

# Engagement in Knowledge Transfer

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Health and Social Care KT Conference  
Canterbury Christ Church University  
December 4<sup>th</sup> 2009



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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*.

Francis-Smythe, Haase & Jellis  
(2006)

# Research Studies

- Francis-Smythe, J., Haase, S., Steele, C., & Jellis, M. (2006). **Competencies and Continuing Professional Development (CPD) for Academics in Knowledge Exchange (KE) Activity.** Report prepared for CONTACT Knowledge Exchange
- Francis-Smythe, J.A., Bicknell, A.B. & Arthur, J. (2009) **Enhancing Regional Engagement Through Further Developing Knowledge Transfer professionals.** Report prepared for CONTACT Knowledge Exchange
- 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

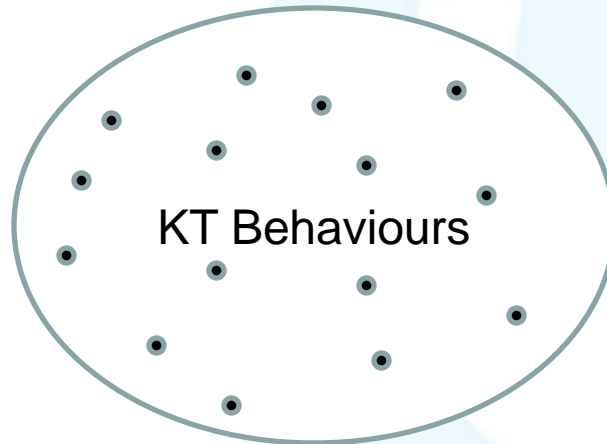


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# KT Tasks

<b>Little KT experience</b>	<b>Some KT experience</b>	<b>Much KT experience</b>
Testing materials/equipment	Knowledge Transfer Partnerships	Patent /Licence/ Spin out activities
Authoring practitioner/applied research books/journal articles	Presentations/Conference papers	
Exhibitions/Commissions	Supervision of student work placements	
Event hosting	Applied Research	
CASE awards	Mentoring/Coaching	
	Regeneration projects	
 <b>University of Worcester</b>	Supervision of sponsored PG degrees	
Centre for People @ Work	Training (short courses, executive programmes, workshop, seminars)	<a href="http://www.worcester.ac.uk/cpaw">www.worcester.ac.uk/cpaw</a>

# KTA Competencies and Behaviours

Rank	Competency Dimension	Example of behavioural indicator
1	Presenting and Communicating Information	Put information across concisely and accessible for client
2	Relating & Networking	Build rapport through regular contact
3	Delivering Results and Meeting Customer Expectations	Manage expectations on both sides
4	Entrepreneurial & Commercial Thinking	Stay in touch with the latest developments in the industry
5	Planning & Organising	Provide clear timetables
6	Working with People	Acknowledge expertise of other parties
7	Persuading & Influencing	Ensure buy-in from stakeholders

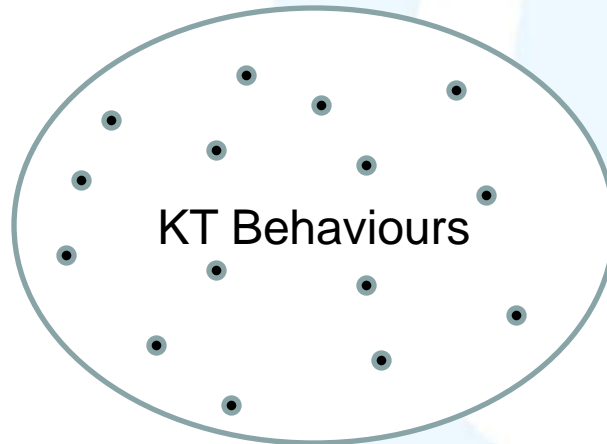
# CPD Opportunities for KTPs

- HEIs
- AURIL
- Praxis
- PROTON Europe
- The Training Gateway
- JISC Netskills
- IKT – Institute of Knowledge Transfer
- GINN – Global InnovationNetwork

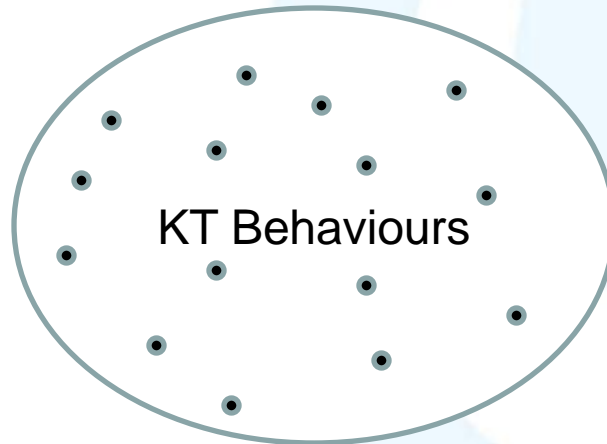


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PUSH

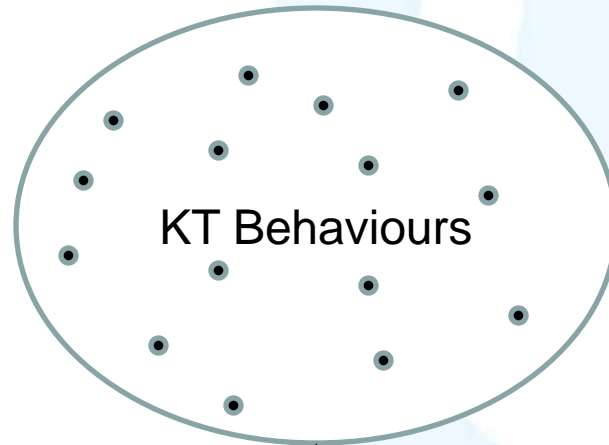


# Push Factors

- White Paper on “The Future of Higher Education” (DfES, 2003)
- 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).

PUSH



PULL

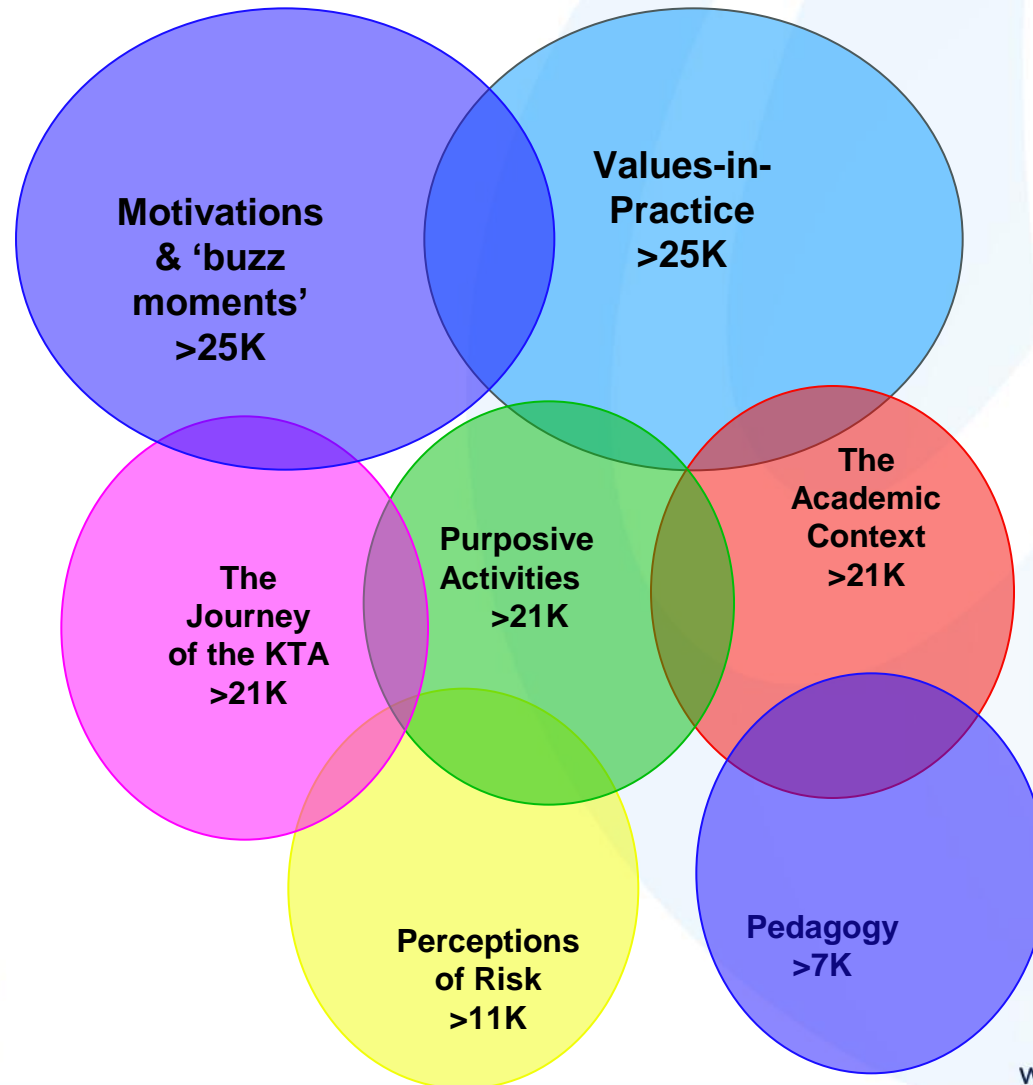




# Pull Factors

- 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



# 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.*

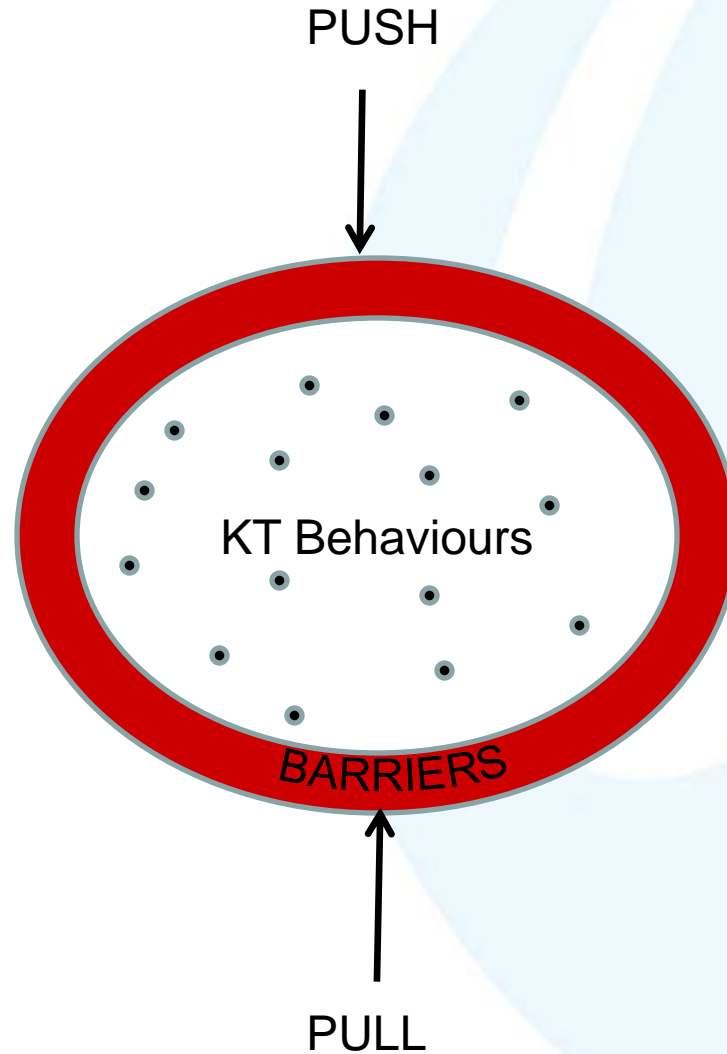
# Motivations – Academic Survey Report (UK-IRC Oct 2009)

## *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



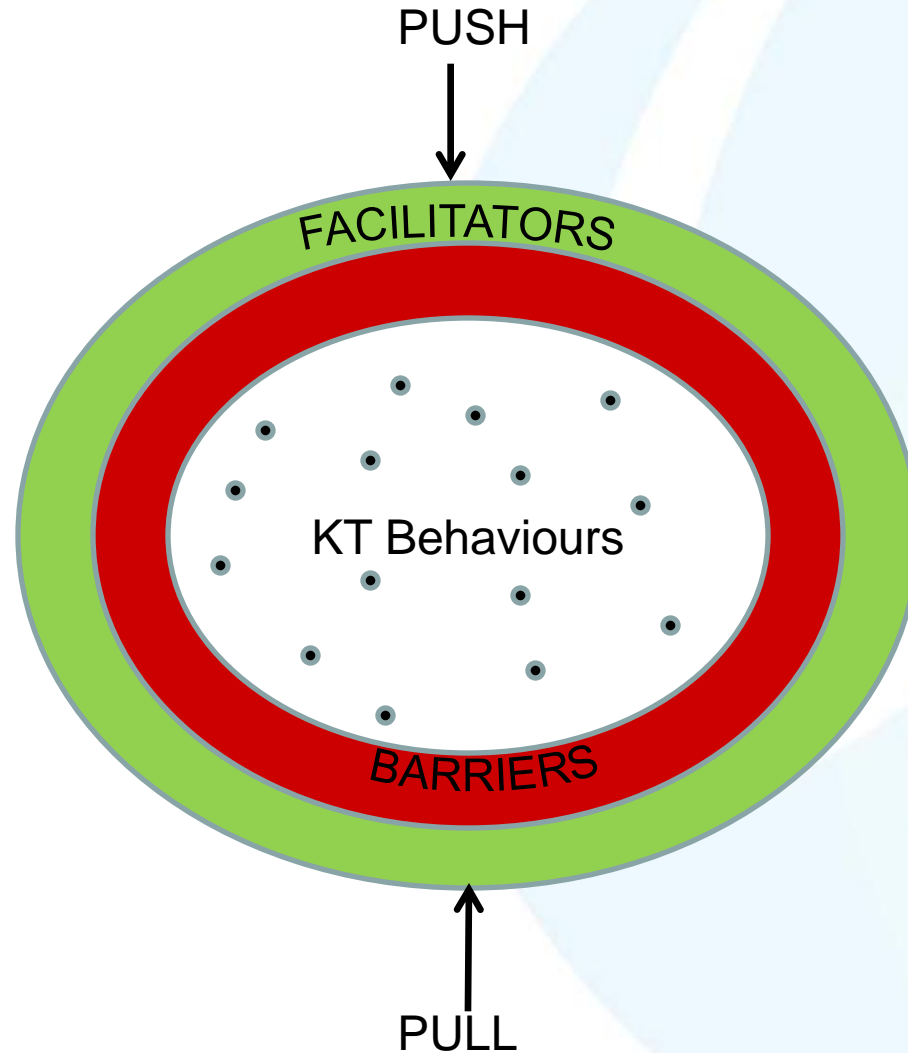
# Barriers

Institutional/Departmental	Individual academic
1. Lack of <b>reward/incentives</b> for department	1. Academic's <b>time</b> available to pursue KT is too fragmented
2. Lack of investment in core academic/research KT staffing	2. Lack of academic's <b>time</b> to engage in KT
3. <b>Bureaucracy</b>	3. Lack of <b>reward/incentives</b> for academic
4. Difficulty in finding replacements	4. Mis-match of academic and commercial <b>time-scales</b>
5. Limited KT opportunities in certain disciplines	5. Academic's lack of control of funded research agenda
6. Lack of communication about available KT opportunities	6. Lack of academic's motivation to engage in KT

# Constraints – Academic Survey Report (UK-IRC Oct 2009)

- Lack of time
- Bureaucracy
- Insufficient rewards - Lowest impact on promotion – engagement with business and engagement with the community....





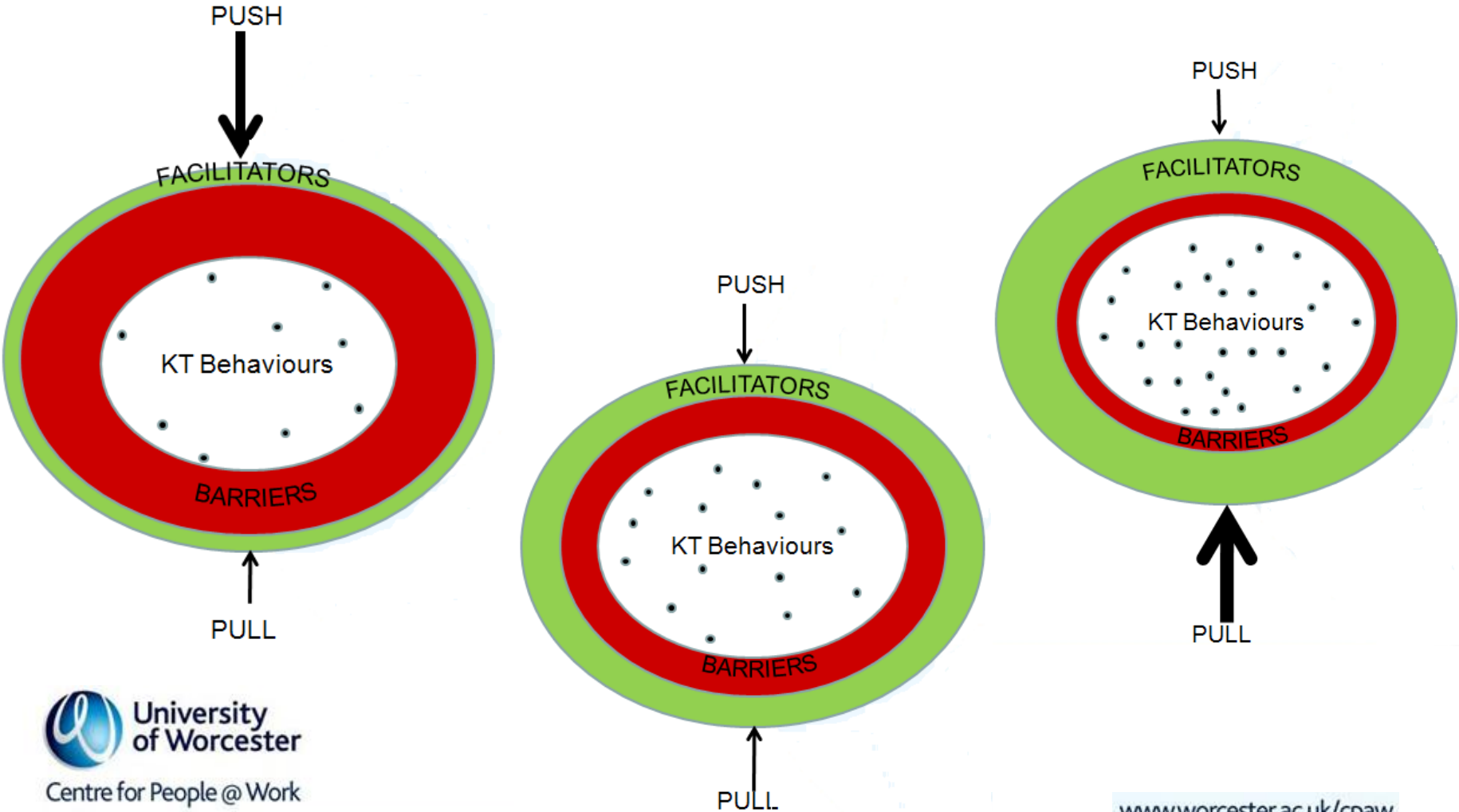
# Facilitators

- 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

- Bicknell, A.B. Francis-Smythe, J.A. & Arthur, J. (2009) Knowledge Transfer: De-constructing the entrepreneurial academic. *International Journal of Entrepreneurial Behaviour and Research* (under review).
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