Managing Public-Private Innovation Programs

Geert Dewulf
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The project based context

traditional:
- Strong emphasis on control
- Lacking inter-project learning capabilities
- Experience of project participants is lost after completion
This.....

Client

Top-down
Action

project

researcher

Report

General Information

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...should become
...or even...

![Diagram showing the relationship between client, project, and researcher in a design approach.]

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Towards co-production of knowledge

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<td>Collaborative research</td>
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Research question / purpose

to describe/explain to design/control

Van de Ven

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Role of the researcher in a network

Mutual engagement

Joint enterprise

- scientific networks of practice
- program network
- practitioners’ networks of practice
- knowledge dissemination

activity-based CoP

learning-based CoP

activity-based CoP

activity-based CoP

learning-based CoP

activity-based CoP

activity-based CoP

activity-based CoP

activity-based CoP
Psibouw

- integration of supply chains and roles
- lifecycle costing and management
- partnerships & alliances
- engaged scholarship
- social dynamics

co-operation and competition in construction
Lessons From PSIBouw

PSIBOUW

- Fraud/Collusion
- Institutional change
- Public Clients: 30% outsourced
- Integrated contracts
- Value for Money  
  **Cultural and Institutional change**

Lessons

- Trust development
- Role of Program Mgt
- Long term relationship
- Analysis, reflection easy; implementation difficult
- The role of innovative methods
International Review

- TEKES program Finland / SHOK programs
  - Small-scale network
- CRC for Construction Innovation (Australia)
  - Co-production of knowledge
  - Intrinsic motivation from industry partners
- IMCRC Loughborough, UK
  - Industry pull projects
  - Past experience
- EPSRC Salford, UK
  - Knowledge Transfer partnership (60% funding. 40% matching)
  - ‘Socializing’
Bridging the gap between practitioners and academics

- Developing a joint collaborative program
- Creating legitimate authority
- Developing flexibility
Conclusions

- Barriers between practice and academia are deeply rooted
- Who’s taking the lead?
- Personal day-to-day leadership important for engagement
It takes two (or three) to tango!
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