A Tool for Assessing HEI Engagement in RIS3

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Harvard Business Review

ORGANIZATIONAL CULTURE

Why Organizations Don't Learn

by Francesca Gino and Bradley Staats

FROM THE NOVEMBER 2015 ISSUE

https://hbr.org/2015/11/why-organizations-dont-learn

Reason #1: …**Fear of failure when exploring unknown pathways…**

Reason #2: …**Too much recognition of diligence in routine tasks…**

Reason #3: …**Over reliance on past performance vs new potentials…**

Reason #4: …**«Outcome attribution bias» (in interpreting results)…**

Reason #5: …**Too little time available for reflection before action…**

What should Universities learn?

Source: Goddard, 2016

Multiple roles of universities in regions, including:

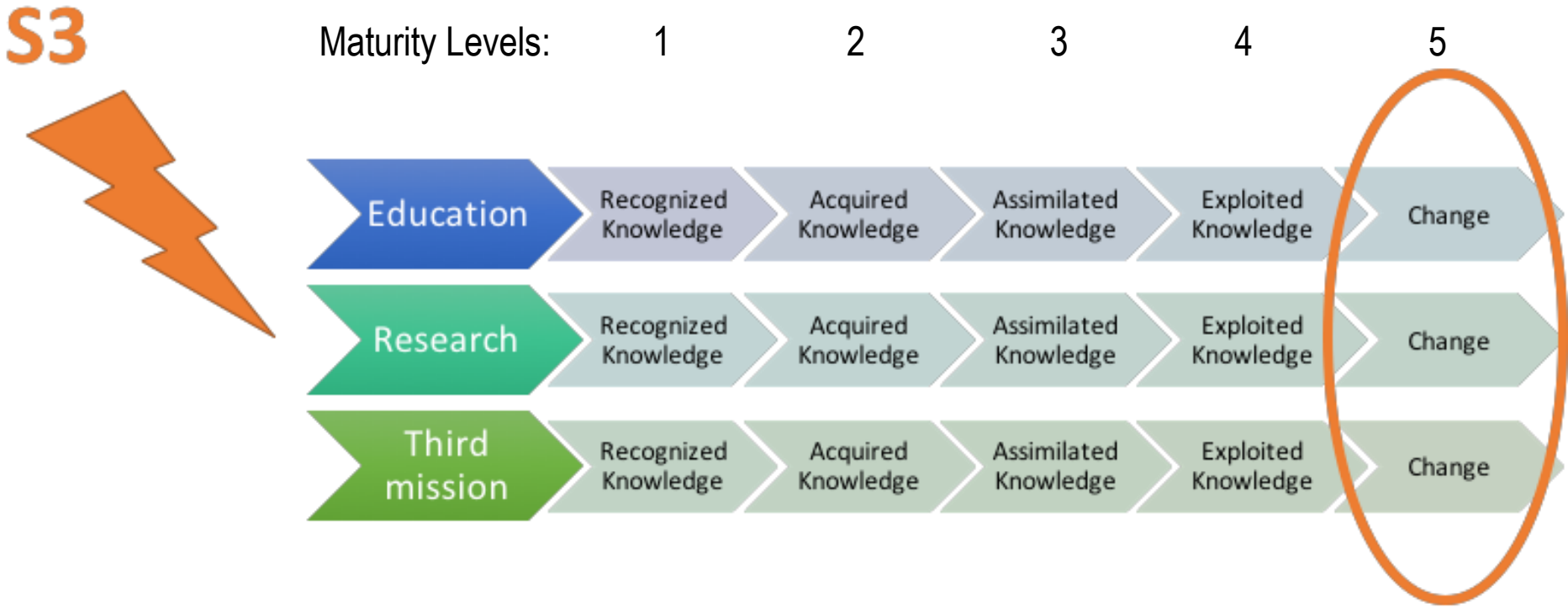
- *Creators of knowledge;*
- *Knowledge reservoirs;*
- *Knowledge antennas;*
- *Human capital creators;*
- *Transferors and commercialisers of knowledge;*
- *Regional leaders;*
- *Influencers of the image and identity of regions;*
- *Connectors to local civil society.*

"Universities masquerade as innovation agents, while they are knowledge silos".

Kevin Morgan, Professor of Governance and Development, Cardiff University
[@Smart Regions Conference, Brussels, 1-2 June 2016]

	Constraints	Barriers	Enablers
Individual Dimension	***Role, position and job tasks in the organisation***	***Excess workload, cultural resistance, privileged position***	***Action and interaction with the 'external world'***
Collective Dimension	***Organisational rules, routines, conventions etc.***	***'Silo' fragmentation, poor mechanisms of knowledge sharing***	***Awareness raising and incentive systems***
Organisational Dimension	***Operational context, available resources and infrastructures***	***Decision making structures, lack of systems thinking***	***Cultural vision, alignment strategy, external shocks***

Conceptual framework: HEI knowledge absorption model



by inspiration of Cohen and Levinthal, 1989 & 1990

The five levels of HEI maturity in knowledge absorption

- **Recognized knowledge**: HEIs have recognized that S3 related information, descriptions or skills are relevant for their strategic behaviour;
- **Acquired knowledge**: HEIs have acquired S3 related information, descriptions or skills by perceiving, discovering, or learning;
- **Assimilated knowledge**: HEIs have taken stock of and adapted, rather than simply stored, S3 related information, descriptions or skills;
- **Exploited knowledge**: HEIs have exploited S3 related information, descriptions or skills for their own strategic purposes;
- **Change:** HEIs have evolved from their initial positioning within the RDI governance system as a result of the appropriation of S3 related information, descriptions or skills.

by inspiration of Cohen and Levinthal, 1989 & 1990

A source of inspiration

https://heinnovate.eu

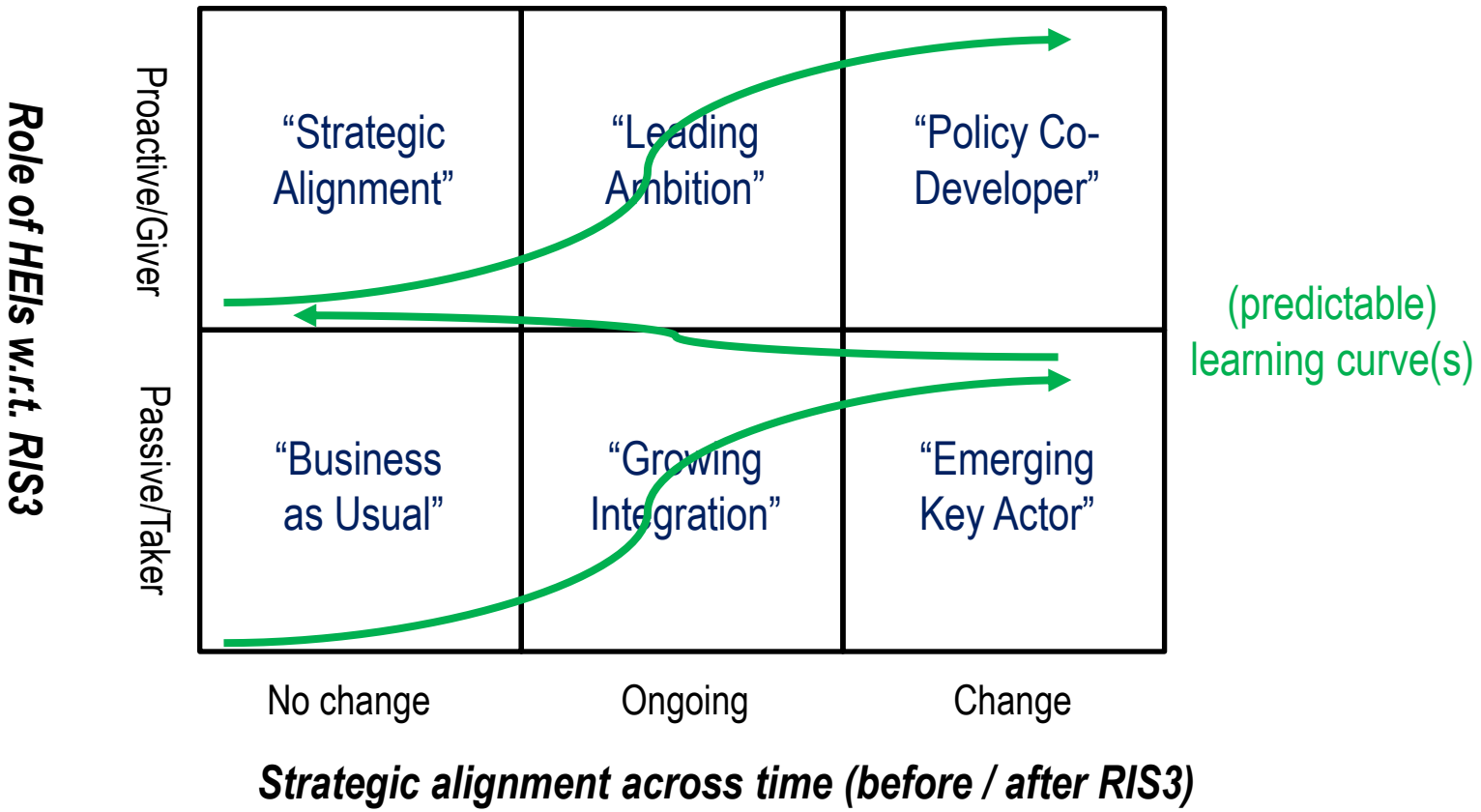
heinnovate

HOME PAGE | RESOURCES | TRAINING MATERIALS | NEWS & EVENTS | ABOUT HEINNOVATE | SEARCH | SIGN IN

How innovative is your higher education institution?

Being an entrepreneurial higher education institution depends upon individuals, and innovative ways of doing things. There is no 'unique' approach, but a variety of ways in which HEIs behave entrepreneurially, for example, in how they manage resources and build organisational capacity, involve external stakeholders into their leadership and governance, create and nurture synergies between teaching, research and their societal engagement, as well as knowledge exchange. This also includes recognising

Outcomes of the self assessment tool



Next steps

- T5.1 • Co-design workshop
- T5.2 • Development of the draft version of the Toolkit
- T5.3 • Peer review workshops
- T5.4 • Development of the final version of the Toolkit

Milan, 4-5 July 2017

Online webinars (November 2017)

At each partner's site (December 2017)

English version + Translations: January 2018

Thanks for your kind attention

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