

Research on Organizational Innovation Management - Taking Xiamen Huaxia University, an Applied Undergraduate University, as an Example

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Abstract: The importance of innovation is obvious in the development of any organization. However, universities are different in nature from enterprises, and based on the unique cultural atmosphere, they have to consider more thoroughly in the process of innovation. This article will take Xiamen Huaxia University, an applied undergraduate university, as an example to conduct a study on organizational innovation based on the indicators in Key Behaviours for Strategy Deployment, and try to find the methods that can make the university organization continuously improve, and point out the resources and risks involved.

Keywords: CI (Continuing Improvement); Organizational Innovation; University Management

1. Introduction

Xiamen Huaxia University, located in Xiamen, Fujian Province, China, is a private undergraduate university with about 7,500 students and more than 300 full-time teachers. At present, there are 27 majors, covering engineering, science, management, economics, literature, arts and other disciplines, and it has built a system of disciplines and majors in which the new engineering disciplines are first, literature and engineering are combined, and the development is coordinated. (Xiamen Huaxia University website, 2023)

In the following, we will do the analysis based on Key Behaviours for Strategy Deployment (Bessant, 2003) to study and analyze the level of organizational innovation in Xiamen Huaxia University. The following analysis mainly focuses on the department I work in, Academic Affairs Office, as an example.

2. Key Behaviours for Strategy Deployment

2.1 Key Ability 1: Understanding CI

Key Behaviours: People live the CI values

Trigger Questions: What do people think of CI? How frequently do people come up with proposals for change?

Level Identified: 3

Evidence/Examples: As a new undergraduate institution, the school's systems and institutions are not perfect, and the management often wait until problems arise before seeking changes, and the solutions do not go to the root of the problems. In order to pass the Qualified Assessment of Undergraduate Teaching by the Ministry of Education and not to affect the operation of the university, the management layer started to find ways to improve the quality of classroom teaching, and one of the important indexes is the "head rate" of students in class, that is, how much students pay attention to the content of the teacher in class. This problem is accompanied by the emergence of the mobile Internet. Some departments have gone to the extreme of making students turn in their phones rather than changing the design of the teacher's instruction. For example, some courses have a high failure rate, which should be traced back to the quality of teaching, but some course teams end up implementing a solution by making the papers less difficult. In Innovation Happens, this falls into the category of low engagement and low impact.

Key Behaviours: The management style reflects a commitment to CI values. Examples might includes:

Facilitative rather than directive. Mistakes are used to assist learning. Small achievements are important

/recognised. Holding CI principles when under pressure.

Trigger Questions: Are people allowed to recommend small changes? Do they feel they can make a difference? Does management also

contribute to improvement?

Level Identified: 3

Evidence/Examples: There are no regular meetings in Academic Affairs Office, which is the department I work in, but when there are issues that need to be addressed, the leaders will call members together to discuss solutions. The staff are free to give their opinions and views, and actually feel that their suggestions can be applied to their daily work and improve their overall efficiency. Sometimes when faced with a specific problem, the leader will let members talk to her alone, so that members can give their opinions more comfortably and without caring what others see, and the leader will explain to them the rationality of the policies and work methods she has developed and communicate with members as equals. Each academic year all faculty and staff of the school have annual evaluations where they are evaluated and graded. More than the amount of work accomplished, leaders look at how much progress the member has made over the academic year, how much he has contributed to the department, and to what extent he has improved overall productivity. In the Innovation Agenda(Bessant, 2003), this is a change to Process, changing the performance rating metrics and motivating staff to CI.

Key Behaviours: When something goes wrong people look for reasons rather than to blame.

Trigger Questions: What is the reaction when things go wrong?

Level Identified: 5

Evidence/Examples: In the case of Academic Affairs Office, for example, the department has a lot of repetitive work, and many things have had a set of established solutions in the past, but inevitably, there are times when unexpected situations or situations rarely encountered before arise. For example, last week, two of members in Academic Affairs Office were responsible for exporting data and creating diplomas and certificates for recent graduates, but somehow the birth dates of dozens of students with the same name were wrong, and the feedback was not returned until the students found out on the day of the graduation ceremony. This is a very serious and important matter, and the diploma and degree certificates are about the future of the students. After the incident happened, leaders and the staff did not rush to find out which part of the process was wrong, but first gathered all

the efforts of the department to re-export the data, contact the students with wrong certificates, recreate the certificates, run the procedures, seal the certificates, and so on. Only after the matter was solved "externally" did the leader start to look deeper into which part of the process was wrong, and instead of blaming anyone, members discussed which part of the process should be more careful in the future to avoid similar mistakes. In the Innovation Agenda(Bessant, 2003), this is a change to the Process, where problems are studied and new workflows are developed.

2.2 Key Ability 2: Strategy Deployment

Key Behaviours: Strategic goals and objectives are used to prioritise improvement in their activities.

Trigger Questions: How do people prioritise? How do people decide what priorities, what problems to work on?

Level Identified: 4

Evidence/Examples: If we measure all the to-do items in terms of importance and urgency, then for all members in the Academic Affairs Office, they always prioritize the high urgency and high importance items based on their departmental responsibilities and deal with the low urgency and low importance items last. This is because leaders give them more autonomy in their work (Smith & Sharma, 2002) and allow each of members to take full responsibility for their own matters at hand, and in order to avoid trouble, they always follow the deadline of each matter in their work, determine what should be done first, avoid missing the submission time, and avoid making other cooperative departments wait too long.

Key Behaviours: Everyone understands the organisation's strategy, goals and objectives

Trigger Questions: Are targets for problem solving linked to the bottom line? Are targets linked to daily activities?

Level Identified: 4

Evidence/Examples: As a core function of the university, the leadership of the Academic Affairs Office will conduct in-depth communication and exchange with the staff at the time of their induction to ensure that each staff understands what the function of the Office is, what kind of attitude they should take in their daily work, and what attitude they should take in helping teachers and students to

solve their problems. At the same time, the staff understood why the Academic Affairs Office was so important and what the consequences would be if mistakes were made in their work. In the follow-up work, the staff will be able to correct their work attitude and understand that they should be responsible for the work at hand and for the teachers and students.

Key Behaviours: People monitor the results of their activities

Trigger Questions: How do people measure activities and their results?

Level Identified: 3

Evidence/Examples: The feedback usually comes from the supervising school leaders, leaders of other departments and front-line teachers. If the staff have done something bad in their work, leaders or teachers will give feedback to their departmental leaders. If the problem is common in the department or involves several employees, leaders will hold a departmental meeting to listen to everyone's opinions and develop solutions; if the problem is an individual employee, leaders will also communicate with a good attitude, discuss the reasons for the problem and propose ways to solve it in the future. (Adopted from Nonaka, 2002)

2.3 Key Ability 3: Leading CI

Key Behaviours: Managers at all levels display an active commitment to and leadership of CI

Trigger Questions: Do managers visit and talk with teams about CI? Do managers offer new ways of doing things?

Level Identified: 2

Evidence/Examples: More often than not, the staff follow past workflows and ways of doing things, and leaders rarely ask them to take the initiative to look for ways to CI. Of course, I think part of the reason for this is that nearly all members have a heavy workload and little time to think about whether there is a better way to do things. Leaders are also less likely to propose new ways of doing things, unless they encounter some specific problems that cannot be successfully solved by the inherent way of doing things.

Key Behaviours: Managers give their time to CI related activities

Trigger Questions: Are managers involved in problem solving or focus groups? Is CI a formal part of the budgeting process?

Level Identified: 3

Evidence/Examples: When the staff encounter a problem that they cannot successfully solve based on their own way of doing things, their leaders will get involved and help them communicate and solve problems that cannot be solved in the position they are in. At the same time, leaders are not afraid to let them "try and fail" and want them to find the best solution in the process. When setting the annual departmental budget, leaders usually set aside a portion to try out new systems and new ways of doing things. (Bessant, 2003) The Academic Affairs Office is also responsible for recruiting and admissions, and leaders set aside a portion of the budget for them to try out new ways of communicating, such as using a short video platform to advertise and push.

Key Behaviours: Managers encourage people to take part in CI activities

Trigger Questions: Do managers lead by example? Do they take time off to engage in CI activities?

Level Identified: 3

Evidence/Examples: Leaders encouraged all members to make CI (Bessant, 2003), including involving them in business training and continuing education. For example, even though I had to take some time away from work to complete my studies, our leaders were very supportive and expected me to apply what I had learned in my daily work.

2.4 Key Ability 4: Participation in CI

Key Behaviours: People use a problem solving/improvement opportunity-finding cycle

Trigger Questions: How do people solve problems?

Level Identified: 4

Evidence/Examples: Almost all departments in the school already has a relatively well-developed process in place that can solve most of the problems encountered in most situations. Occasionally, however, there are problems that cannot be handled by following the established solution path. Most of the employees are able to follow the "work - find problem - identify problem - seek solution - find solution - solve problem - reapply to work".

Key Behaviours: People use a wide range of tools and techniques to engage in CI

Trigger Questions: Do people use problem

solving tools? What tools?

Level Identified: 3

Evidence/Examples: Every semester, the Academic Affairs Office will organize students to evaluate the teaching quality of teachers; the Office of Planning and Quality Management will organize teachers to evaluate the service quality of teaching managers. According to the feedback results, the key of the problem is found and the teaching working meeting is held regularly (Bessant, 2003) to organize the staff of the Academic Affairs Office, college leaders and teaching secretaries to discuss the solutions together.

Key Behaviours: There are vehicles – problem solving teams, idea schemes to enable people at all levels to engage in CI through to completion.

Trigger Questions: If people want to improve or change something – what do they do?

Level Identified: 3

Evidence/Examples: When the management layer realize it is time to improve or change something, sometimes they use cross-departmental cooperation (Bessant, 2003) to solve some problems. For example, the Academic Affairs Office intended to make a teaching achievement pavilion, but the design ability and the final display of the results needed professional help. So they contacted the school's art and design faculty and asked them to participate in the process, and the pavilion ended up achieving what they wanted.

2.5 Key Ability 5: Consistency in CI

Key Behaviours: The CI systems fit within the current structure and infrastructure of the organization.

Trigger Questions: How well does CI fit into the day to day organizational structures of the organization?

Level Identified: 3

Evidence/Examples: Most of departments in the school values CI in their work and believes that it should be a part of daily work. The work of the Academic Affairs Office is so varied and trivial that it is difficult to anticipate any unexpected situations that may arise, so finding ways to improve and continuing to do so is the most common path we follow today. We have a very harmonious relationship between employees in our department, and when one of them finds a better way to do things, he is willing to share it with other

colleagues to help the department as a whole to improve its efficiency. (Kokavcova&Mala, 2009)

Key Behaviours: Leaders with responsibility for other systems (HR/KM/etc) review the compatibility with CI

Trigger Questions: Do the systems in the organization make it easy for you to implement CI as part of your day-to-day activity?

Level Identified: 4

Evidence/Examples: Although there is a fixed pattern to execute many matters in the Academic Affairs Office, the leaders are very appreciative of our efforts to improve efficiency and quality by CI. If members can do things better in less time while finishing them, they will be encouraged by the leaders and leaders will let them share this working method to others. And in this process, as a socialized member, every member would look forward to getting a sense of accomplishment and recognition, so they would be motivated to do their best and make a difference. (Bessant, 2003)

Key Behaviours: People with responsibility for CI systems are engaged during processes of major organizational change.

Trigger Questions: When big changes happen, does the CI system change as well or is it set in stone?

Level Identified: 3

Evidence/Examples: When the state and education authorities require the school to make some additions and changes to the curriculum in the talent development program, the management layer also organize small teams to help this change to be better implemented. The management layer will first send small teams for business learning, including detailed understanding of policies and asking sister institutions about their practices, learning from their experiences, and then passing on what we have learned to the relevant heads of the college to help everyone work together to do better on the teaching reform. This is a kind of transfer from tacit knowledge to explicit knowledge. (Nonaka & Takeuchi, 2002)

2.6 Key Ability 6: Cross Boundary CI

Key Behaviours: People at all levels carry out CI activities

Trigger Questions: Is any of it done across

departments/stakeholder groups?

Who takes ownership?

Level Identified: 2

Evidence/Examples: In daily work scenarios, cross-departmental cooperation to promote CI is relatively rare, and the leaders of each department communicate with each other relatively frequently, but subordinates rarely cooperate with each other. The way of cooperation is usually by the two department leaders after communication, the decision will be separately informed to subordinates to implement, the subordinates' feedback is to their own department leaders, rather than directly to the subordinates of the other department, so in the process of communication and implementation, the understanding of the two departments' employees on the decision may be biased. This is what we call the "engagement gap".

Key Behaviours: Everyone shares and holistic view of the organization and understands what other departments do

Trigger Questions: Do people know what other departments do? Do people know how their work impacts on others/ other departments? Is there interdepartmental trust? Who takes ownership?

Level Identified: 2

Evidence/Examples: Most departments have a general understanding of the responsibilities of other departments and their impact on the development of the school, usually through some private and informal communication. As academic staff, we are more aware of the impact that our decisions and ways of doing things may have on front-line teachers and students, but when it comes to some work done jointly with other departments, we still have less trust in them, and we rarely turn to other departments for problems that can be solved within the department. (Kokavcova & Mala, 2009)

Key Behaviours: People at all levels co-operate and work effectively across boundaries

Trigger Questions: Do people work with other departments?

Level Identified: 3

Evidence/Examples: The Academic Affair Office needed to coordinate the school's educational achievement pavilion, but most members are not designers from the school and they are not the actual pavilion user

department. So when it came to the design and construction of the pavilion, the members of the Academic Affair Office were assigned to work with a team of teachers from the school's design program and the head of the department using the pavilion to communicate and complete the work. (Bessant, 2003 p35-36)

2.7 Key Ability 7: Sharing and Capturing Learning

Key Behaviours: Everyone learns from their experiences both positive and negative

Trigger Questions: Are people frequently involved in review of the completed tasks to identify learnings?

Level Identified: 3

Evidence/Examples: The review of past work is usually done on an individual basis within the department, but basically it is done irregularly, and only when an important task is completed or when a problem is encountered will the staff start to review and reflect; outside the department, each school year every department form a summary of the department's work and summarize it to the School Office. At the principal's office meeting, the top management of the school summarizes and reflects on the work of the school year, but such reflection and improvement ideas usually remain at the top, forming an engagement gap with the bottom.

Key Behaviours: People share their learning from CI activities (both positive and negative)

Trigger Questions: Do people discuss problems and solutions with other: People? Departments? Centres?

Level Identified: 2

Evidence/Examples: The staff usually share their problems and solutions with each other in a small group, over lunch or tea break, forming a "Ba" (Nonaka & Takeuchi, 2002), sometimes even in the form of complaints. However, if there is a good solution, they will actively share it with their colleagues in the department with the ultimate goal of CI. Most leaders attach great importance to the harmony of relationships within the department, building a united and mutually trusting working environment in which members have trust in each other and are willing to share their working methods. (Kokavcova&Mala,2009)

Key Behaviours: People are enabled to seek out opportunities for learning/personal development

Trigger Questions: Does the organization give opportunities to develop skills or knowledge?

Level Identified: 5

Evidence/Examples: The Academic Affairs Office, as well as the school, encourages teachers to participate in business level training, vocational skills training, and continuing education, and often organizes relevant administrative competency training and teaching skills training. For those employees who need to spend part of their work time completing continuing education, the department and the school support them and expect them to apply what they have learned in their future work. (Bessant, 2003)

2.8 Key Ability 8: Continuous Improvement of CI

Key Behaviours: A designated person or group monitors the CI system and measure the frequency and location of CI activity and the results of CI activity

Trigger Questions: Does anyone look after CI? Reviewing it and seeing how it might work more effectively?

Level Identified: 3

Evidence/Examples: The school has a department called the Office of Planning and Quality Management, whose main responsibilities are to plan the direction of the school and to evaluate and manage the teaching management and teachers' performance. They will work together with the Academic Affairs Office to regularly evaluate and suggest improvements through student evaluations, teacher evaluations and related data. For example, for teachers with poor student evaluations, the Office of Planning and Quality Management will work together with the Academic Affairs Office and school leaders to listen to and talk to teachers to identify problems and make suggestions for improvement.

Key Behaviours: A designated person or group follows a cyclical process whereby: The CI process is reviewed and amended. There is review of the CI system as a whole in relation to the organization.

Trigger Questions: Has the way you solve problems or carry on out other CI activities ever changed?

Level Identified: 3

Evidence/Examples: The school have a relatively well-developed evaluation system

for teachers. All students are required to evaluate teachers at mid-term and at the end of each semester, and this measure is mandatory; if students do not evaluate, they will not see their final grades. This evaluation system has been in operation for many years and is well accepted among instructional administrators and teachers. The management layer do not take one evaluation as the only criterion, but they identify problems and solve them by comparing data from multiple semesters. For example, for teachers with poor student evaluations for 2-3 consecutive semesters, the Office of Planning and Quality Management will join with the Academic Affairs Office and school leaders to listen and talk to them to identify problems and make suggestions for improvement.

Key Behaviours: Senior Management make available sufficient resources (time, money, personnel) to support ongoing development of the CI system

Trigger Questions: What changes have been made to your organisation's CI systems lately?

Level Identified: 3

Evidence/Examples: Recently, the result of the evaluation found that teachers of small class sizes generally rated higher and teachers of public courses generally rated lower. So the management layer are going to work on a plan to adjust the evaluation system for different class sizes and different course types to avoid less accurate evaluations and a tendency for teachers to lose confidence.

3. Key Abilities that need to strengthening

According to Key Behaviours for Strategy Deployment, Xiamen Huaxia University are stronger in Key Abilities 1, 2, 4, 5 and 8, with scores of 3 and above. Its strengths lie in a more humane management model and in giving employees a more reassuring and trusting working environment, and also giving them a relatively high degree of autonomy, encouraging them to CI (Continuous Improvement (hereinafter referred to as CI) and make things more efficient. What the school need to strengthen is to work together up and down the hierarchy and across departments, and to share learnings. (Key Abilities 3, 6, 7)

Xiamen Huaxia University is currently in a middle-of-the-road development path with little attempt at innovation and breakthroughs.

Although it is currently in the position of being a viable competitor in this type of organization, the management layer look forward to becoming an innovative organization with a high collaborative culture through the improvement of the aforementioned key abilities (Smith and Sharma, 2002 p.765), and a greater degree of both administrative and instructional management competencies that will allow the school to be in the position of being a leader or an innovator. (Zack, 2002 p.261)

3.1 Key Abilities 3: Leading CI

3.1.1 Target(Key outcomes)

In Xiamen Huaxia University, we are currently at Level 2 in this key abilities and my target is to move the staff to Level 4. Level 4 requires that “management trigger subordinates to think about new ways of doing things and give them feedback on their CI activities” (Bessant, 2003, p233).

3.1.2 Strategy

To better improve leading CI, we should first have visionary leadership and an organization aligned around a common definition of innovation, build a collaborative, open cultural environment and incentives to reward behaviors that challenge the status quo (Crosswhite & Rufat-Latre, 2009), improve the cultural climate within each department, create a trustful mind-expanding work environment (Kokavcova & Mala, 2009), and for employees within departments to be cohesive and harmonious.

Led by the departmental leaders, departments do fishbone diagrams through regular meetings to identify problems identified in recent work and things that could be done better in certain work processes and paradigms (Bessant, 2003 p4-5). Through the surface of the problem, departmental staff are encouraged to go back to the roots and consider the root causes of the problem from a variety of perspectives. Departmental leaders should encourage staff to actively bring up problems identified in their work and some things they might be able to do better, and provide autonomy and space for reflection to staff to find solutions and improvements on their own first. Since the employee is more familiar with his or her own business and the possibility of implementing new methods, he or she will first propose a set of solutions that can be

implemented on the ground, although they may not necessarily be the optimal solution for the overall situation. Regardless of the approach, the department head should first point out the highlights of the approach so that the employee can feel a sense of achievement and recognition (Bessant, 2003 p35-36), and then offer some suggestions for improvement, criticizing the idea rather than the individual. In the departmental meeting, the most feasible and innovative solution will be discussed and applied to the work, and the implementation of the program will be reviewed and feedback will be given at the next stage of the meeting.

3.1.3 Resources and risk

As a department leader, a portion of slack resources should be set aside to provide time and space for employees to explore (Bessant, 2003 p35-36) and create an environment where employees trust (Kokavcova & Mala, 2009) and feel that even if innovations are unsuccessful, they won't be penalized with serious consequences.

Many tasks require the cooperation of several employees within a department. If the relationship within the department is not harmonious enough, it may lead to everyone having their own ideas and not cooperating well. In particular, some older employees may be used to sticking to the routine and rejecting innovation, and may be more hostile to new and younger employees. In an organizational environment such as a school, especially in the Chinese social environment, it is sometimes said that the ability to work is not as important as the ability to deal with interpersonal relationships, which leads to employees being more willing to spend time on maintaining interpersonal relationships rather than investing in CI. People are social creatures, and they will do the same thing as their peers or the people they like more, so as a departmental head, he/she should keep unity and harmony within the department so that employees like each other, which in turn facilitates the transfer and transformation of tacit knowledge (Nonaka & Takeuchi, 2002), and build an innovative organization with a high collaborative culture, where employees have strong autonomy and a high degree of alignment among employees (Smith and Sharma, 2022 p765), so that innovative methods can be implemented on the ground and employees are more willing to come up

with their own ideas. At the same time, we can build employee familiarity with the strategy through seed experiments (Barsh, J., & Capozzi, M., 2008). In the seed experiment, we can find young employees with MBTI type NT and involve older employees with type SJ in the innovation process as well. This is because young NT employees are skeptical, don't follow rules, and like to be role models. On the other hand, SJ-type older employees are the opposite, they are more calm, and older employees are more experienced. If SJ-type employees are involved at this time, they will help NT-type employees to anticipate risks in advance and offer suggestions for improvement. (MBTI PERSONALITY TYPES website, 2023)

Sometimes employees come up with innovations that are highly practical for themselves, but from the school's overall point of view is not appropriate, which requires departmental leaders to have a relatively high strategic perspective to avoid engagement gap, and the dissemination of unreasonable places should be found in advance. If it involves operations related to other departments, it should also be communicated in a timely manner.

There will always be times when innovation succeeds and fails, and as a departmental leader it is important not to just assess outputs, but to pay attention to measurement and improvement motivated from within (Bessant, 2003 p35-36). Even if an experiment fails, it is important to consider the rationale behind it and to think about what methods can be continued in the future and what needs to be improved in the process of implementation. The failure of the experiment should not lead to a total rejection of the CI, as this will easily undermine the confidence of the employees and make them afraid to publish innovative ideas.

3.2 Key Abilities 6: Cross Boundary CI

3.2.1 Target (Key outcomes)

In Xiamen Huaxia University, we are currently at Level 2 in this key abilities and my target is to move the staff to Level 4. Level 4 requires that "all staff are able to trust staff in other departments and are willing to work with them positively". (Bessant, 2003, p236).

3.2.2 Strategy

As a leader, we should encourage the

emergence of some informal organizations through the system, and build a cross-departmental "Ba" to enhance the understanding and mutual liking between subordinates, because human beings are animals with social attributes, and when we like each other, we will cooperate with each other's work more (Nonaka & Takeuchi, 2002). For example, we can set up enterprise WeChat to make it easier for employees in the organization to communicate with each other across departments, and the work responsibilities and workflow of each department should also be clearly presented in enterprise WeChat, not just listed on the departmental website, which is a place that people nowadays don't like much or it is not convenient to log in and browse. Some online chat rooms can also be set up in WeChat, so that people can communicate with employees from other departments after work. In the cross-departmental meeting before the beginning and after the end, you can set up a tea break, so that people do not leave quickly after the meeting, you can communicate on the work of the department, even if it is some "complaints", but also let other departments to understand more about your department's work and difficulties, and enhance the understanding of each other. Trade union can also organize some interest groups to encourage people to put down their work and actively participate in interest activities on public holidays, and should try to avoid work meetings and meaningless overtime work on public holidays. Unlike factories, the field of education requires intensive communication, and the most effective way to acquire tacit knowledge is through communication, so educational organizations need to change their communication methods to improve mutual understanding. Middle leaders should not only take on the role of "sounding board", but also allow their own staff to participate in cross-departmental and high-level meetings with them, so that they can understand the strategies and difficulties of other departments and the school's senior management.

Leaders should build an environment of mutual trust among employees (Kokavcova & Mala, 2009). In my daily work, I found a very interesting phenomenon: the vast majority of people think that their own department is the hardest and the most tiring, and are oblivious

to the other departments' difficulties, think that they are inefficient and inactive, think that other departments are less capable of working but get higher salaries than they do, and therefore are often full of complaints and the workload is often over-exaggerated when communicating with colleagues in other departments. This phenomenon will be passed from the elderly to the newcomers, which will eventually lead to a bad atmosphere in the workplace, and the newcomers will change from wanting to work hard to irrationally complaining about "unfair phenomena", and then have poor work initiative.

Appropriate implementation of salary transparency can solve this problem, so that employees understand the performance level of each department and also a reasonable assessment of their daily workload. At the same time, departments with high workloads and long working hours should be rewarded with certain performance incentives, to avoid employees think that "the same salary, why do I have to do so many things? I should go to a more leisurely department because that is more cost-effective", such ideas will affect the staff's work enthusiasm and the relationship with other departments.

Leaders should build formal alliances between departments (Smith and Sharma, 2022 p765). For example, if the Academic Affairs Office, the Teacher Development Center, and the Teaching Quality Control Office often cooperate in business, then when organizing meetings related cross-boundary CI, or when these departments sharing the results of training or future planning, they can invite the employees of that department to participate. When employees are involved in the work of other departments, it can promote empathizing and socialization between them, which can facilitate the conversion of explicit and tacit knowledge, gain more new knowledge, and be more supportive and understanding of the work of other departments. (Kokavcova & Mala, 2009).

3.2.3 Resources and risk

Establishing an open and transparent system for salary is very important, but risks can also exist. In Chinese society, especially in the predominantly southern region, many people regard personal incomes as a very important personal privacy. Therefore, it is not easy to get support for this system, especially in a

relatively loose organizational environment such as a school. If it is operated in a corporate way, it will not only cost more time and manpower, but it may also damage the cultural atmosphere of the school. I think we can start by disclosing the rules for performance distribution, so that all employees in the organization know clearly what the overall performance of each department is and how such performance is allocated, so that employees can feel that the performance and workload of each department match, and that they can feel the fairness of the working environment, in order to ensure the motivation to work. In the development of the system, you can invite employees from all departments to participate and listen to their views, so that each department has some "early adopters" of the system innovation, and then let the rest of the department can also slowly accept this practice. (Brown, 1992; Tidd & Bessant, 2021) In building informal organizations, trade unions need to play a role in ensuring the basis and existence of informal organization building by some coercive rules. In Xiamen Huaxia University, trade unions often organize a variety of activities for employees to participate in, but the timing of these activities often clashes with meetings or additional work tasks. Trade unions should step in to safeguard the legitimate rights of employees and give them enough time and space to interact with employees from other departments outside of work, rather than allowing these measures to remain superficial.

There should also be some adjustments in the meeting system. The work report should not only stay in the middle and senior management. Obviously there are some meetings may not be suitable for all employees know, what we only need to do is to ensure that those involved in the work of summarizing and planning the work of the meeting let more employees to participate in, so as to understand the work of other departments in order to support the work of other departments. If there are matters that need to be communicated with other departments, they can be more targeted and work more efficiently.

3.3 Key Abilities 7: Sharing and Capturing Learning

3.3.1 Target(Key outcomes)

In Xiamen Huaxia University, we are currently at Level 2 in this key abilities and my target is to move the staff to Level 5. Level 5 requires that “there are very robust learning systems within the organization that equip employees with the hardware for consistent learning and CI”. (Bessant, 2003, p237).

3.3.2 Strategy

The school should sound internal learning and communication networks and introduce a system to continuously improve the learning resources within the system so that employees can learn anytime, anywhere. After stages of learning, communication and sharing take place to facilitate transformation of explicit and tacit knowledge (Nonaka & Takeuchi, 2002). This requires that the organization has an environment that is trustworthy and employees are willing to communicate and share with each other (Kokavcova & Mala, 2009), and that the organization has a high level of employee autonomy and is an innovative organization with a strong culture of collaboration (Smith and Sharma, 2002 p765). At the same time, employees need to have a strong sense of self-development and self-growth, and be able to take the initiative to acquire the key skills they need from the learning network and actually master the knowledge. Leaders also need to continually motivate their employees so that they feel the positive feedback from consistent learning (Bessant, 2003 p35-36). Leaders should understand the real needs of their employees by communicating with them and thus act as a bridge between employees and the top management of the organization (Adopted from Nonaka, 2002).

In this aspect of the innovation process, it should be gradual, starting with the introduction of the product (learning system), changing the staff's work procedures, gradually developing the staff's sense of review, regularly summarizing, identifying the problems and ways to correct them, and accumulating experience. For example, each teaching-related department can conduct cross-departmental seminars, or even interdisciplinary teaching seminars. For example, the three majors of e-commerce, big data and science and technology, and network and new media are in different colleges, but there are some similarities between the disciplines, so they can let the teachers of the

specialized courses conduct regular seminars and exchanges to promote the professional construction.

Changing the system of evaluating performance and teaching quality should start with changing the traditional student evaluation model of teaching, whereby the quality of teachers' teaching is considered not only in terms of the level of classroom teaching, but also in terms of the level of innovation in teaching methods. Develop a new evaluation system to consider whether teachers have conducted CI as an important basis for granting teaching performance awards.

3.3.3 Resources and risk

Work summarizing and work debriefing may become badly mechanized and patterned, for example, a fixed template may be applied when making a presentation. If there is no in-depth thinking after learning, then listening to the debriefing is a waste of everyone's time. In the long run, employees will be numb to this model and reduce the motivation to learn.

Whether or not employees can truly open up and communicate with people in other departments, and whether or not they can sincerely communicate and share in cross-departmental "Ba", are very critical. If employees do not feel safe to share in an organization, they may choose to stop sharing, or they may choose to share negatively. Emotions affect the acquisition of new knowledge, and emotional feelings are stored in memory and passed on to others. In addition, when we use the SECI model for the transformation of explicit and tacit knowledge, we should pay attention to avoiding the transmission of some negative styles. For example, the model of "bringing the old to the new" will allow newcomers to master the work quickly, but it may also lead to the solidification of the way of dealing with things, which is only a convenient way of thinking, and not easy to be innovative. (Nonaka & Takeuchi, 2002) Once the problem is not solved properly, it will lead to a vicious circle of cause and effect reinforcement. Therefore, the role of middle leaders is very crucial in this innovation process, and they need to establish an open and inclusive working style within the department and create a safe working environment where employees are honest and trusting (Denning, 2005).

4. Conclusion

Through the above mentioned methods, the school will have a certain degree of improvement in Leading CI, Cross Boundary CI, Sharing and Capturing Learning, which will in turn affect the other key abilities, resulting in the improvement of the school's CI level, and the self-growth and self-development of the employees.

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