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LEADERSHIP FOR BUSINESS AND HIGHER EDUCATION

Optimising knowledge transfer and collaboration

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- The Exploratory Stage

University research supports the innovation process in companies by being used in identifying potential opportunities and issues for companies as they develop their business, market and product strategies. This may involve companies considering a range of possible anticipated outcomes for research.

- The Qualification stage

Research outcomes, and in particular the ways in which they can be applied on a predictable basis, are considered for incorporation into the formal innovation process of companies to address an already identified requirement.

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- The Definition Stage

Research outcomes are used in the formulation of a project designed to achieve a specific outcome in a company. This may involve the application of proven scientific research in a product development process. This stage is characterised by companies identifying pathways to localising research.

- The Delivery Stage

Research outcomes, and in particular the expertise of university researchers, are used in the execution of a project, and are intended to make a purposive and direct connection to company business activities and commercial benefit. This stage involves the active localisation of research.

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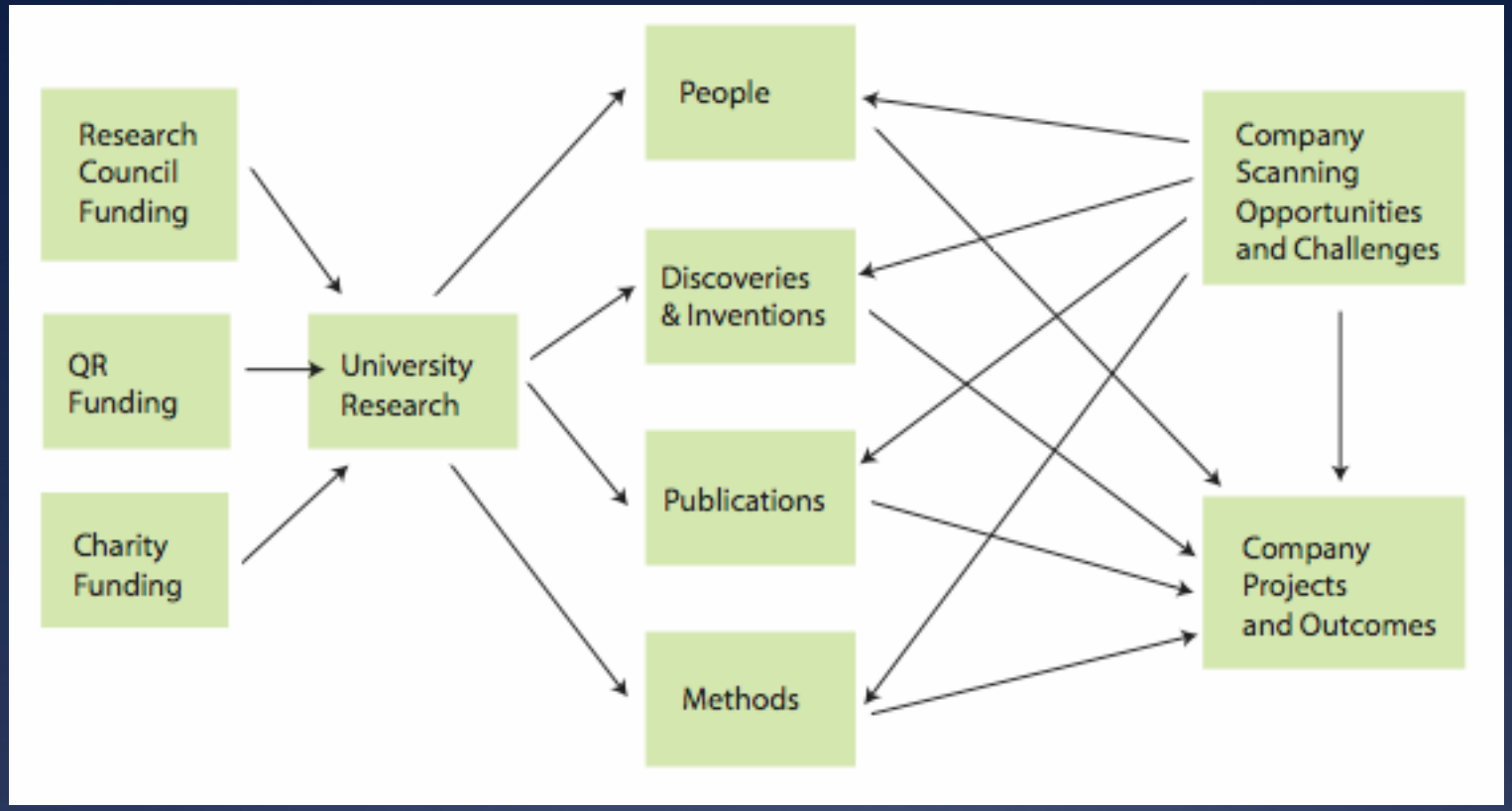
Company engagement with research outcomes



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Limiting Factors

- High transaction costs
- Lack of speed in the responsiveness of universities
- Lack of capabilities within firms to absorb the research

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Importance of Gatekeepers and T-Shapers

"the potential (of applying university research in a small company) is enormous, but we have to work out how best to make it accessible"

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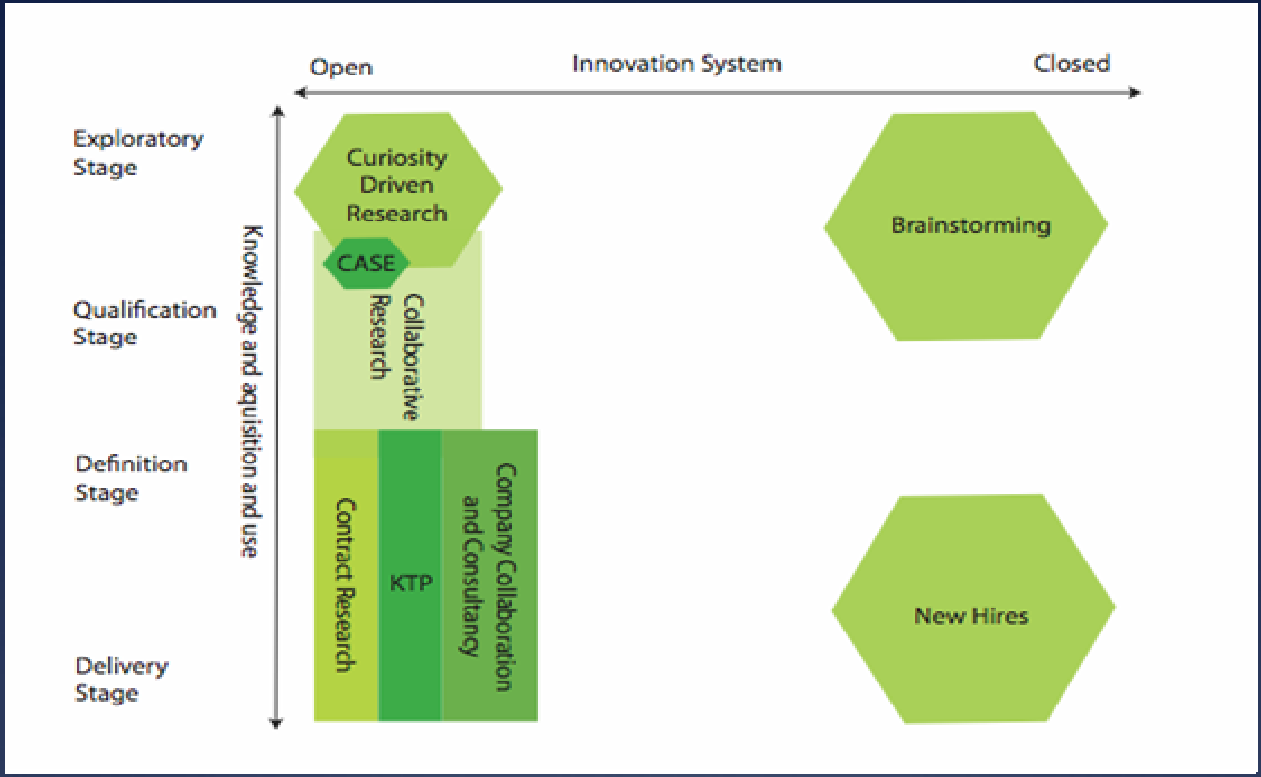
Knowledge Acquisition Strategies



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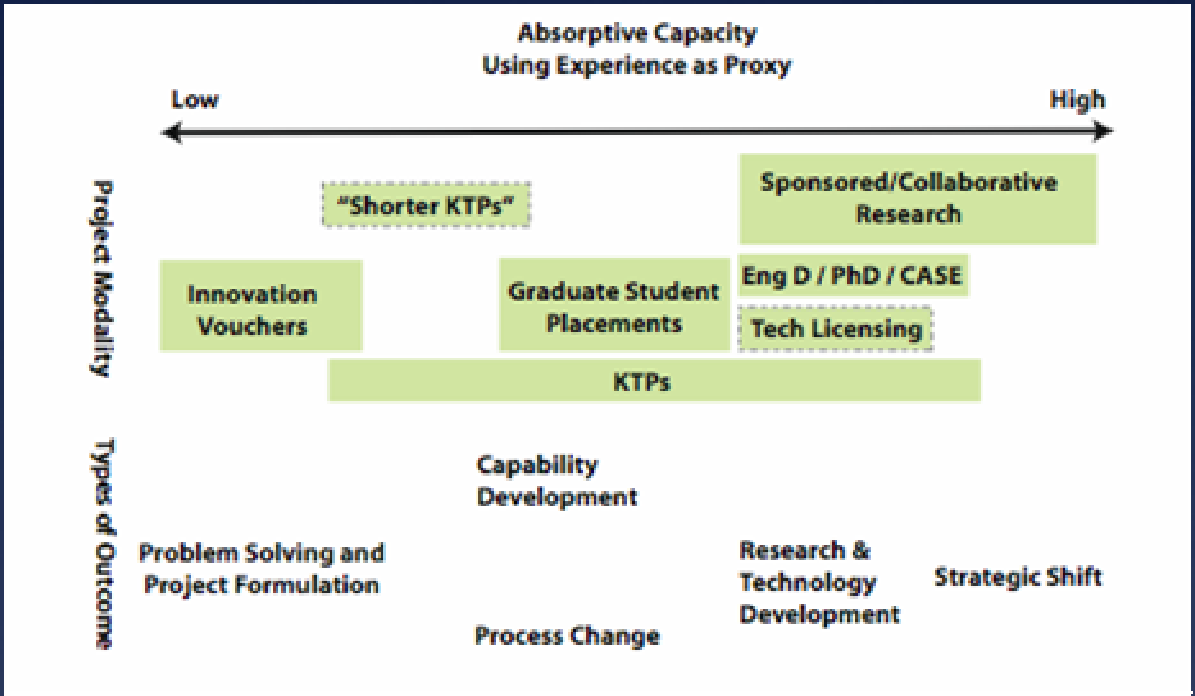
Escalator of RCUK knowledge exchange products



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- Create a joined up strategic communications strategy.
- Use financial levers to incentives collaborative behaviour.
- Frame impact around the contribution research makes to market innovation.
- Create and fund “public spaces” to stimulate new challenges aimed at business issues.
- Educate universities about the absorptive capacity problem.
- Implement more sophisticated impact plans that focus on pathways to impact.

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- Reward gatekeepers who work with business and break the ‘teach, tell, publish’ paradigm.
- Train young researchers in business-university relationships.