Managing Disruptive Innovation at the University of Minnesota

I3T Model - Initiate, Incubate, Implement, Terminate

PROBLEM STATEMENT

There is not a shared culture of innovation at the University. We are not harnessing our collective expertise and resources to effectively and efficiently implement innovation.

The purpose of our PEL project is to develop a "Model" and "Toolkit" for the University of Minnesota to manage disruptive innovation.

GOAL STATEMENT

Define Disruptive Innovation in the University context, research the components to manage disruptive innovation, evaluate components through interviews, develop model and toolkit with associated report.

EAGLES TEAM STATISTICS

18 team-only meetings
9 team meetings with PEL Coordinator
7 team meetings with project sponsors
4 team meetings with Building Critical Competencies (BCC) consortium
2 team celebrations
37 interviews

EAGLES TEAM TIMELINE

SEPTEMBER 2010
Project team formed
First official team meeting

OCTOBER 2010
Team project charter first draft is created
First meeting with potential project sponsors, Eric Schnell and Andy Hill

NOVEMBER 2010
Team uses SP1 tool to further inform project charter and scope

DECEMBER 2010
Initial University collaboration partners and interview subjects identified
First meeting with the University’s Building Critical Competencies (BCC) group
Team governance and workflow process defined

JANUARY 2011
Disruptive Innovation definition provided by Andy Hill and Eric Schnell
Project charter presented to and approved by the BCC group team leads BCC group through stakeholder analysis
Beginning of informal pilot interviews

FEBRUARY 2011
First rough draft of model is presented
Interviews are finalized and each team member schedules 4-6 interviews

MARCH 2011
Formal interview process completed
Summary of interviews completed and shared with each stakeholder

APRIL 2011
Engaged external advisor/consultant/mentor (Team coordination of interview completion)
Team completes affinity mapping of interview data

MAY 2011
Three-stage model is developed using examination, implementation, sustainability
Three stages evolve to innovation, incubate, implement/terminate I3T

MAY 2011 continued
Project sponsors help walk an University enterprise project through the I3T process
Team develops four-stage model: Initiate, Incubate, Implement, Terminate (I3T)
JUNE 2011
Team representatives meet with OIT regarding website

PROJECT SCOPE

Define Disruptive Innovation in the University context, research the components to manage disruptive innovation, evaluate components through interviews, develop model and toolkit with associated report.

PROJECT MANAGEMENT FOUNDATION

Planning
• Identify and engage early adapters

Execution
• Communicate the vision and script the action plan

Monitoring
• Acknowledge the past and advertise new successes

Reporting
• Make changes small and manageable

Close Out
• Create new habits

LESSONS LEARNED

Be vision driven. Plan communication to accommodate differing views of the vision using communication directed toward different stakeholder groups. Always be prepared to answer the question, “What’s in it for me,” with an understanding the answer to that question is likely changing with each stakeholder.

Managing disruptive innovation requires a change in thinking from an emphasis on the technology implementation to a focus on business strategy.

Disruptive innovation creates improvement opportunities for those who adopt and champion the change.

The more an individual learns that change is planned, that person is in transition. Their paradigm has shifted. Attending to the human element of change early and often throughout innovation is crucial for successful implementation.

Training is not only for users, but also for project leaders. Training for project leaders would include communication and change management models and/or project management techniques.

OPPORTUNITY STATEMENT

Our project seeks to create a robust and flexible change/innovation toolkit to help the University of Minnesota be an efficient administrative innovator. Respecting current financial and staffing limitations throughout the University, our toolkit will join existing resources across the entire University with an eye toward creating a unified model, which will encourage innovation and collaboration while being fiscally responsible.

NEXT STEPS

Deliver an Executive Summary to the project sponsors and the President’s Emerging Leaders Coordinator
Finalize the Managing Disruptive Innovation (M3T) toolkit
Launch a website for the University of Minnesota project management community that includes the model and toolkit
Continue to support innovative projects on campus through committee service and/or presenting the project’s model and toolkit