

Collaborate for impact: understanding and questioning of corporate-university ventures



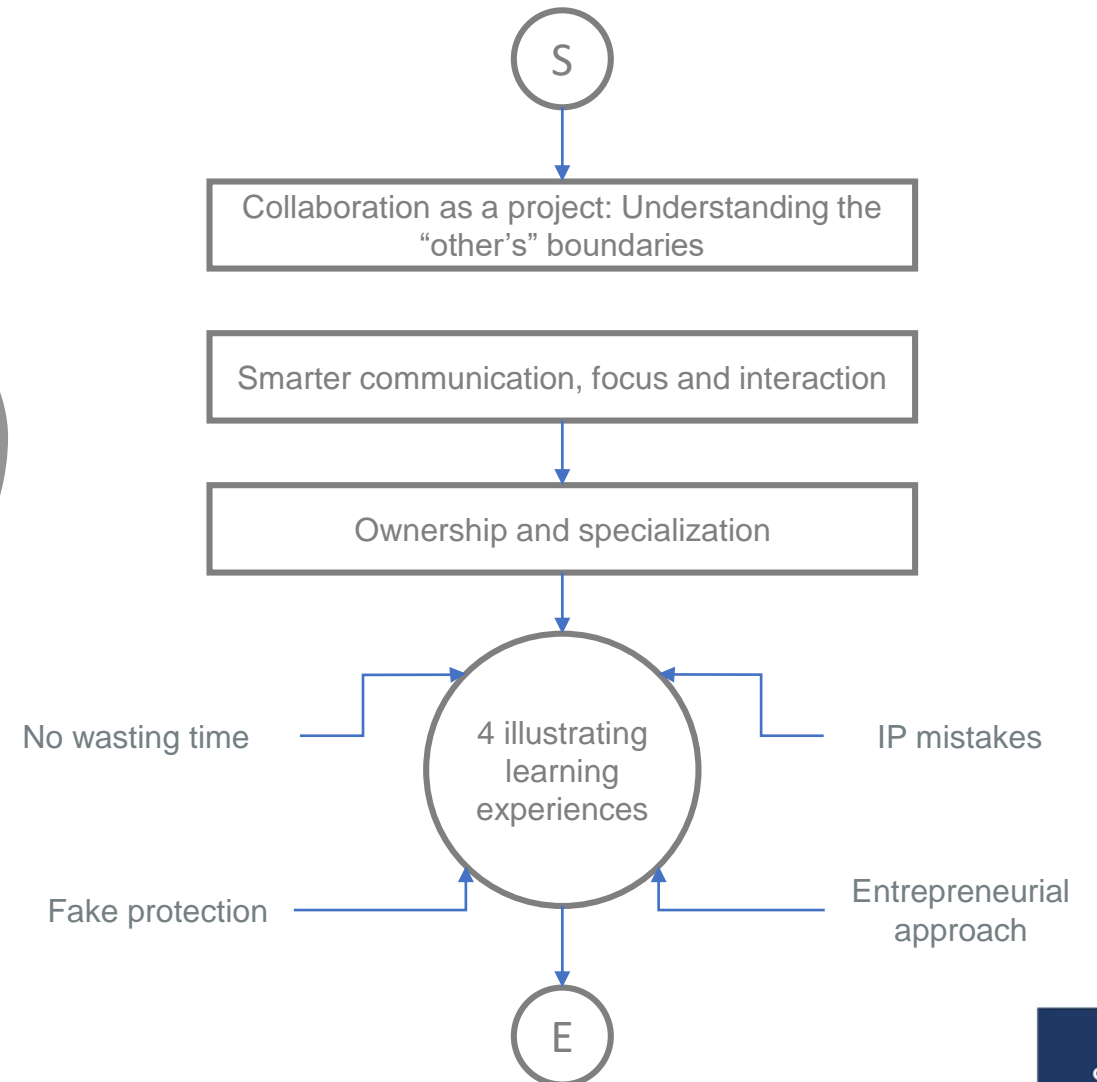
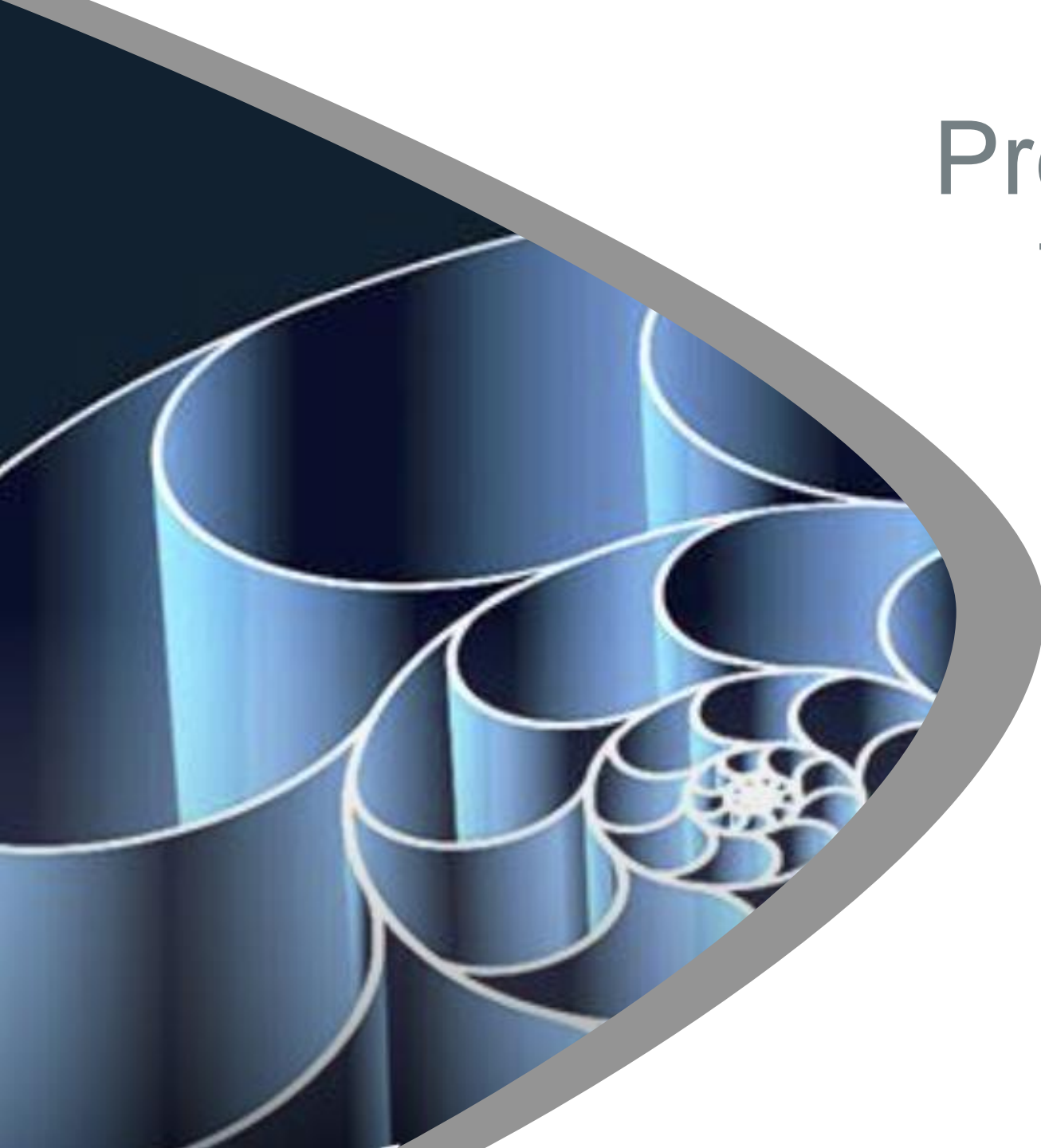
By Alejandro Sanz. Ph.D.
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EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



Presentation Structure



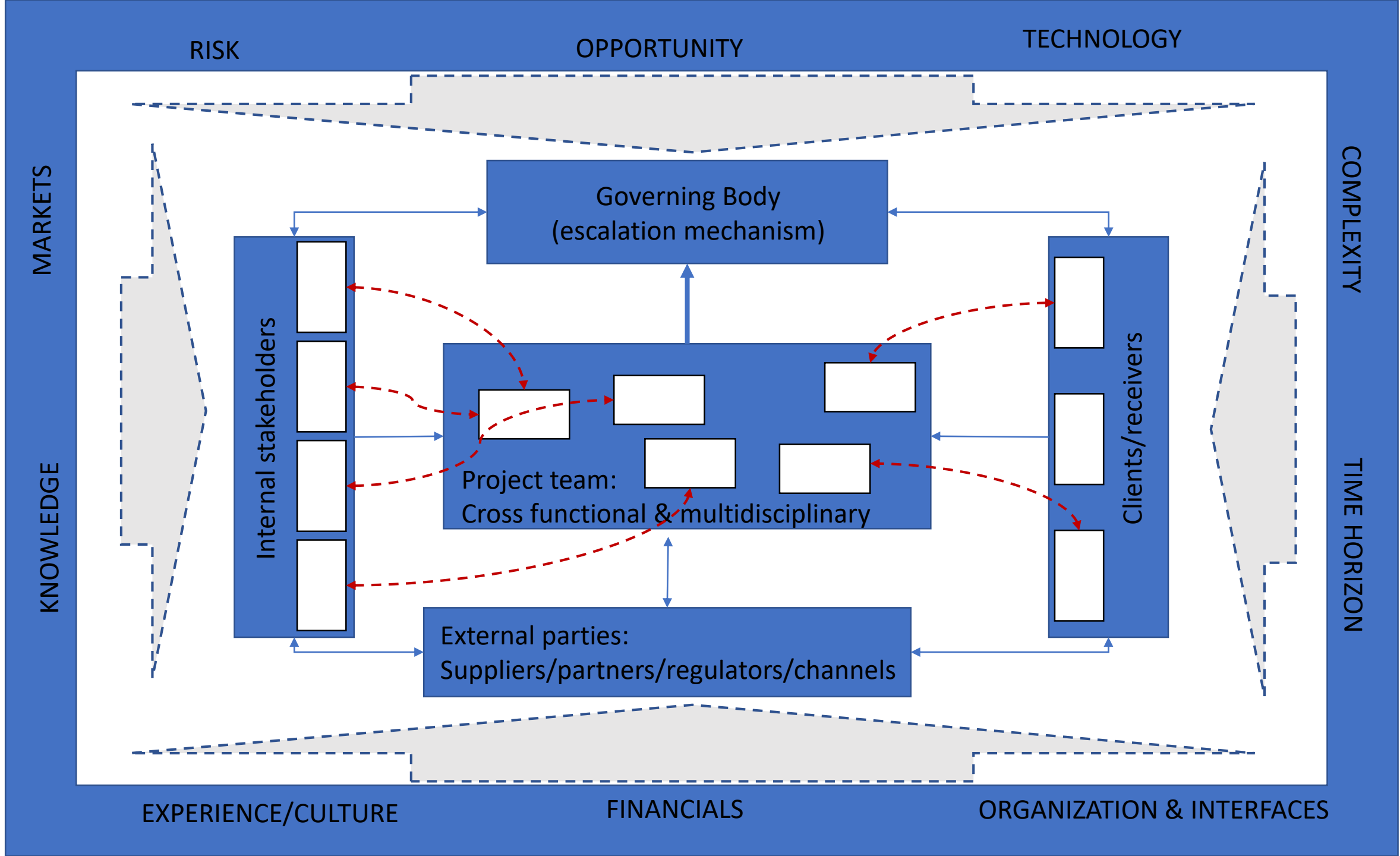
Two different focus and cultures



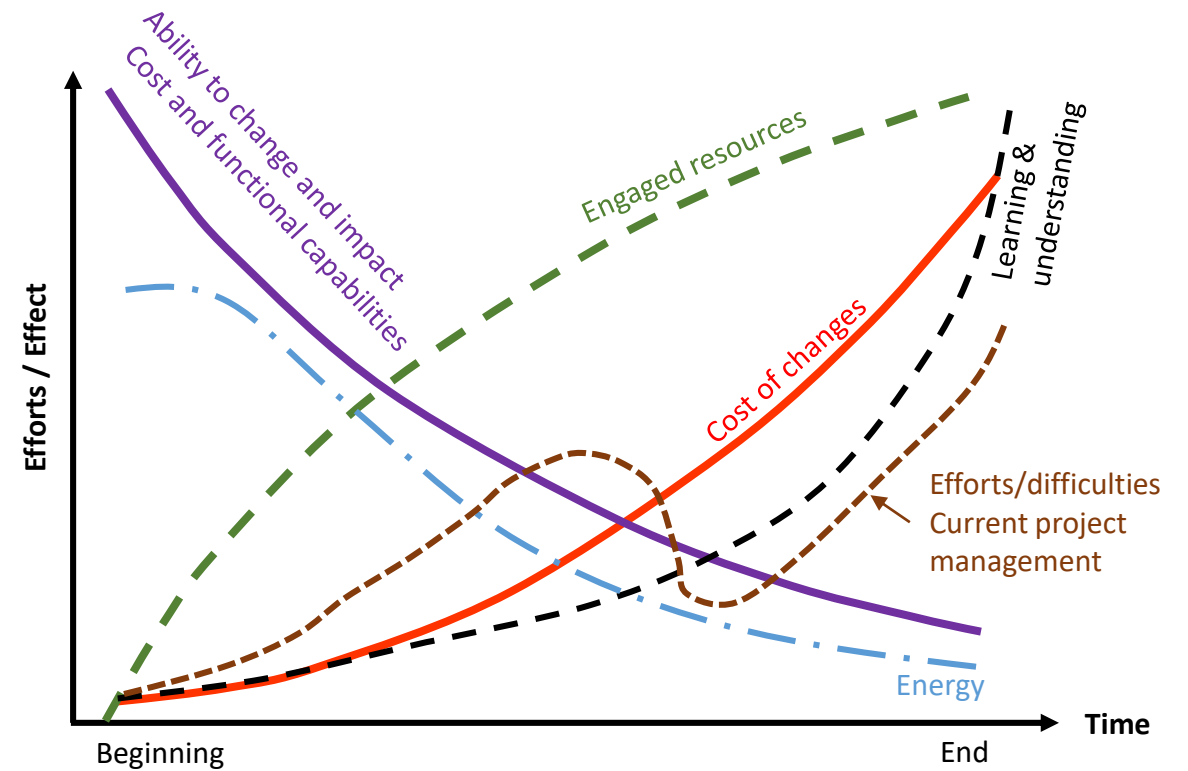
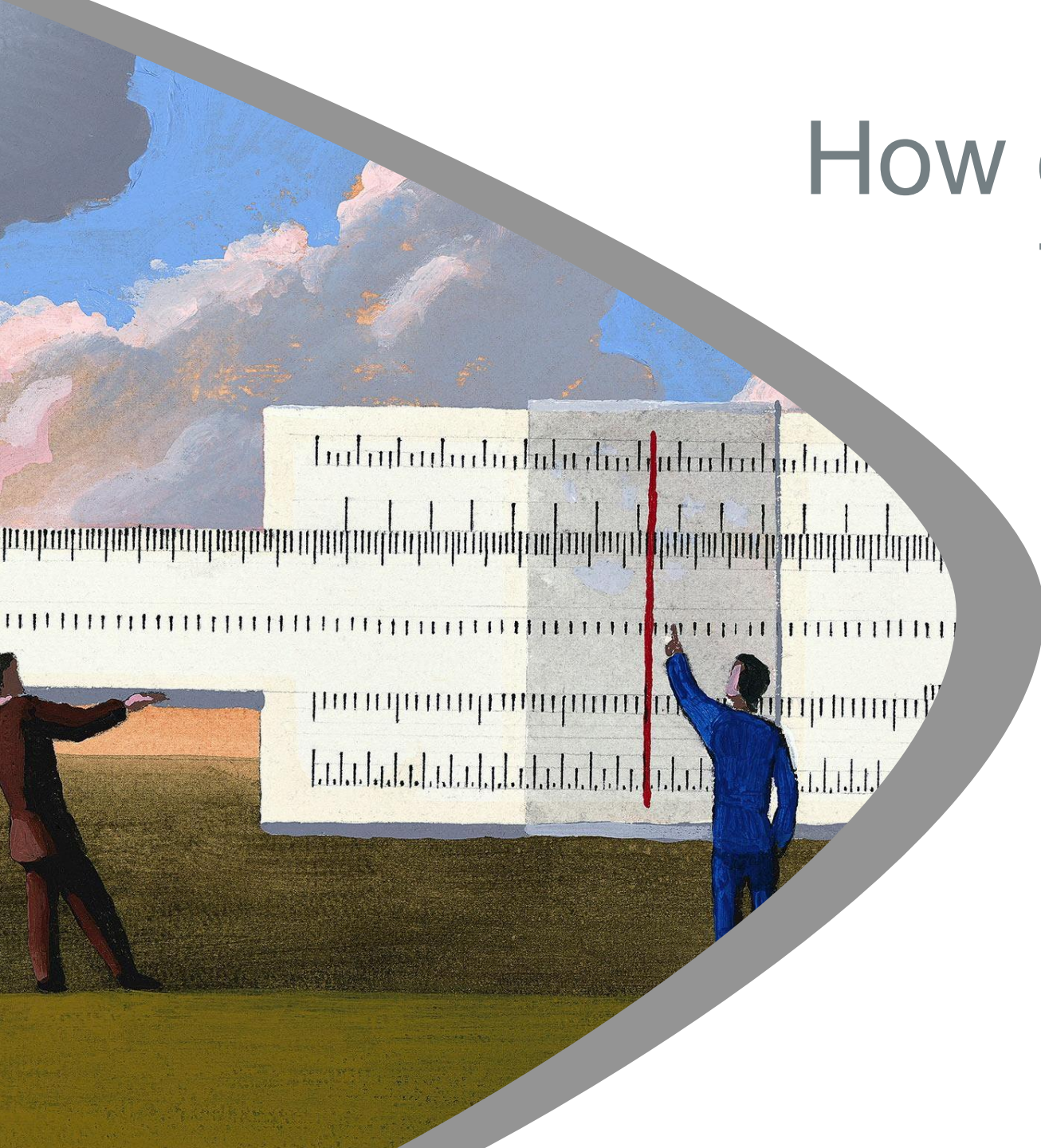
- Companies (with few exception) do not do R&D. They do

R & D

- Definitions of success and rewards are different for corporate and university participants.
- Coordination, optimization and learning not always easy.
- This is not different from any collaboration between R&D – Marketing units or between different companies.
- Collaboration should be seen as a project
- Partners must be different but complementary (they need each other).



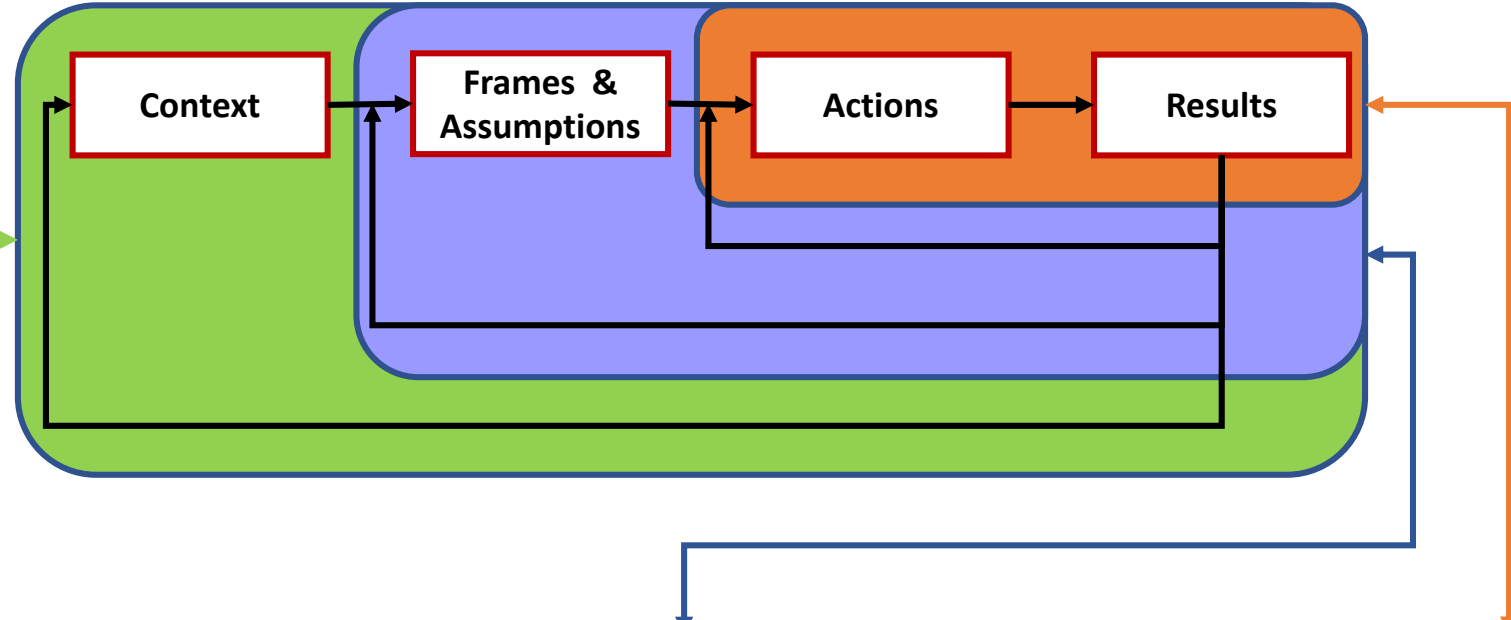
How does a project evolve



Questions are the answers

- We promote policy of active questioning at the beginning of the projects to focus on their framework.
- The methods are known as either Active Learning Project Management, Intervision (NL), etc.
- They are always peer-reviewed process of questioning and understanding.
- It involves the individual, the team, the “boundaries” and the purpose of the action.
- It moves criticalities at the beginning of the project and avoids single (end of the pipeline) assessments
- Let's see how it works.....



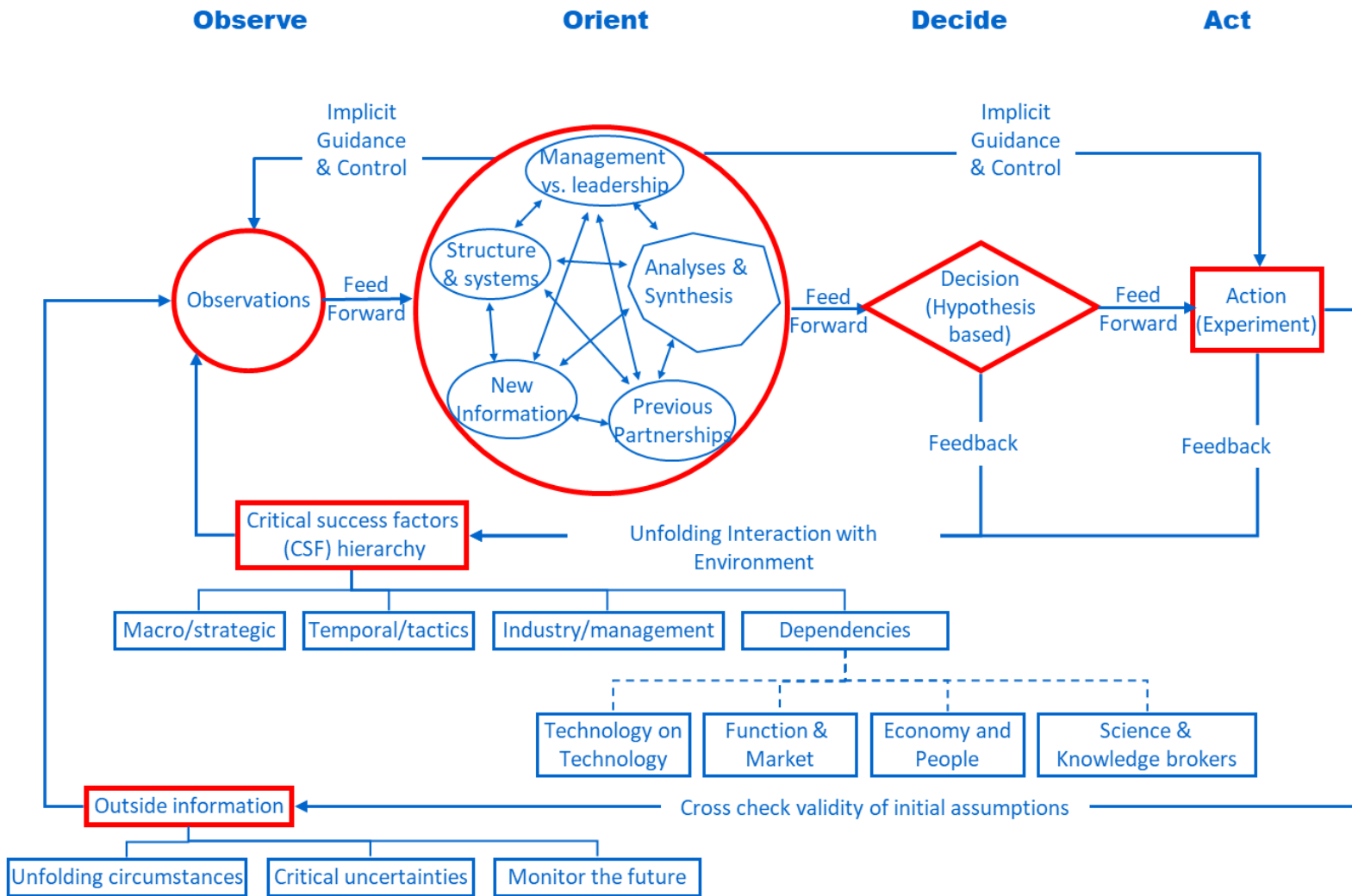


3 rd learning loop	Transforming
Guiding principle	The why
Organizational perspective	Strategic design: Grouping, linking, aligning, fit
Level of individual learning	Identity, values and meaning
Level of corporate learning	Vision, purpose, mission and role
Guiding principle	How do we decide what is right ?
OODA loop phase	Observe + Orient

2 nd learning loop	Reframing
Guiding principle	The how
Organizational perspective	Power: Conflicts, negotiation, networks
Level of individual learning	Capabilities, motivation, values and beliefs
Level of corporate learning	Roles, structure and responsibilities
Guiding principle	Are we doing the right things ?
OODA loop phase	Decide

1 st learning loop	Acting - reacting
Guiding principle	The what, the when
Organizational perspective	Culture: Habits, mental models, history, structure
Level of individual learning	Specific behaviors
Level of corporate learning	Maps and plans
Guiding principle	Are we doing things right ?
OODA loop phase	Act (+unfolding interactions with the environment)

John Boyd OODA loop (modified)



Active Learning Project Management CHECK LIST

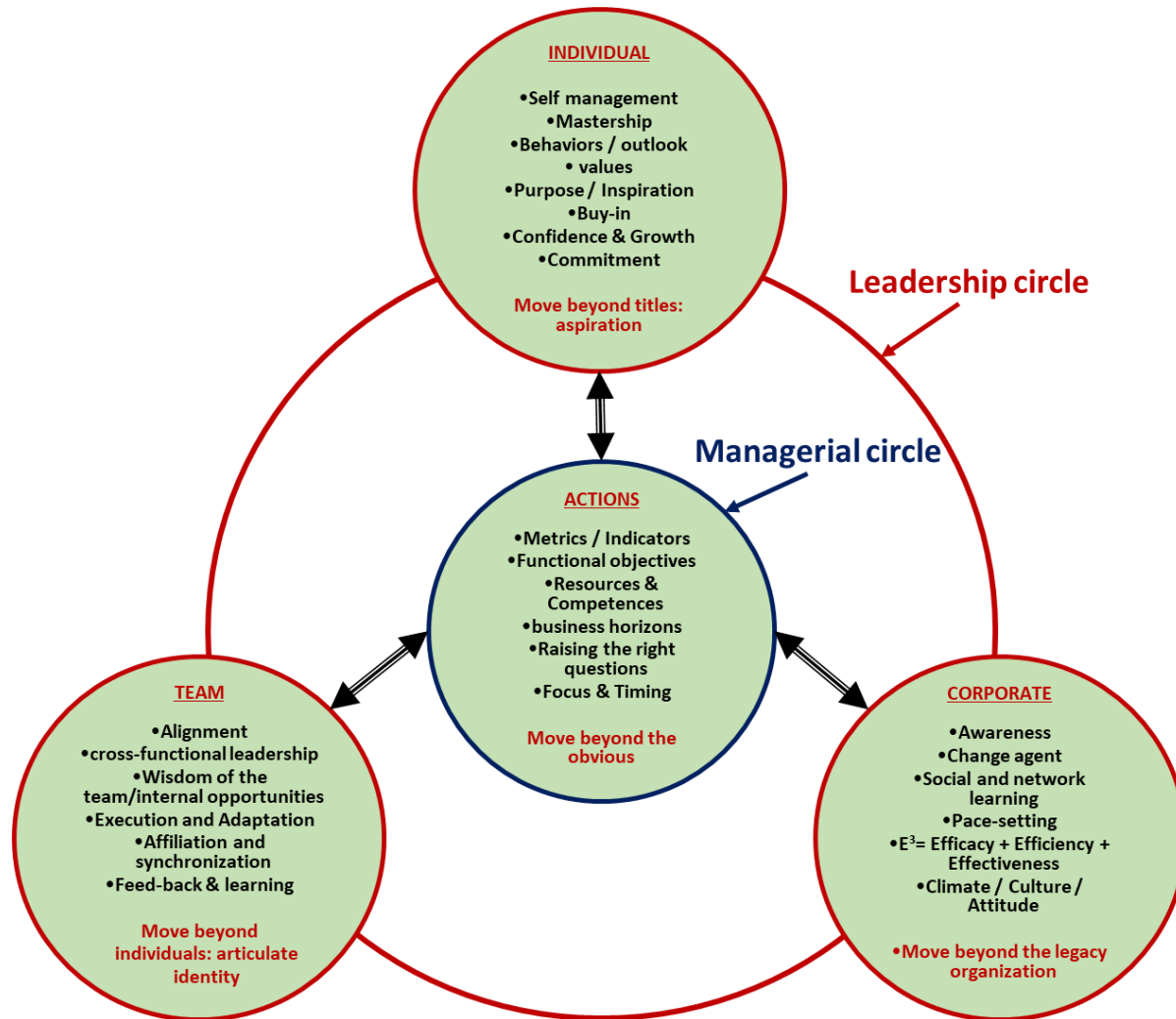
The ACTING level		The REFRAMING level		The TRANSFORMING level	
What	Story line	Multi-directional communication	Timing	Organizational development	Abstraction
	Assumptions		Frequency		Comprehension
	Needs		Language		Going beyond structure
	Culture		Formats		Insights over ideas
	Constrains		Interfaces		Scale
	Urgency		Distribution		Deploy
	Priorities		Reach		Recalibrate (agility)
	Challenges		Data and information		Leadership
Who(m)	Role	Tools	Analysis tools		Surfacing
	Decisional power		Gaps		Shaping
	Aspirations/perspective		Framing hypothesis		Experimenting
	Dependencies		Assumptions		Change agent
	Interaction network	Integration	Different sources		Tacit Knowledge
	Expertise level		Perspectives		Reflective learning
	Risk appetite (tolerance)		Approaches		Critical thinking
	Pre-existing information		Complementarities		Integration of diverging interests
Perspectives	Opportunities	Roles	Coordinate	Insight	Questioning culture
	Threats		Transfer of knowledge		Targets across functions
	Pre-conceptions		Align & Structure		Critical interfaces
	Views		Planning & Execute		Interdependencies
	Decision Points		Negotiate & conflict resolution	Understanding and learning	Cross functional
	Time horizons		Support & Influence		Multidisciplinary
	Thresholds		Articulate purpose		Different stakeholders
	Local		Thinking fast to thinking slow		Risks
Focus	Global	Possible courses of action	Prioritize, aim, select	Portfolio	
	Financial		From passive to active	Strategy	
	Time-to-market		Diverging vs Converging	Positioning	
	Technical		Reinforce vs. counter	Assets	

Awareness and insight learnings focus that Active Learning Project Management (ALPM) develops

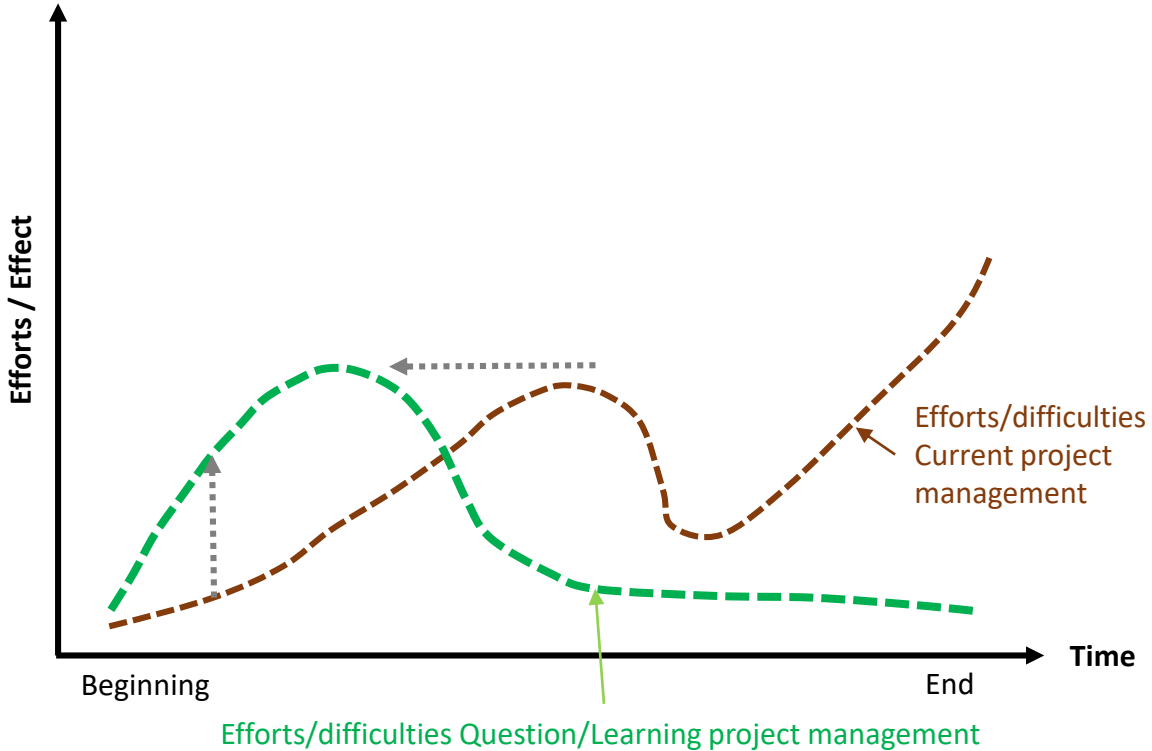
New Dynamics



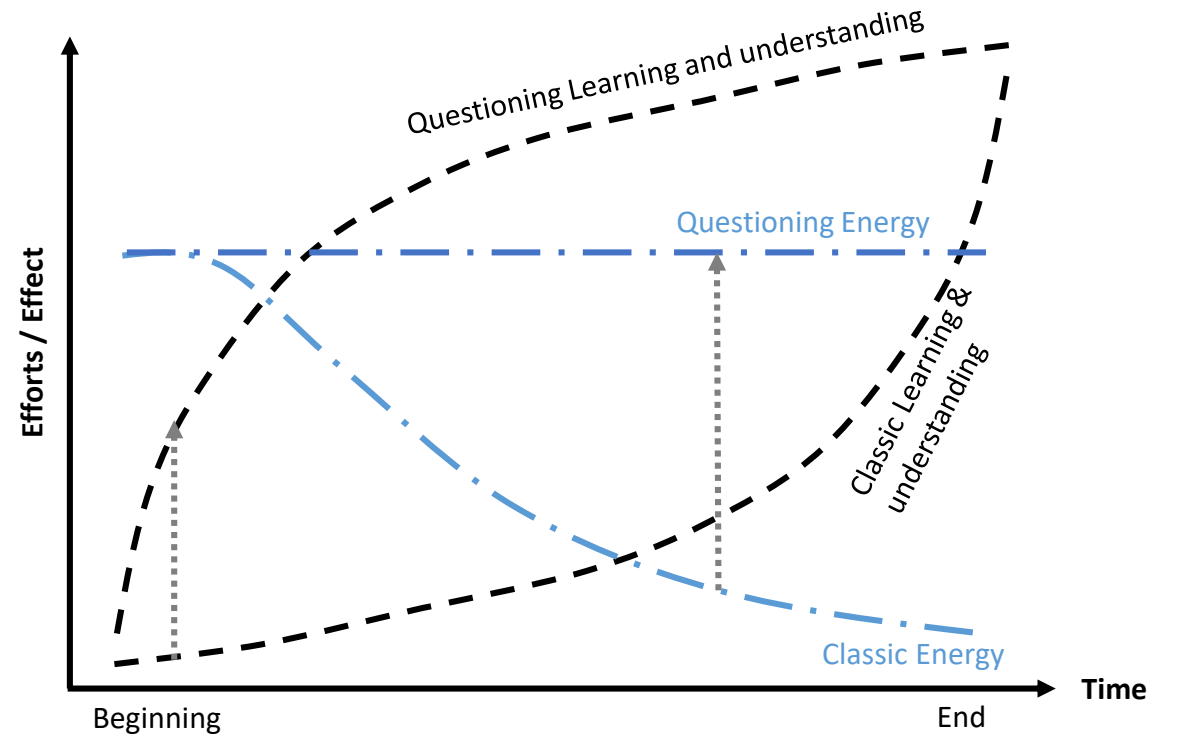
Aggregated perspective

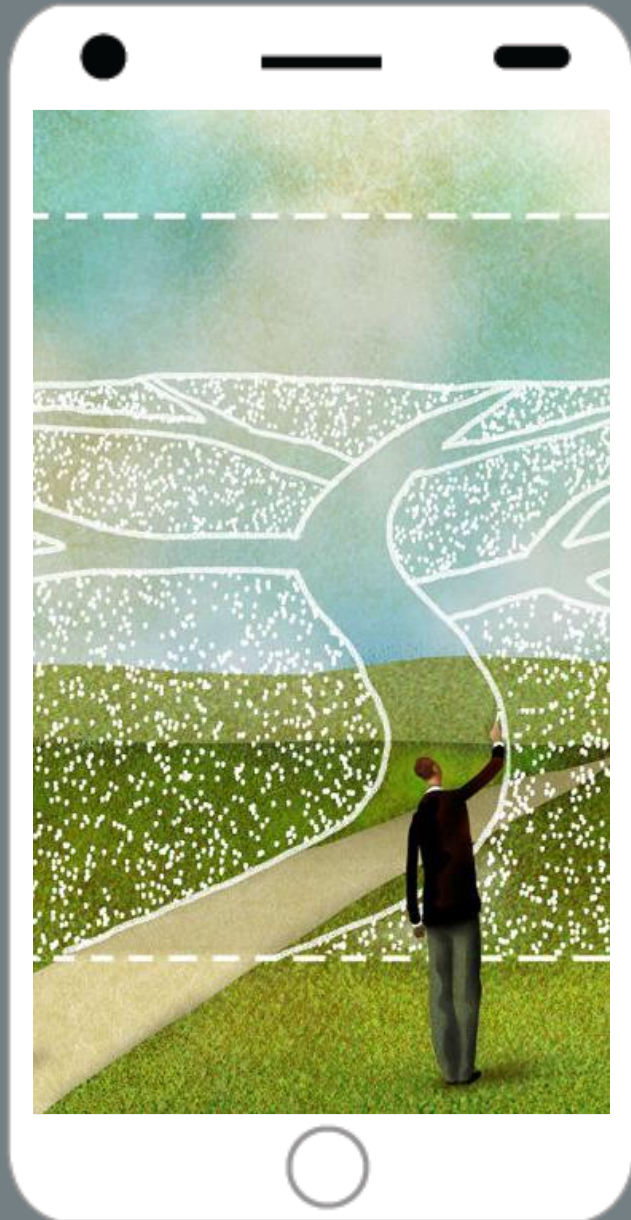


What is achieved (1) ?



What is achieved (2) ?





Communication balance

- It is good (and necessary) to create/use a communication platform.
- Alternating between always-on communication and heads-down focus is essential for joint problem solving.
- Too little communication, and there is no learning and no synergy. Too much communication, and all the minds end up in the same place, focusing the same types of solutions.
- In a music analogy, leaders essentially do the conducting, but every team member affects how the collaborative rhythm is played. So culture becomes a critical reinforcing factor.



Ownership and focus

- Universities are becoming more entrepreneurial. This is due to either an adaptation to the economics dynamics or by budget constrains
- The number of university's spin-offs is increasing.
- The relationships between corporates and universities is moving from knowledge-provider → scale-amplifier to a more nuanced value-added network.
- Relationships between the academic world and the enterprises is becoming, richer, more complex and with many more variables on the negotiation table. Interesting times.

Four Learning Experiences

Do not waste time:
Clever filings , black
box and legal clarity

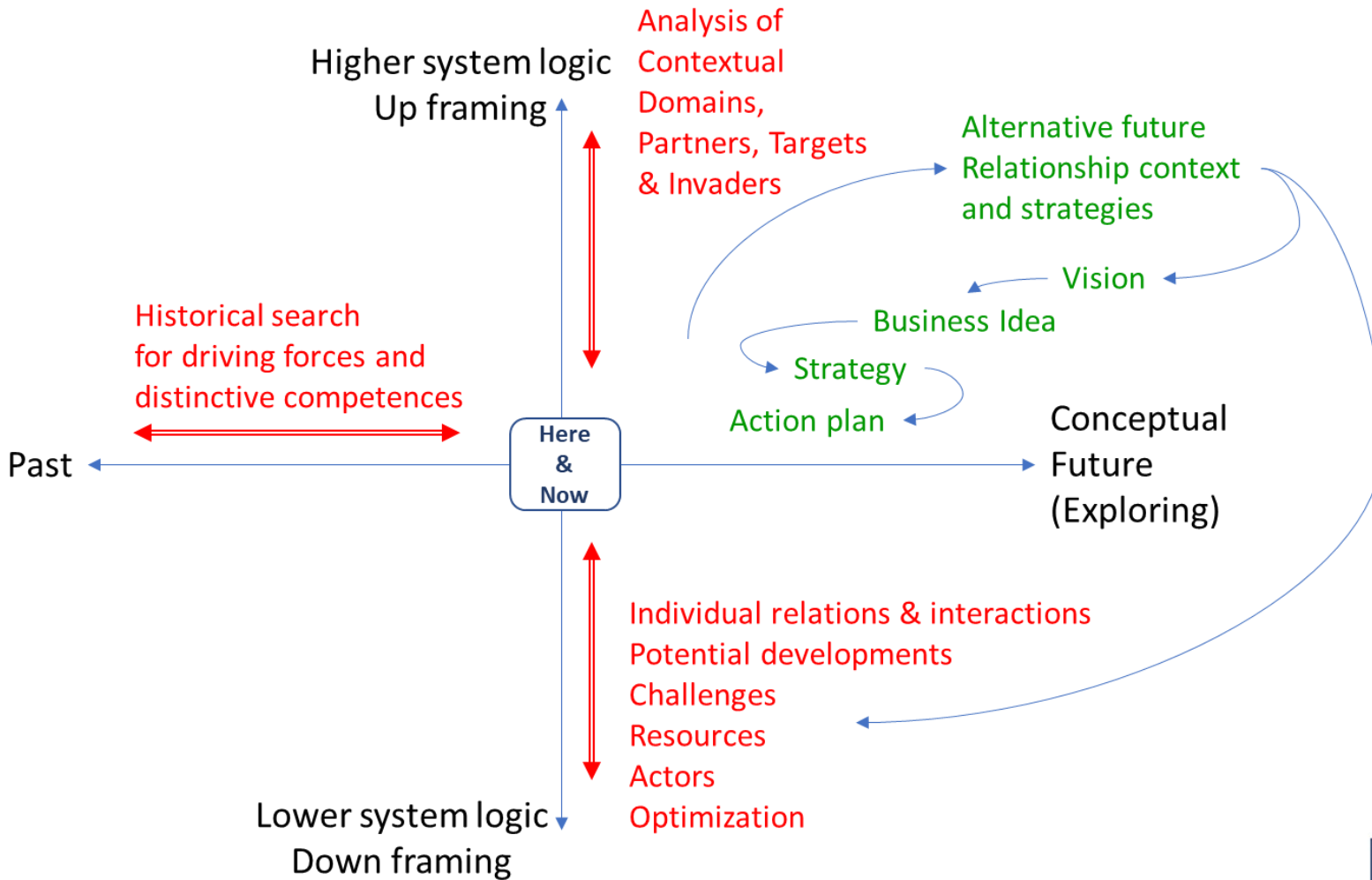
IP mistakes:
Joint patents

False protectors:
NDA, early filings

Entrepreneurial
approach



Think Long Term



Views on value-creation

TWO VIEWS OF VALUE CREATION

Classic view	Co-creative view
- Value creation is sequential, unidirectionally transitive. Best described as “value Chains”	- Value is synchronic, interactive. Best described by value- creating systems/networks
- All managed values can be measured in monetary terms	- Some managed values cannot be measured or monetized
- Value is added	- Values are co-invented, combined and reconciled
- Value is a function of utility and rarity	- Relations as a key source of utility and rarity
- Values are either “objective” (exchange or “subjective” (utility)	- Values are “contingent” and “actual” (established interactively)
- Value “realised” at transaction (only for supplier). Value realization is an event	- Value is co-created with customers over time (for both co-creators). Value is a relationship





THANK YOU

A network diagram with nodes and connections, overlaid on a dark blue background. A thick, dark grey wavy line separates the top section from the white bottom section.

IP Traps

A false equilibrium situation



- An university start-up and a private company are developing new materials processing to bring new solutions to the renewable energy sector.
- The university start-up master the new specific process and is internationally recognized (for this development and for its academic rankings)
- The company is a leading and innovative key supplier for the renewable energy sector. A world player and number one this sector.
- They decide to go for a joint-patent regime for any of the developments that will derive from this joint endeavor.

Who is doing great and who did very badly

?



A misleading word

Joint is **NOT** shared. Each party owns the IP at 100%

Each party is free to commercialize it to whoever they deem appropriate without any approval/consultation from and to the other party.

The startup was (and is) free to offer the technology validated by patents (co owned and with the quality label of the other corporate owner.

The startup paid half for IP that is an optimum marketing material. The corporate enterprise just did a short term saving. The startup is able to continue maintaining the IP after the withdrawal of the corporate partner



Do not waste time



Protect what really needs to be protected

- If you do not plan to make a business out of the output of the collaboration do not patent.
- Let your legal department know that this is the case so that the negotiation focus on providing freedom for further developments and not for monopolistic ownership
- Agree on time-terms for revision of publications so that IP potential could be preserved while maintaining the freedom for academic publishing.
- For rapid evaluations consider the possibility of using a black-box model (not disclosing critical parameters or processing variables). This is better than making someone wait for weeks before a testing agreement is signed.

Return to 4 cases

Fake protection



The NDA myth

- The NDA is a precondition before technical exchanges. That is correct.
- The NDA requires that you label every information that is exchanged as either confidential or covered by the NDA
- For the oral conversation (the most dangerous) ALWAYS make a written summary of who said what and send it to the other party.
- Without the previous precaution, the NDA is **WORTHLESS** and even dangerous.

Be in the right neighborhood from the beginning

- IP can be used to be seen in next to specific companies or sector (or NOT being grouped next to your similar competitors).
- IP (if filed in the right countries, like UK or Sweden) can be partially seen (title, priority date and corporate assignee) a week after filling (not 18 months)
- Using title similarities it is possible to influence either the IP classes or the mapping used by the technology intelligence departments.





Easy-comes, easy goes

- A tier one supplier files IP before sharing information to the key (big) OEMs.
- They do not extend the patents into the nationalization phase (after 18 months) if there is no business development at this point.
- An abandoned IP becomes public knowledge and therefore available for free.
- If you (OEM) are aware of that behavior and your business allows to wait. You just have to wait and collect ripped developments of your tier one suppliers for Nothing.

[Return to 4 cases](#)



UNLOCKING POTENTIAL

Entrepreneurial

Entrepreneurial models....



- Some universities are seriously embracing the entrepreneurial model.
- In some cases, they offer to cover 4 days/week salary-work. The fifth is free for using all the labs and services (including for private endeavors).
- The very same university does not cover holidays (they have to earned either with projects with industry or national science grants).
- If a professor decides to become an entrepreneur, they allow part time schemes for that and support the startup with relevant IP filed by the University.

On the Corporate side

- Several companies are promoting intrapreneurship and incubators within the corporate fence
- Employees can put holidays and capital as part of the endeavor
- Some companies are attracting startups into their corporate campus to have a first hand view on what they are doing (while providing some support services from their corporate facilities).



Make sure you

..... understand with
whom you are
Collaborating (rules
are not the same)

