Engagement in Knowledge Transfer

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Puzzled by Knowledge Transfer (KT)
• There is mounting confusion arising from a lack of definition over what, precisely, KT means and how it differs from ‘research’ (Times Higher August 3rd, 2007).

• Some early applications for career progression incorporated claims for third stream activity which demonstrated some confusion among academic staff about what third stream is, and how it is differentiated from activity within teaching and learning, or research. Sunderland University (http://www.hefce.ac.uk/reachout/casestudies/13rr.doc).
Objectives

• Research
• Competencies
• Support
• Engagement model
Definition

Knowledge transfer (KT) - the mutual transfer of knowledge and expertise between a knowledge based organisation, and other external organisations and the community, with the objective of contributing to economic and social development. The ‘knowledge’ may have been generated (through applied research), acquired through scholarship or experience and involve both staff of each organisation and/ or students.

Research Studies


• Knowledge Exchange between Academics and the Business, Public and Third Sectors. UK-Innovation Research Centre. (Nov. 2009)
Study Designs

Participants
(195 KTPs in total in 13 West Mids HEIs)
- KT brokers (KTBs) e.g. BDMs
- Academics with a dedicated KT role (KTAs)
- Academics who engage in KT as part of their normal academic contract KTAs)

Procedures
- Focus groups
- Interviews
- Surveys
KT Engagement Model
KT Behaviours
## KT Tasks

<table>
<thead>
<tr>
<th>Little KT experience</th>
<th>Some KT experience</th>
<th>Much KT experience</th>
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<tbody>
<tr>
<td>Testing materials/equipment</td>
<td>Knowledge Transfer Partnerships</td>
<td>Patent /Licence/ Spin out activities</td>
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<td>Authoring practitioner/applied research books/journal articles</td>
<td>Presentations/Conference papers</td>
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<td>Exhibitions/Commissions</td>
<td>Supervision of student work placements</td>
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<td>Event hosting</td>
<td>Applied Research</td>
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<td>CASE awards</td>
<td>Mentoring/Coaching</td>
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<tr>
<td>Rank</td>
<td>Competency Dimension</td>
<td>Example of behavioural indicator</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1</td>
<td>Presenting and Communicating Information</td>
<td>Put information across concisely and accessible for client</td>
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<td>2</td>
<td>Relating &amp; Networking</td>
<td>Build rapport through regular contact</td>
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<td>3</td>
<td>Delivering Results and Meeting Customer Expectations</td>
<td>Manage expectations on both sides</td>
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<td>4</td>
<td>Entrepreneurial &amp; Commercial Thinking</td>
<td>Stay in touch with the latest developments in the industry</td>
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<td>5</td>
<td>Planning &amp; Organising</td>
<td>Provide clear timetables</td>
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<td>6</td>
<td>Working with People</td>
<td>Acknowledge expertise of other parties</td>
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<td>7</td>
<td>Persuading &amp; Influencing</td>
<td>Ensure buy-in from stakeholders</td>
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CPD Opportunities for KTPs

• HEIs
• AURIL
• Praxis
• PROTON Europe
• The Training Gateway
• JISC Netskills
• IKT – Institute of Knowledge Transfer
• GINN – Global InnovationNetwork
KT Behaviours
PUSH

KT Behaviours
Push Factors

- Lambert Review of Business-University collaboration (December, 2003)
- (HEFCE) Higher Education Innovation Funding (HEIF) programme 2001-ongoing
- DIUS Innovation Nation, 2005 and 2008
- HEI KT Targets at institutional, faculty and individual level

“The UK must unlock the talent of all its people and become an Innovation Nation” (DIUS, 2005 p4).
Pull Factors

- Working in public sector
- Practical application of academic work
- Interaction with others
- Reward and recognition
- Stimulation
- Contributing to the University
- Personal satisfaction and challenge
A visual concept map of the KTA

Motivations & ‘buzz moments’ >25K

Values-in-Practice >25K

The Academic Context >21K

The Journey of the KTA >21K

Purposive Activities >21K

Perceptions of Risk >11K

Pedagogy >7K

University of Worcester
Centre for People @ Work

www.worcester.ac.uk/cpaw
Values-in-Practice

• The interesting ones for me are always ones where they’re related to something that you can physically see…it’s just …it’s nice to make something that you know is going to benefit humankind, … It’s like, kind of, philosophy…..it was good to help them, get them to a point, where you see products come out in the market.

• Industry should know what we’re doing. Well, wouldn’t it be silly if all the companies around [here] had never heard of [this] University, or were afraid to come over the… doorstep because they thought we were a different animal? They, they need to know that … we’d like to solve their problems, we’d like to help understand their problems….Because where do our students go in the end? Industry, or somewhere. And where does the wealth come from that, supports … the whole system…?

• Because I think it’s good for society that we are doing this, but also I have a passionate belief that we shouldn’t be doing ivory tower research that just sits there in books and journals….having got 20 years of this now, I’ve read so many books and journals myself and thought, well, where’s this gone; has this ever done anything for anybody?
Motivations and ‘Buzz’ Moments

• and I walk into the design office and I see my book on the desks of the guys who are working on the landing gear and simulating that. And they say… they sort of get up and shake my hand - they know me - so I’m a credible engineer.

• ... and it was just fabulous, you know, just playing really, but with a very, uh, reasonable sort of chance of doing something...playing in the sandpit of life.

• Perhaps I’m crazy, because in several periods of my life, I’ve said to myself, this has to be right and I don’t care if the barriers are there, I don’t care if the walls are there, I’m going to knock a hole in it somewhere. I may fall over in the process, but I’m up for giving it a go and that’s where [knowledge transfer] comes in.
Motivations – Academic Survey Report (UK-IRC Oct 2009)

High:
• Gaining insights in the area of my own research
• Keep up-to-date with research in external organisations
• Testing the practical application of research

Low:
• Personal income
• Business opportunities
KT Behaviours

PUSH

BARRIERS

PULL
## Barriers

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<th>Institutional/Departmental</th>
<th>Individual academic</th>
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<tr>
<td>1. Lack of <strong>reward/incentives</strong> for department</td>
<td>1. Academic's <strong>time</strong> available to pursue KT is too fragmented</td>
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<td>2. Lack of investment in core academic/research KT staffing</td>
<td>2. Lack of academic's <strong>time</strong> to engage in KT</td>
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<tr>
<td>3. <strong>Bureaucracy</strong></td>
<td>3. Lack of <strong>reward/incentives</strong> for academic</td>
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<td>4. Difficulty in finding replacements</td>
<td>4. Mis-match of academic and commercial <strong>time-scales</strong></td>
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<td>5. Limited KT opportunities in certain disciplines</td>
<td>5. Academic's lack of control of funded research agenda</td>
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- Lack of time
- Bureaucracy
- Insufficient rewards - Lowest impact on promotion – engagement with business and engagement with the community....
Facilitators

• Embedding KT in University strategy e.g. HR, Research etc.
• Enable through appropriate policies and procedures e.g. recruitment, selection, induction, appraisal, reward, recognition, training, career development
• Provision of KT training programmes and mentoring systems
• Administration support to manage KT liaison and external contacts
UW Facilitators

- KT Innovation Grants
- Enterprise and Employability Events
- Joint Innovation Days
- Student KT prizes
- Applied Research Competition
- HR process – selection, induction, appraisal, promotion
Models of KT Engagement
Guiding Principles

• Define KT
• Recognise Push ..but…Publicise Pull
• Develop competence
• Harness motivation
• Implement facilitators
• Reduce barriers
References


