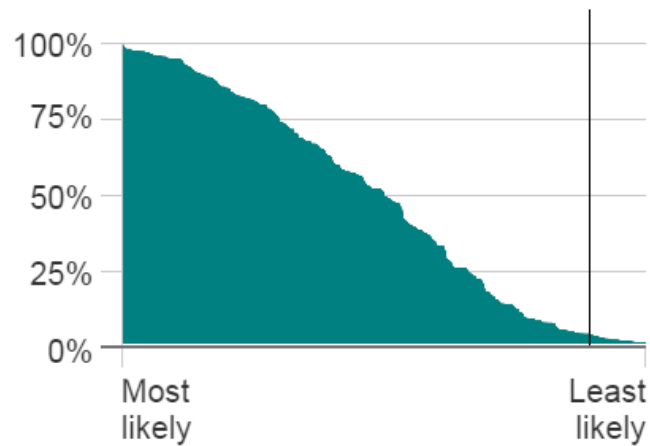
Higher education teaching professionals

Likelihood of automation?

It's quite unlikely (3%)

How this compares with other jobs:

327th of 366



[Share my result](#)



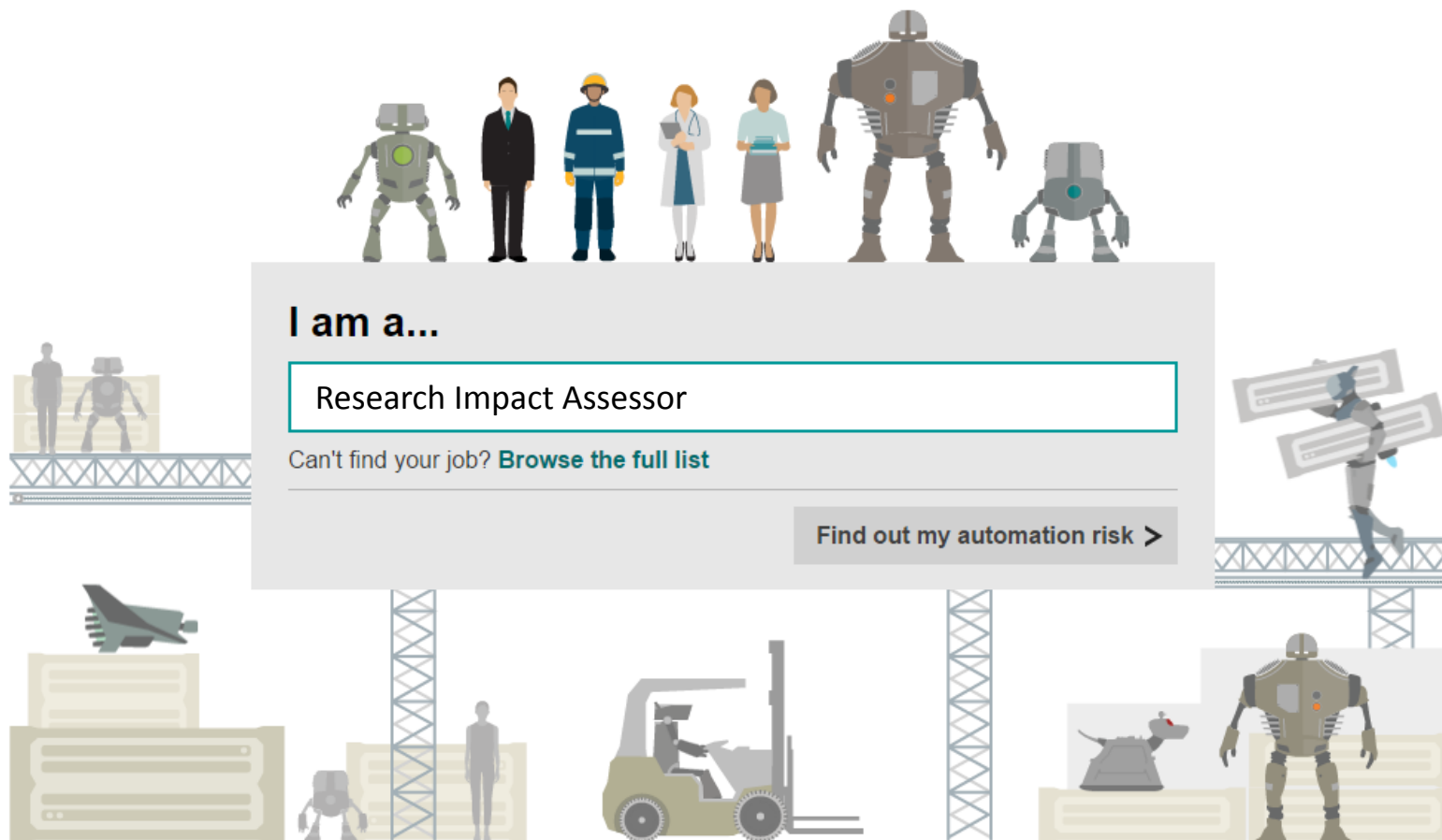
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🕒 11 September 2015 | Technology

🔗 Share

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'The Future of Employment: How susceptible are jobs to automation'. Data supplied

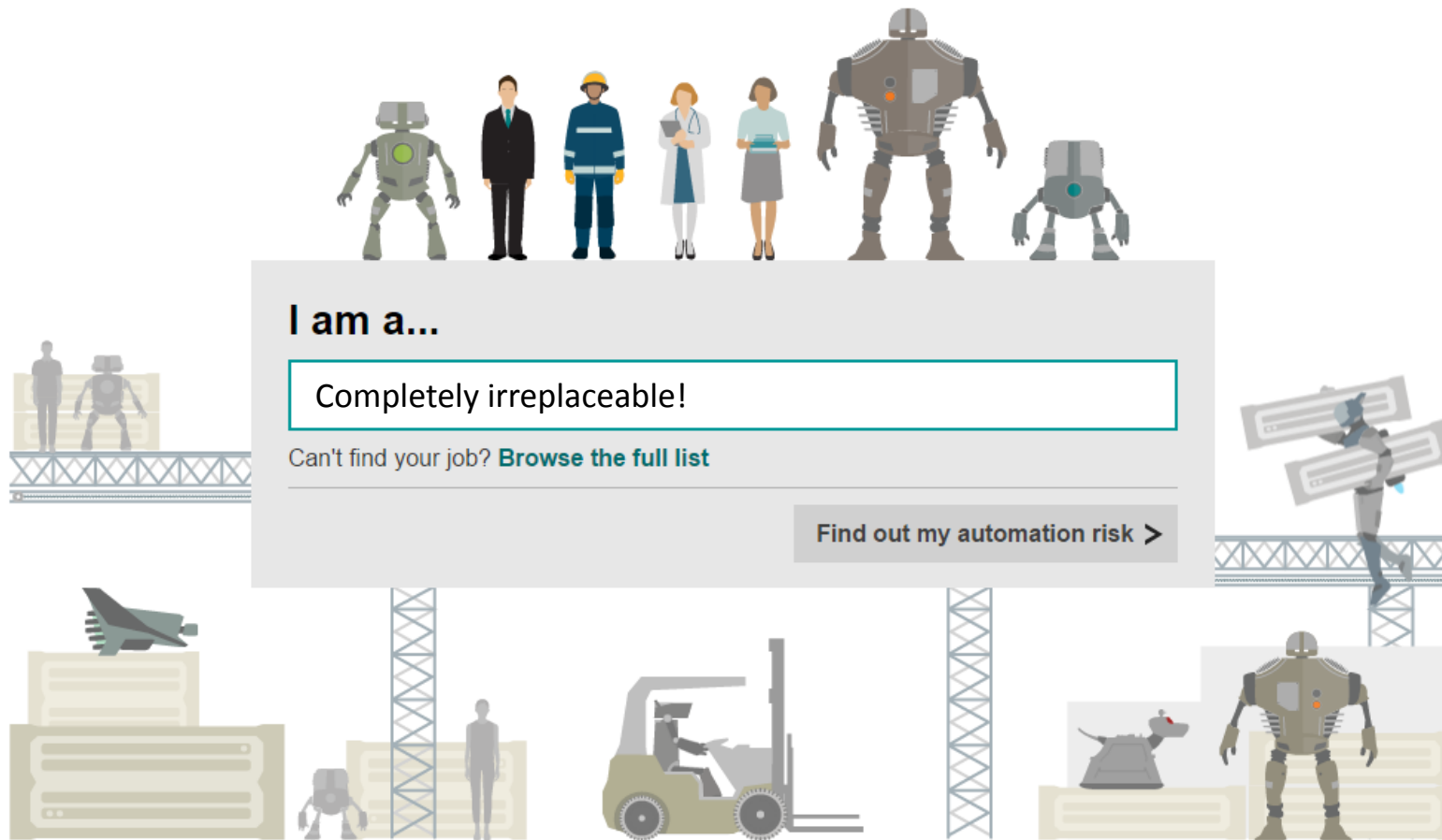
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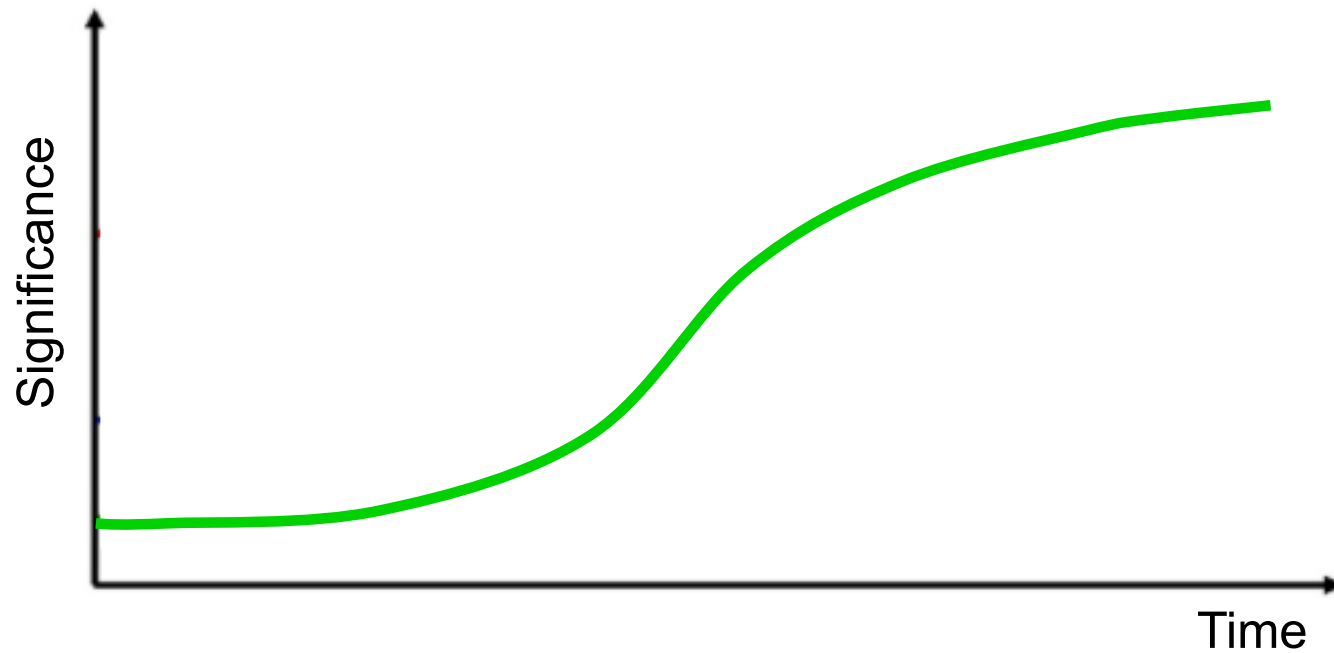
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H3 – What's on your long term horizon?



H3 – Increasingly unclear but potentially significant in the *longer term*




Managing and Leading a RIA

- Requires *leading a complex change project*
- Requires *influencing a range of key stakeholders*
- Requires keeping your eyes on *multiple horizons*
- Requires a *team based approach to innovation*



RIA Requires Team Based Innovation

HBR.ORG Harvard Business Review

 JUNE 2014
REPRINT R1406G

Collective Genius

No longer casting themselves as solo visionaries,
smart leaders are rewriting the rules of innovation.
*by Linda A. Hill, Greg Brandeau, Emily Truelove,
and Kent Lineback*

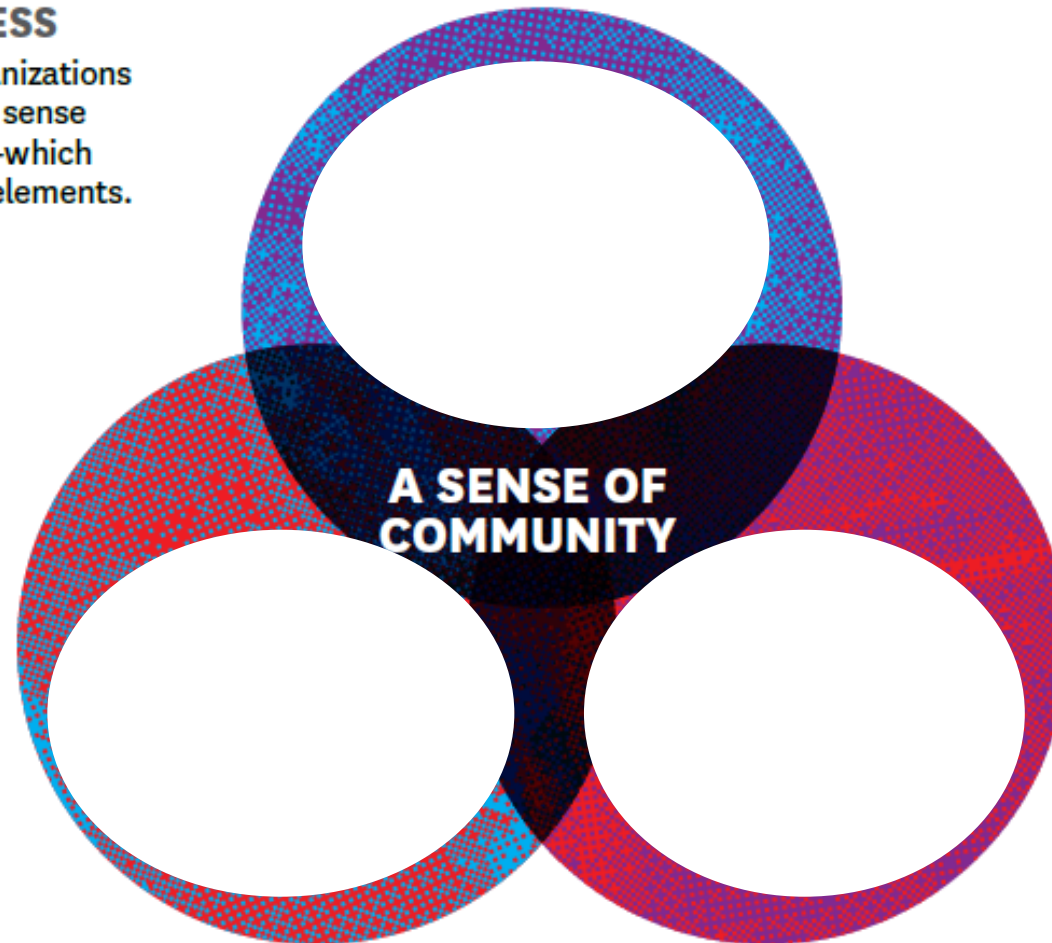


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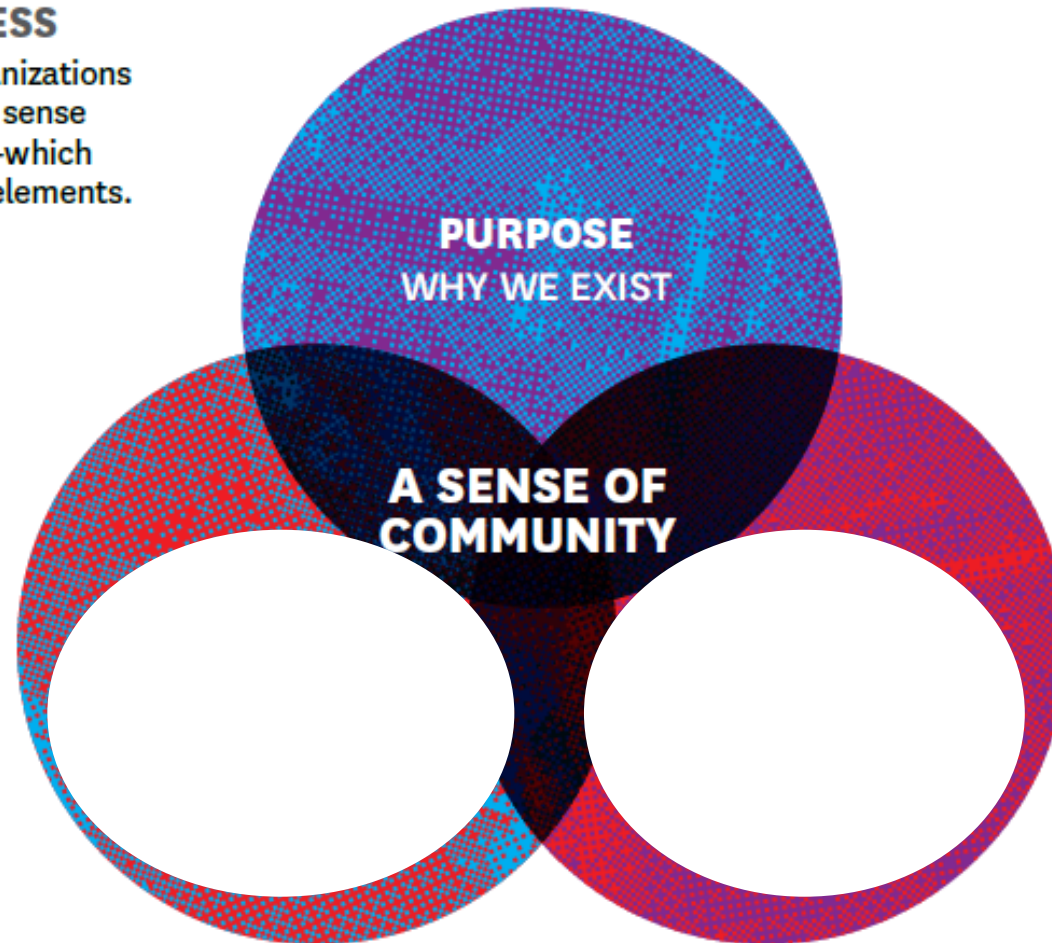
WILLINGNESS

Innovative organizations must nurture a sense of community—which rests on three elements.



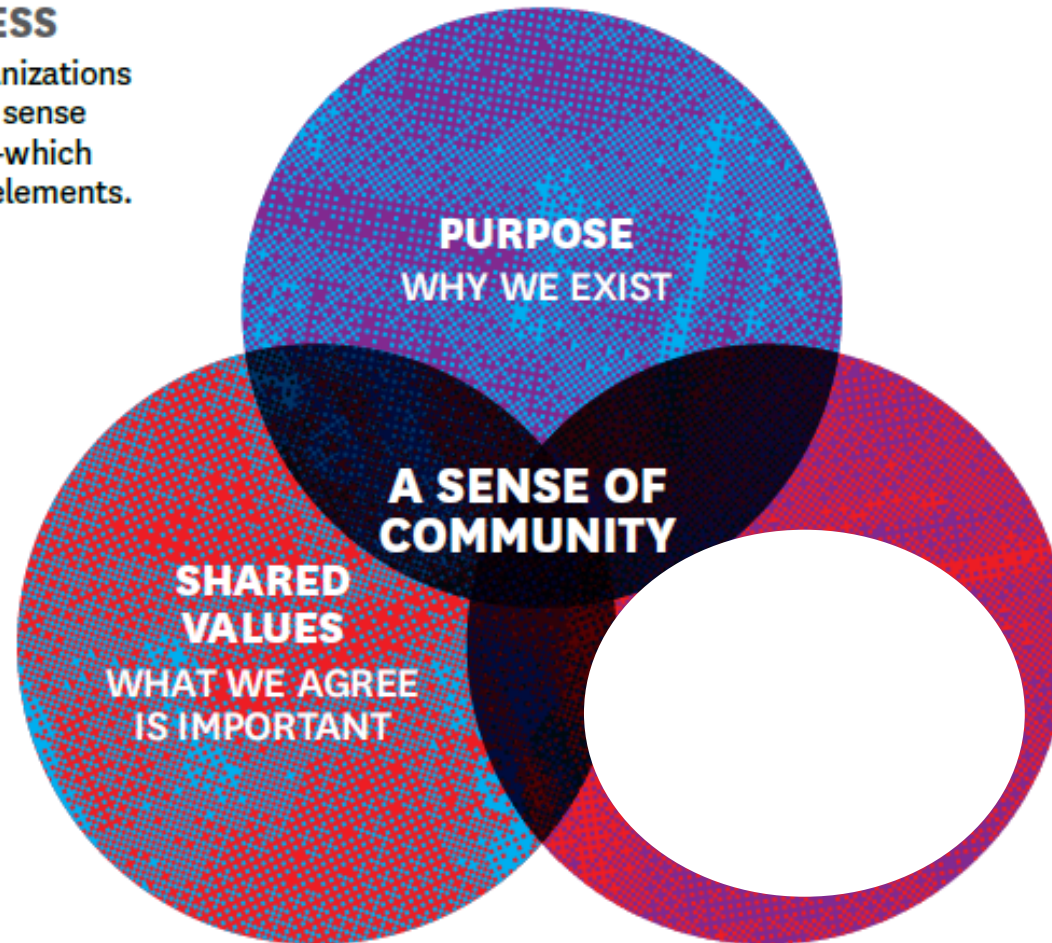
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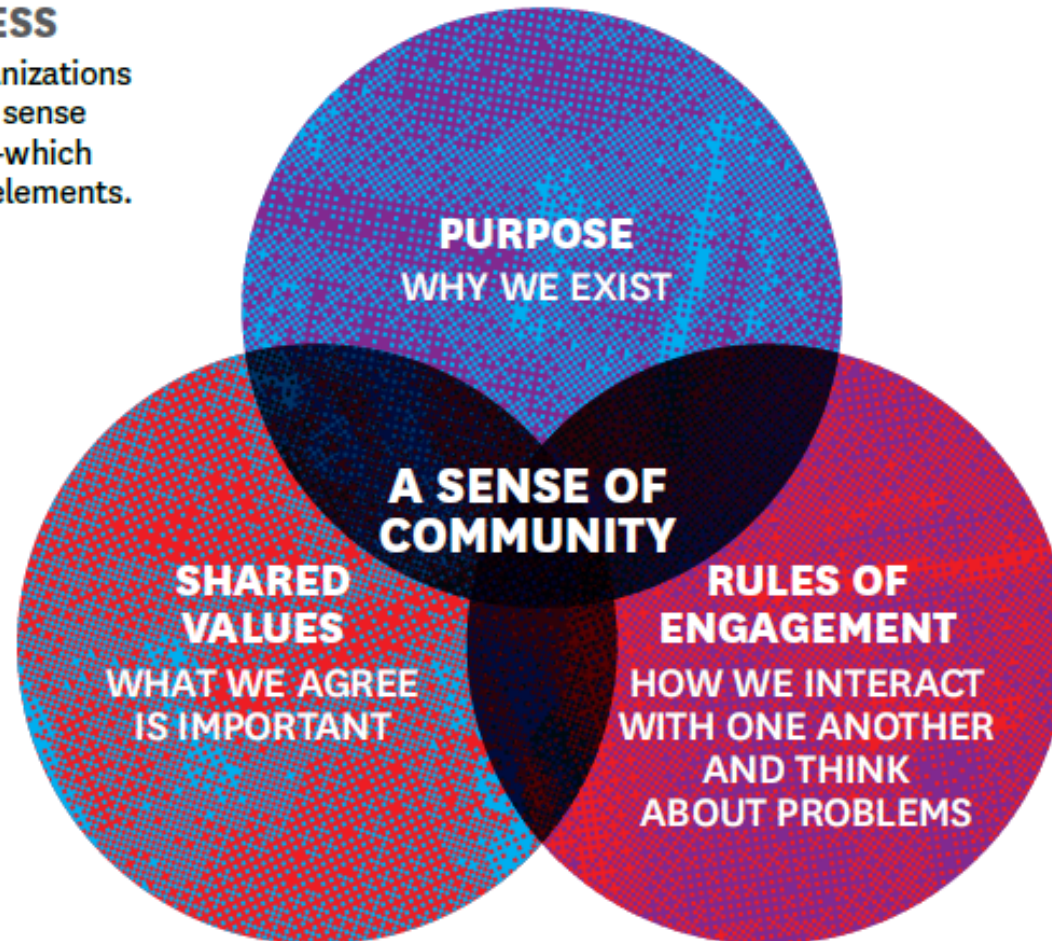
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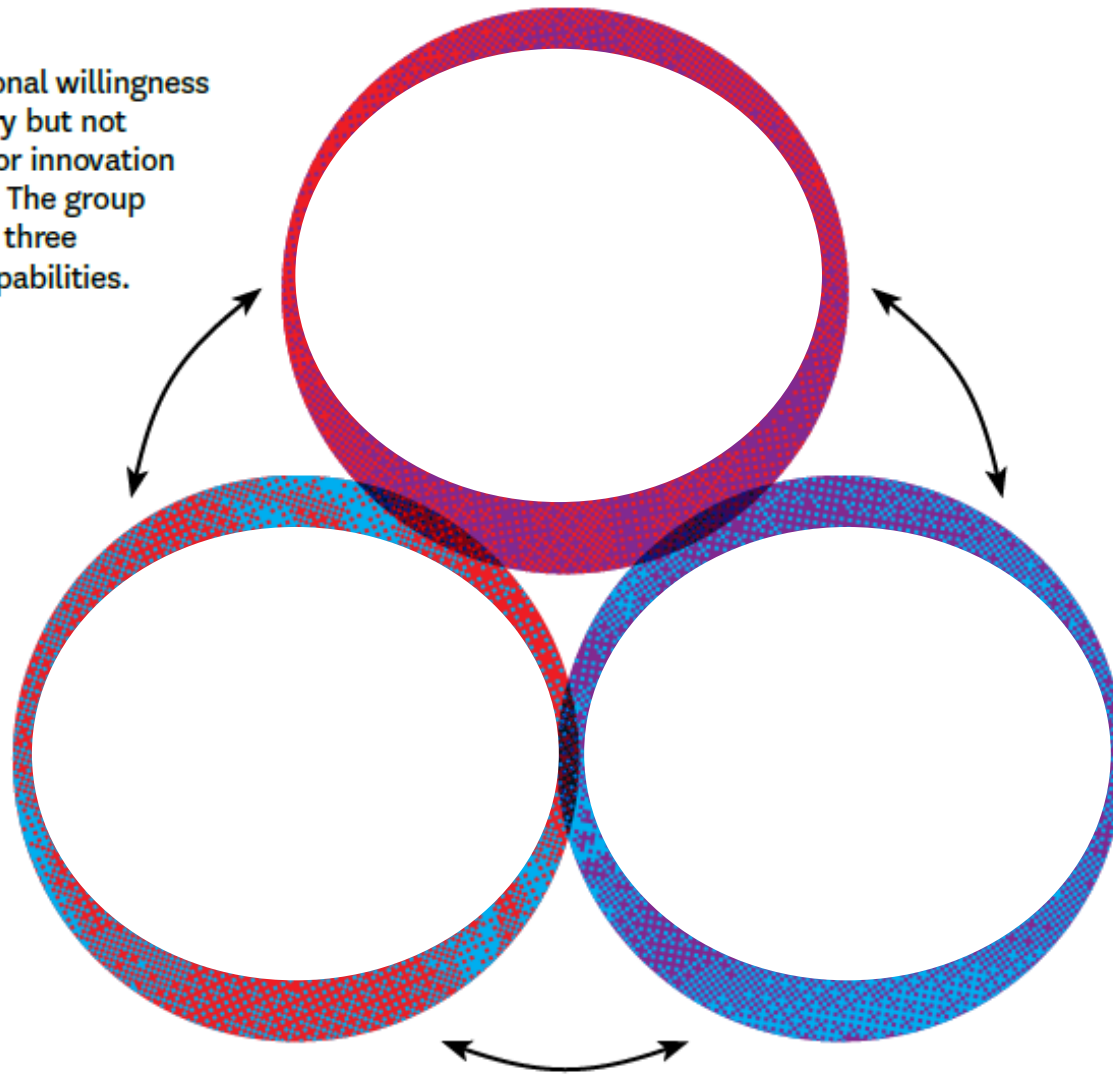
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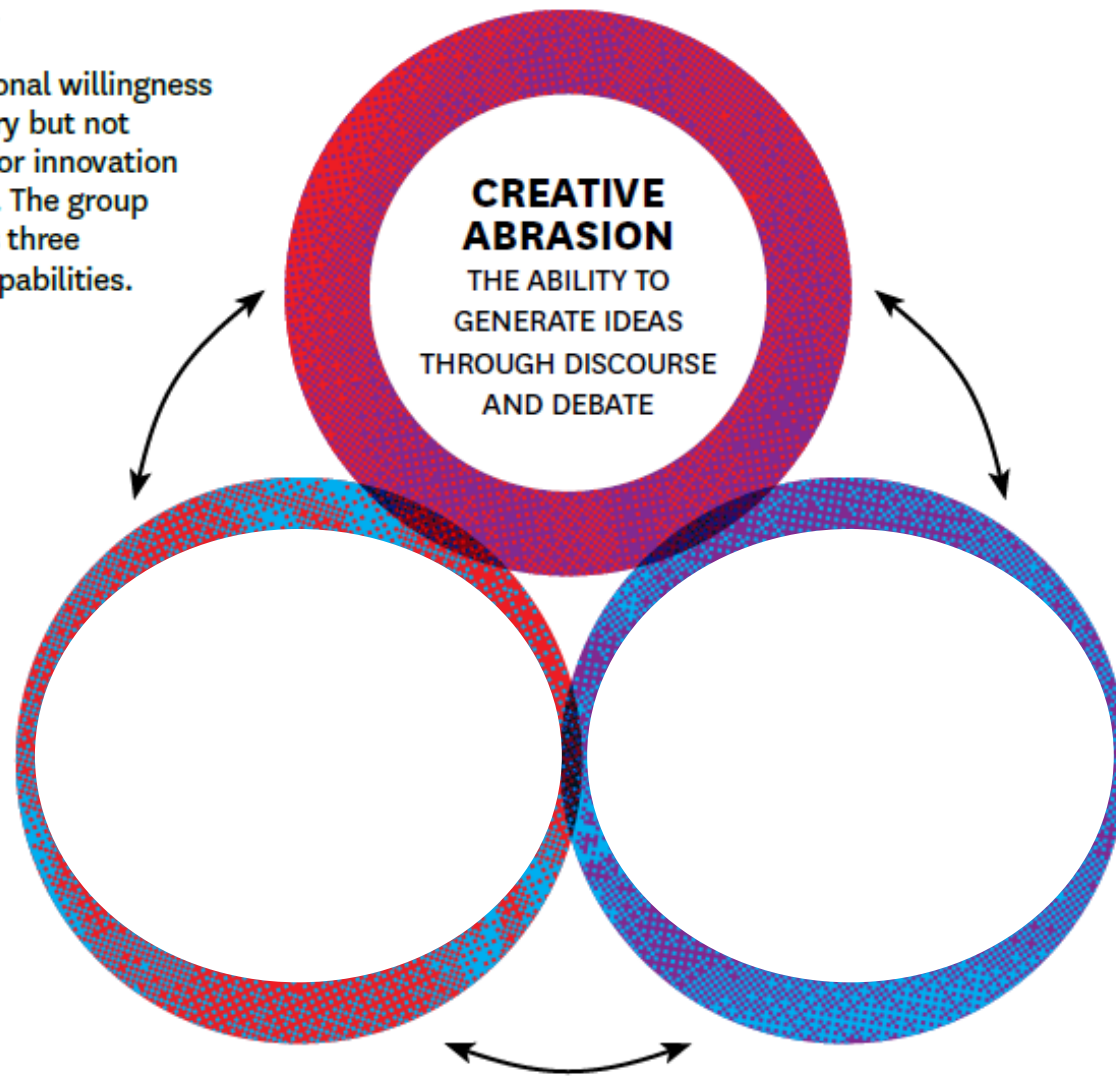
ABILITY

Organizational willingness is necessary but not sufficient for innovation to flourish. The group also needs three specific capabilities.



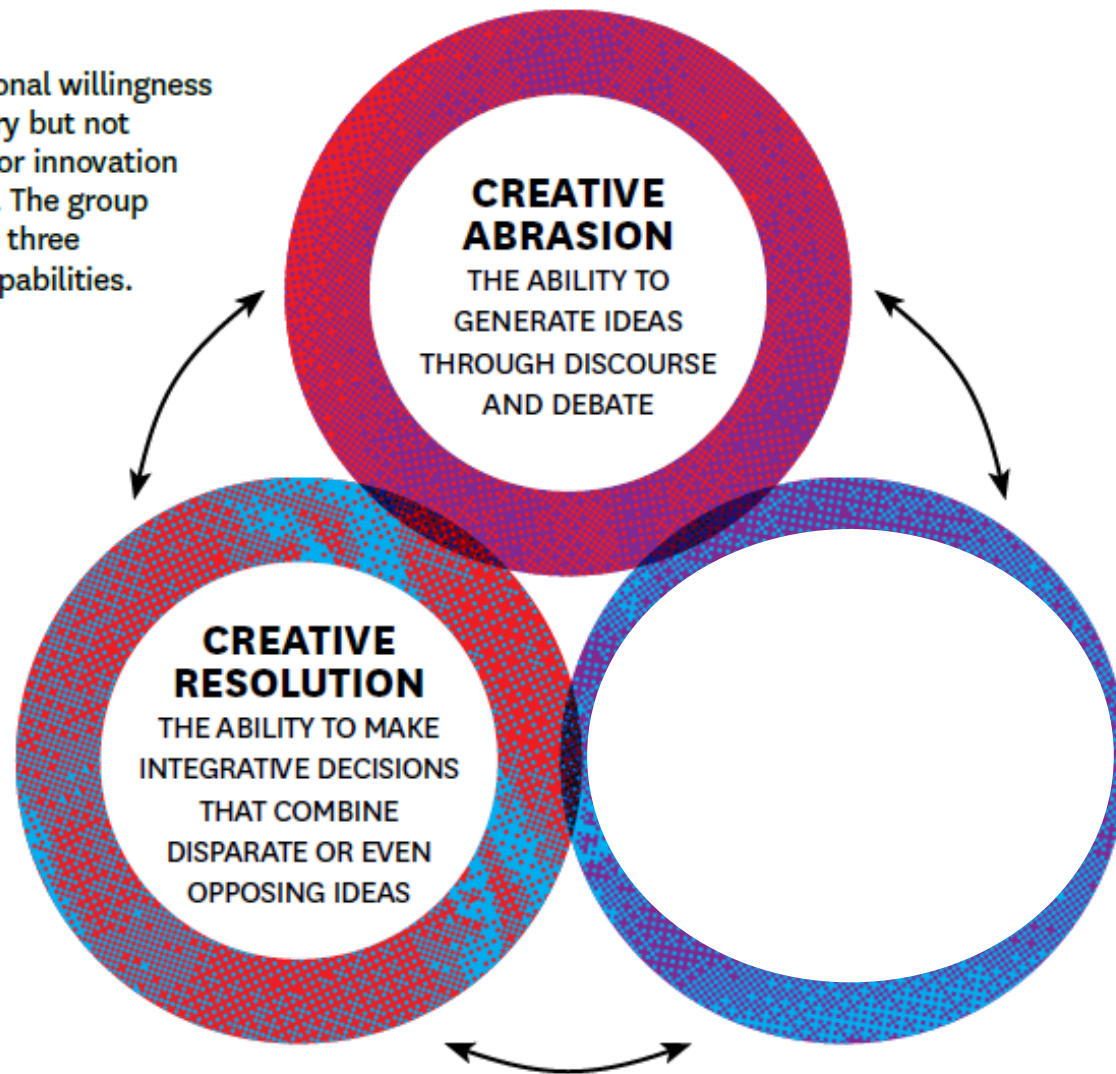
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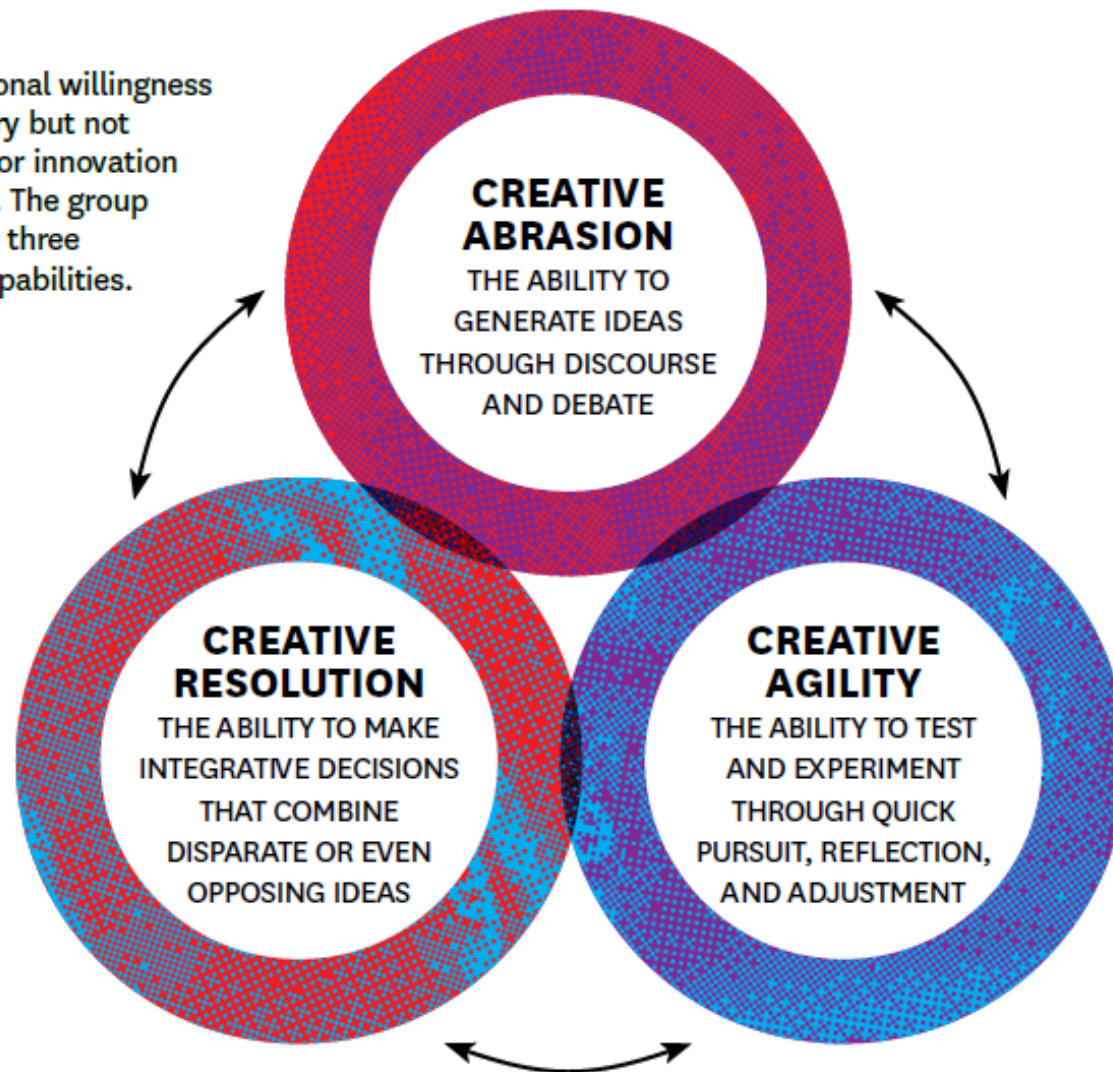
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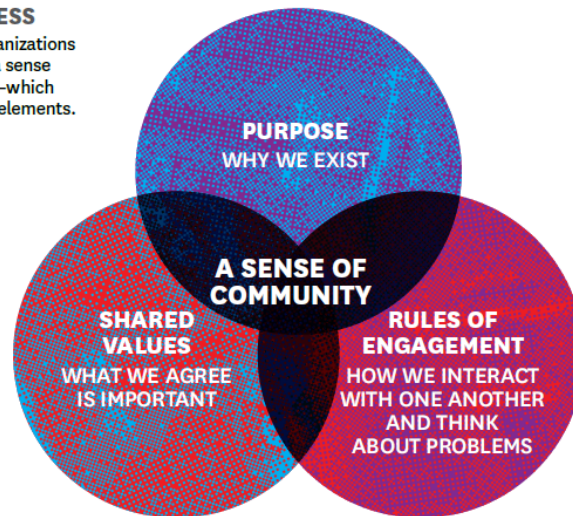


The Collective Genius Challenge

Team Based Innovation and RIA

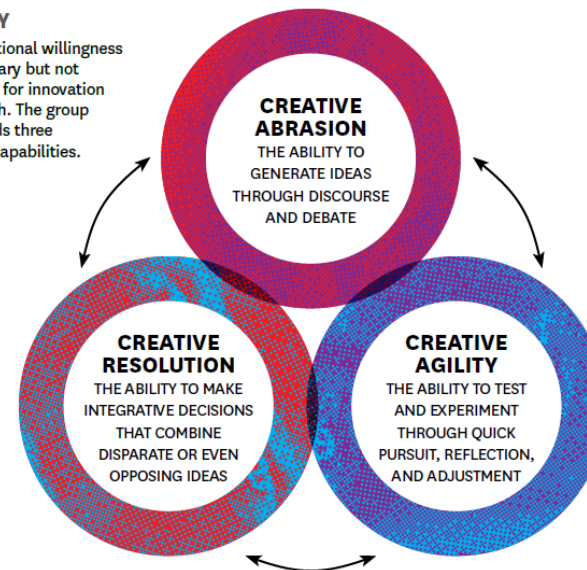
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ABILITY

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***Where are you doing well and
where do you need to focus increased attention
to encourage team based innovation in relation to RIA?***

Thank you

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