

**INNOVATION
EXCHANGE
AMSTERDAM**



valorisation guide



**Practical handbook for social sciences and humanities researchers at
Vrije Universiteit Amsterdam, University of Amsterdam and
Amsterdam University of Applied Sciences**

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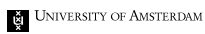
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The IXA valorisation guide was compiled by the social sciences and humanities (SSH) team at IXA. The text is based on the knowledge and experiences of researchers and the IXA team. We wish to thank the social sciences and humanities researchers, postgraduate organisations, HR managers, and controllers for their contributions to this guide.

Ingrid Wakkee, Finette Lips, Steef Löwik, Albert Wijnen and Diane Schöller (editorial board)

IXA is the valorisation centre for AMC, HvA, UvA, VU University Amsterdam and VUmc



Valorisation in the social sciences and humanities

Extensive experience has been gained in recent years within the Vrije Universiteit Amsterdam (VU Amsterdam), the University of Amsterdam (UvA) and the Amsterdam University of Applied Sciences (AUAS) with the valorisation of knowledge within the technical and natural sciences, but there is also widespread valorisation taking place in the social sciences and humanities. But what is ‘valorisation’ exactly?

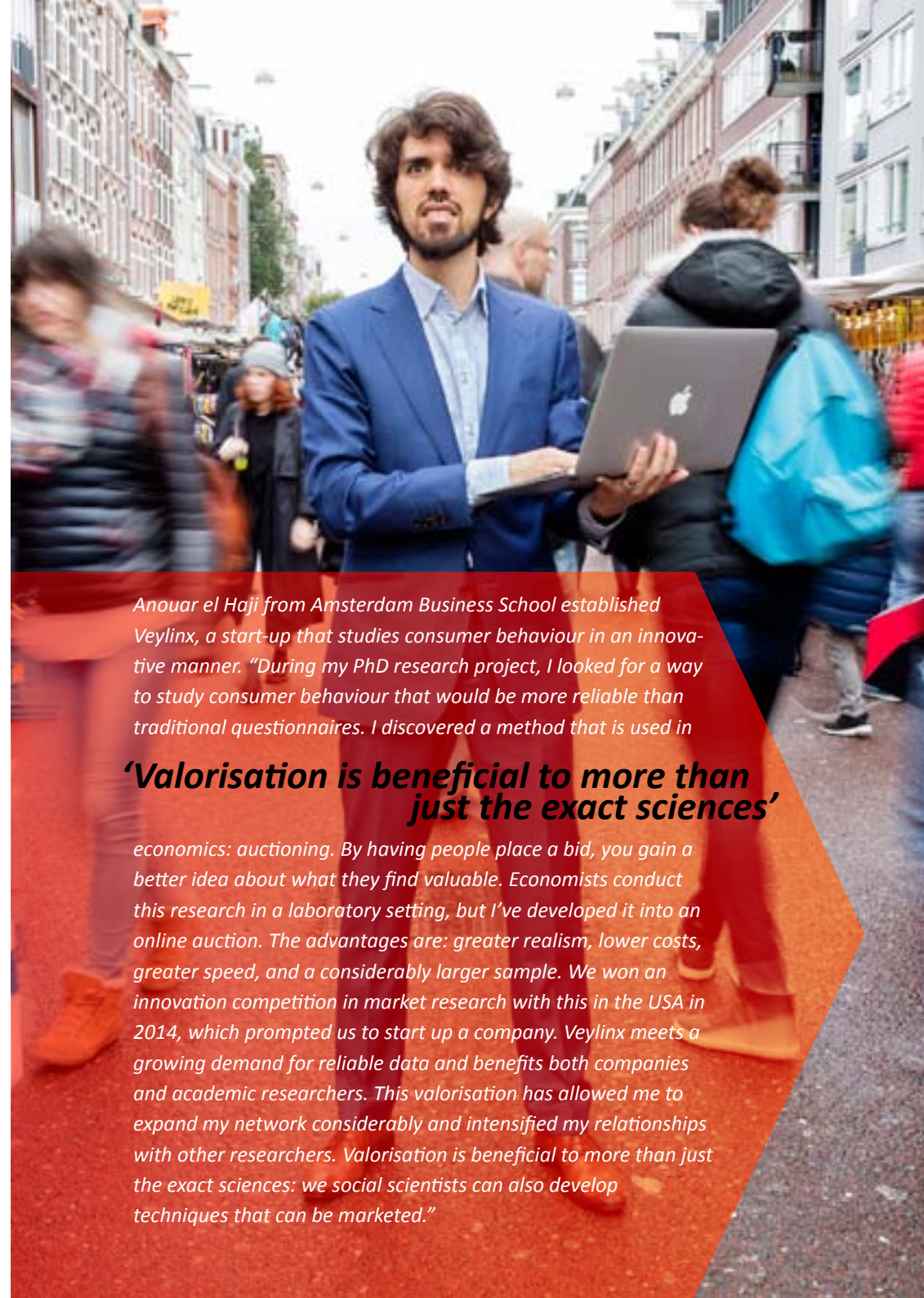
In a nutshell, ‘valorisation’ means that you create social or economic value from scientific knowledge. There is no standard approach to valorisation, but rather we can learn from the lessons and the experiences of VU Amsterdam, UvA and AUAS researchers. These experiences, together with the lessons learned, form the basis for this valorisation guide and are incorporated into, for example, interviews, a step-by-step plan, and do’s and don’ts. As a result, this guide offers practical guidance in achieving valorisation yourself.

Social sciences and humanities

How does valorisation take place in the social sciences and humanities?

A few examples:

- ▶ **Contract education:** Postgraduate education, such as workshops, courses, and in-company training for professional groups, as well as higher education for senior citizens and other target groups, such as HOVO and De Illustere School.
- ▶ **Contract research:** Applied research and consultancy activities commissioned by public and private parties. The results are presented as an exhibition, presentation, film, or report.
- ▶ **Collaborative research:** Research based on NWO and EU applications, R&D agreements, and public-private partnerships by consortia of scientific and other organisations. The results are also shared in ways other than academic publications.
- ▶ **Knowledge dissemination:** Knowledge sharing through interviews, performances, articles in the media, publications in professional journals,



Anouar el Haji from Amsterdam Business School established Veylinx, a start-up that studies consumer behaviour in an innovative manner. “During my PhD research project, I looked for a way to study consumer behaviour that would be more reliable than traditional questionnaires. I discovered a method that is used in

‘Valorisation is beneficial to more than just the exact sciences’

economics: auctioning. By having people place a bid, you gain a better idea about what they find valuable. Economists conduct this research in a laboratory setting, but I’ve developed it into an online auction. The advantages are: greater realism, lower costs, greater speed, and a considerably larger sample. We won an innovation competition in market research with this in the USA in 2014, which prompted us to start up a company. Veylinx meets a growing demand for reliable data and benefits both companies and academic researchers. This valorisation has allowed me to expand my network considerably and intensified my relationships with other researchers. Valorisation is beneficial to more than just the exact sciences: we social scientists can also develop techniques that can be marketed.”

lectures, meetings for a non-academic audience, contributions to exhibitions, open-access publications, public debates, and so on.

- ▶ **Commercialisation:** Converting research results into a technology, product or service available to the market by means of licensing agreements, spin-offs, copyrights, services, and products. This includes games, helplines, protocols, technologies and apps.
- ▶ **Mobility:** Structural exchange of researchers with companies and organisations for purposes of knowledge circulation. This includes participation in advisory committees, relevant administrative positions, regulatory councils, external PhD candidates, as well as professors, temporary secondments, and student work placements.
- ▶ **Entrepreneurship:** Stimulating entrepreneurship among students and employees, for instance by offering entrepreneurship education via the Amsterdam Centre for Entrepreneurship or the ACE VentureLab, where the university helps starters set up their own company.

For whom is this guide intended?

This guide was written for social sciences and humanities researchers looking for practical valorisation guidelines. Whether you are taking your first steps along this path or already have valorisation experience, this handbook helps you make the most out of your scientific knowledge.

The business developers and legal experts at IXA are more than happy to provide the necessary support.

How can we help you?

We can support you in valorising your scientific knowledge in various ways.

These include:

- ▶ Working together to develop your valorisation case, from idea to product or service.
- ▶ Examining other possibilities to utilise scientific knowledge.
- ▶ Carrying out joint network, stakeholder, and market analyses and project plans, preparing budgets and collaboration agreements, conducting negotiations on your behalf, and establishing partnerships or consortia.
- ▶ Brainstorming with you on how to incorporate all of this into your research group or faculty.

Want to know exactly how we can be of assistance and how to obtain such assistance? Give us a call at +31 (0)20 525 54 17 (IXA UvA-HvA) or +31 (0)20 598 99 05 (IXA VU-VUmc) or send an e-mail to info@ixa.nl.

Valorisation and your career

Valorisation is not yet part of the standard academic career in the social sciences and humanities. Apart from the appointment of professors, the pay scale and promotion policy does not mention valorisation. Talk to your superior about obtaining recognition for your valorisation activities. This can be done during your annual appraisal, departmental meeting, or faculty meeting.

When Susan Bögels was appointed Professor of Orthopedagogics at the University of Amsterdam (UvA), she was keen to establish a separate clinical research facility.

“Together with the UvA and UvA Holding I first established UvA minds, an academic treatment centre for parents and children and, later on, UvA minds You.

‘Valorisation is not about money, but about new knowledge’

This centre not only provides training for parents and children, but also professionals who want to work with the UvA minds protocols and companies looking to promote the mental and physical fitness of their employees. The treatments and training we offer are based on knowledge we developed at the UvA. Conversely, we develop new approaches at UvA minds and UvA minds You, the effects of which are studied at the UvA. This makes it possible for scientific knowledge to find its way to practice and science gets to test practical innovations. Valorisation is not about money, but about the new knowledge it yields. And I find that exciting.”



What is valorisation?

Valorisation is defined and applied in various ways.

Policymakers like the VSNU, Rathenau, Advisory Council for Science, Technology and Innovation (AWT), and NWO define 'valorisation' as follows:

'Valorisation is the process of creating value from knowledge, by making knowledge suitable and available for societal and/or economic application and by transforming it into products, services, processes and new business.'

This definition is the one used in this guide.

Valorisation is a process

The definition of valorisation starts with the concept of a process. Within this context, process means that researchers interact with other parties to carry out activities with a clear outcome: the knowledge is utilised and value is added to the 'pure' research results. Examples of parties are professional groups like lawyers, accountants, psychologists, and doctors. But health insurers, financial institutions like banks and accountancy firms, and small and medium-sized businesses also make good partners. Scientific knowledge is sometimes already in a form that can be valorised, but it often requires several modifications in terms of both content and form. To put it simply, valorisation is a process in which interaction between theory and practice plays an important role. Valorisation is tailor-made and, above all, it is 'people work', i.e. its success depends on the interaction between people.

Valorisation is a core task

It is very important for the VU Amsterdam, UvA and AUAS to create as great an impact as possible from the knowledge they develop. Together with education and research, valorisation is a core task that has been embedded in the Higher Education and Research Act since 2005. Both universities believe it is important to create social and economic added value. They stimulate entrepreneurship among students and researchers and work towards strengthening the knowledge and innovation agenda of Amsterdam. This is done in collaboration with the business community, social organisations (including cultural institutions), and the government.

Sounds great, but how is this of value to you as a researcher? The next chapter answers this question.

Why is valorisation important?

Beneficial to research

Valorisation leads to a valuable interaction: you make scientific knowledge available to a broader audience, and the partners with whom you collaborate offer cases and interesting research questions. Researchers who valorise in collaboration with social partners are positive about the added value this creates.

Valorisation also increases your chances of receiving external research funding. In the new Standard Evaluation Protocol (SEP 2015-2021), social relevance is one of the three evaluation criteria for research, in addition to academic quality and viability. The SEP does not use the term valorisation explicitly, but rather uses such concepts as social relevance, social challenge,

and knowledge circulation: a continuous exchange of knowledge between social and knowledge institutes.

Valorisation also benefits your research because:

- ▶ the collaboration lets you develop new knowledge and insights.
- ▶ you receive access to empirical data.
- ▶ you increase your chances of receiving external funding.

Funding easier to obtain

Collaboration with other parties is a prerequisite for funding for NWO and many European research programmes. The European programme Horizon 2020, for example, focuses strongly on collaboration between universities, government agencies, and the business community, and on jointly or individually finding solutions for social issues. Europe needs knowledge and innovation to compete internationally. The European Commission has earmarked seventy billion euros for innovation between now and 2020.

Han van der Maas is one of the founders of Oefenweb.nl, a University of Amsterdam spin-off company. "To follow the development of children on a daily basis, the Psychological Methods Programme Group developed adaptive exercise software that automatically adapts the difficulty level of the assignments to the child's skills. While carrying out the research project at schools, teachers and students became very enthusiastic about our work.

'Fundamental research provides innovative perspectives'

Children enjoy doing exercises in a playful way, while teachers obtain a detailed impression of individual development. This motivated us to approach this topic more broadly. IXA advised us to start a company and UvA Holding granted us a loan to get started. Six years later, there are now 1,800 schools that use our software. The academic world in turn benefits from the data supplied by this software. The basis of the success is that Oefenweb.nl originated from fundamental research: if you think in a market-based manner, you end up with ideas that others have already discovered, while research provides innovative perspectives."



Shift in funding allocation

A tremendous shift has taken place in recent years in the allocation of funding at NWO. The ratio, for example, between open competition and public-private partnership in the humanities and social and behavioural sciences was 70-30 until recently. This is now around 50-50. Half goes to research grants in top sector policy via ‘thematic calls,’ but the other half also requires a valorisation section in the application. This valorisation section carries increasing weight in the assessment (see also Appendix 1).

Framework of valorisation indicators

Part of the direct funding of the university is made subject to the valorisation results achieved by the university. To render that measurable and transparent, VSNU has developed a tool called the Framework of valorisation indicators. The approach taken here by the association is broad: in addition to the traditional, harder forms of valorisation, there is also room for softer forms. The harder forms include patents, licenses, and spin-offs, while the softer forms comprise collaboration, advisory functions, knowledge dissemination, and training for professional target groups.

Social relevance

Another important argument in favour of valorisation is that the social sciences and humanities researcher can make a meaningful contribution to identifying and solving social issues. Together with companies and institutions, you can also create economic value, not to mention the ways in which you can contribute to the learning and cultural society.

How does valorisation contribute to society?

Identifying and solving social issues

- ▶ Safety and privacy (e.g. the NSA affair).
- ▶ Integration (the rise of right-wing parties in Europe).
- ▶ International relations (conflict in Ukraine).



Professor of Labour Law Evert Verhulp at the University of Amsterdam develops digital labour law tools together with Arbeidsmarktresearch UvA BV. “In 2010, the Supreme Court stated that, in the event of an unfair dismissal, the employer must compensate the dismissed employee for actual losses incurred. This requires that the court knows how long the employee is expected to be without work. We developed a tool that calculates this based on information derived from a range of databases. Judges now use the tool in practice. Encouraged by this success, we developed a system that predicts whether a dismissed employee is eligible for compensation. This procedure has been discontinued due to legislative changes, but the system allowed us to showcase our capabilities in terms of the digitisation of law.

‘We make law more accessible’

We used this to get legal expenses insurer DAS interested in contributing to a tool that lets an employee use a decision tree to determine whether he or she has sufficient arguments to appeal the dismissal. If so, a complete written defence is provided that he or she can use. This lets us make law more accessible. So, in this case, valorisation serves the public interest.”

Adding economic value

- ▶ Books (publishers).
- ▶ Exhibitions (museums).
- ▶ Effective communication methods (communication consultancy firms).
- ▶ Language training (internationally-operating companies).
- ▶ Effectiveness of psychotherapies (mental health care).
- ▶ Postgraduate programmes on pension rights (law firms, legal experts).
- ▶ Coaching of executives or executive teams (consultancy to companies).

Contributing to a learning and cultural society

- ▶ Multilingualism.
- ▶ Historic understanding.
- ▶ Inspiration and creativity through the arts.
- ▶ Ability to contend with other cultures, religions, and social structures.

These are all examples that strengthen the competencies and understanding/self-understanding of people, of society, of ourselves, and of others.

Public funding

Finally, there is yet another very valid reason to valorise. Your research is financed with public funding. It is therefore only logical that you share your research results with your financiers, i.e. taxpayers. There is a demand for accountability from society. This also applies, incidentally, to all organisations financed by public funding.



Joke van Saane is a Professor of the Psychology of Religion at the VU Amsterdam. “Is the conversion to Christianity of this asylum seeker credible? To assess this objectively, I’m often contacted by the parties involved, such as lawyers and the Immigration and Naturalisation Service (IND). But every assessment is time-consuming because I have to read through the entire file.

‘I want knowledge to benefit society’

That is why I submitted a research grant application to TTO. Part of the grant received has been used to study whether part of the work can be digitised. Unfortunately, this turned out to not be feasible. Another way to save time is to improve the IND questionnaires so that the files can be assessed more quickly. That is the path we are currently on. I truly enjoy my work because I feel it is important for the knowledge in my field to benefit society. The academic world also profits from this exchange in that the files together form an enormous collection of data. I am currently preparing two publications on models and theories related to conversion based on this information.”

The valorisation process step by step

Now that the importance of valorisation has been explained, the question arises as to how to achieve this. How to get started? How do you make sure your valorisation project is successful?

Experience shows that successful valorisation initiatives originate from the creativity, curiosity, and motivation of individual researchers. Intrinsic motivation and curiosity - 'the desire to solve the puzzle' - is often what sparks and maintains an interest in valorisation activities, followed by one's own reputation and, finally, the profitability aspect (Lam, 2011). It is a matter of 'just get started' and 'just do it'.

This chapter contains a nine-step plan to help you get started with valorisation and to ensure its success.

Step 1: Ask yourself who benefits from your research

Research and education involve the development and transfer of knowledge, which also form the basis for each valorisation process. When starting new research, ask yourself which organisations could benefit from the results. You should also ask yourself during which phase of your research you wish to involve potentially interested organisations – your target group – in your research. It is advisable to do this when formulating the research questions, or at least as soon as possible.

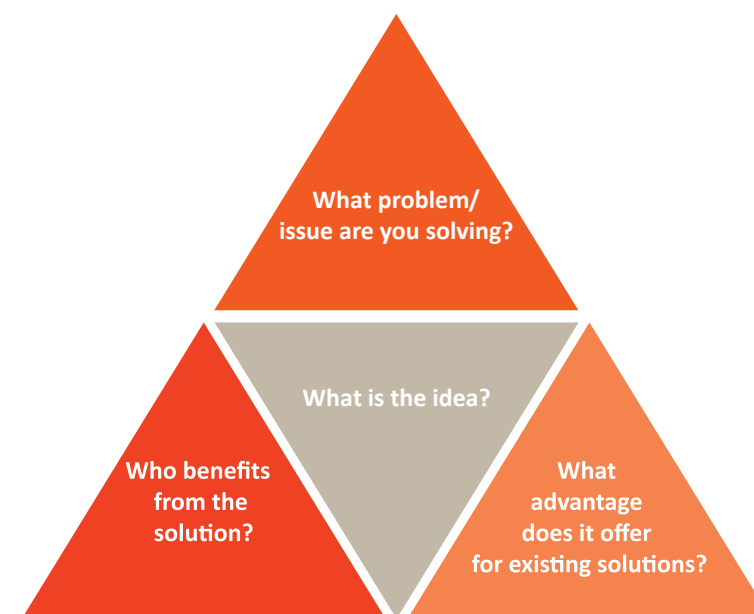
Education is also an excellent arena for valorisation. For instance, there are possibilities to commercially offer certain existing or new subjects or minors. And students appreciate the practical focus of professionals during, for example, guest lectures. This contributes to a link to the professional field. Such contact can also be a relatively easy way to engage in dialogue and learn the latest developments in practice.

Step 2: Make the idea concrete

Developing an idea is one thing. Making it concrete is often far more complicated. How do you deal with this? Start by answering the following questions:

- ▶ What is the idea?
- ▶ What problem or issue does it solve?
- ▶ Who or what benefits from the solution?
- ▶ What is the advantage of your solution compared to existing solutions?

The triangle below is a handy tool for visualising these questions.



Also consider whether there are any risks associated with the idea or ethical issues that could damage the reputation of the institution with which you are affiliated.

There are numerous other ways to help you crystallise your idea. This includes using models that are developed to determine more business-oriented activities. The business model canvas, for example, uses nine building blocks to describe how a company creates value, but is also a useful template for working out your valorisation idea.

Tip

Do you need help with this step? Schedule an appointment with the business developers at IXA. You can talk to them about your idea or involve them in a meeting or brainstorm session with external parties. IXA and the Amsterdam Center for Entrepreneurship (ACE) also regularly organise workshops and training sessions during which you can develop your idea further together with us and fellow researchers.

Step 3: Arrange time and resources

Valorisation takes time and resources. The time and resources are not automatically available as they are in education and research, but need to be arranged personally. You should therefore make agreements with your manager at the earliest stage possible. Discuss matters like:

- ▶ the time and resources you are allowed to spend. The time you spend on valorisation can often be considered part of your teaching and research time, instead of extra time;
- ▶ how the material and immaterial results will be divided between the university, department, and direct participants;
- ▶ how you should deal with possible risks associated with the project;
- ▶ how the valorisation activities will be evaluated. Valorisation is not yet part of the standard academic career in the social sciences and humanities: the pay scale and promotion policy does not mention valorisation.



Irene Costera Meijer is a Professor of Journalism at the VU Amsterdam. "Valorisation is not a project, but an attitude, one that characterises our entire degree programme. We actually prefer the term 'knowledge circulation,' since we create two-way traffic between science and practice. We not only want to transmit, but also to receive since, after all, that is genuine communication.

'Look for the question behind the question'

We often collaborate with news organisations and, when starting new research, the first thing we do is take a closer look at the question behind the question. For example, an organisation may want to attract more readers or viewers, but the concern underlying this is 'Won't that be detrimental to the quality?' Together we reformulate the question into: 'What kind of quality ensures that more people will experience the information provided as valuable?' We devote considerable attention to answering such questions and clarifying the situation so that all parties get the sense that the question is worth investigating. As a result, the research report does not ultimately end up gathering dust, but is embraced."

Does your department or faculty have project controllers or other controllers? Make agreements with them regarding support, the required information, and the turnaround times of the valorisation project. You can also contact them to draw up a project budget (this is organised differently at every faculty or institution). At any rate, it is essential to prepare such a budget in a timely fashion.

A controller can also provide more information on the rates for various activities. Applied research, for example, entails project costs that are calculated by the controller. The amount depends on factors like the pay scale of those involved, how overhead is charged, and the importance of the activity. If you often work with external parties or are involved in discussions on possibilities to collaborate, it is advisable to be aware of the various rates charged by the faculty. If a valorisation process is financed with external funding, in many cases you will be required to keep detailed records of hours worked. This can usually be done in Excel, but special software is also available for this purpose (contact Finance & Control).

Tip

The VU Amsterdam, UvA and AUAS do not have any general guidelines for rates to be charged, but IXA can provide examples of rates calculated by the various faculties.

Legal aspects

Valorisation also involves legal aspects, such as agreements with external parties. And what about intellectual property rights?

Formulating and signing agreements

The staff at IXA can help you draw up a collaboration agreement. Make sure you do this as early as possible, as it will facilitate the process and prevent any unpleasant surprises at a later stage. This should be done early in the

process because then there is still the possibility to determine the right direction and simply because the experts at IXA are not always available at the last minute.

Don't just give away intellectual property rights

Vrije Universiteit Amsterdam and UvA each have their own intellectual property rights regime that must be respected by all employees and those with a declaration of hospitality, work-placement trainees, and other individuals involved in the research or that must be followed by virtue of an agreement (the latter applies to non-employees). The UvA acts under the Valorisation regulation, while the VU Amsterdam acts under The Regulations on Knowledge, Intellectual Property & Participation of VU&VUmc. These regulations include the requirement that all knowledge and property rights developed by employees are and remain the property of the university. In other words, you cannot transfer these rights to an external party without permission. However, IXA can help you issue rights of use, which usually requires a market-based licensing or other fee. Contact IXA for more information.

Step 4: Find an experienced coach

Ask someone with experience to support you as a coach during your valorisation project. There is more than enough knowledge and experience available at the VU Amsterdam, UvA and AUAS. Every faculty is sure to have valorisation 'ringleaders' and role models who can help you. IXA also has experience and expertise that you can profit from and can put you in contact with an experienced coach. Also consider employees who can provide advice and support when developing postgraduate programmes and training courses, such as the Universitair Centrum voor Gedrag en Bewegen (University Centre for Behavioural and Movement Sciences), NT2 department (VU Amsterdam), ITTA (UvA), PGO FEWEB (VU Amsterdam), Amsterdam Business School (UvA), VU Amsterdam Law Academy, Eggen Institute (UvA), or the VU Amsterdam Academy of Social Sciences. Find someone you are comfortable working with and who can help you take the next step forward.

Step 5: Define your network

Valorisation is not possible without being in touch with the world outside the university. This outside world starts with your own network and that part of your network that is outside the university is often larger than you think. Friends, fellow students, alumni, companies where students do internships, as well as participants in courses and clients of the VU Amsterdam, UvA and AUAS can be worth talking to in order to test and develop your ideas or gain access to potential partners. See appendix 2 for an easy tool for defining your valorisation network.

Step 6: Look for connections to existing themes

The VU Amsterdam and UvA develop initiatives for various research themes. Have a look at these and consider whether it might be more effective to link up with one of these or to start a new initiative. In coming years, for example, the UvA will be profiling itself in terms of Behavioural Economics,

Brain and Cognition, Cultural Heritage and Identity, Cultural Transformations and Globalisation and Urban Studies. With these themes, the university also aims to strengthen the bond between science and society and contribute to finding solutions to social issues. The VU Amsterdam will be profiling itself in coming years with the same goal in mind, focusing on social themes like Governance for Society, Connected World and Science for Sustainability. Other themes are the focus of research institutes (Network Institute, Camera, CHAT, Talma Institute, CLUE) or organised in a more informal manner.

Step 7: Talk to partners

Companies and institutions are often very willing to engage in dialogue with you. You will notice that the names VU Amsterdam, UvA and AUAS can open doors for you. Take full advantage of this. This also means that you must prepare for such dialogue carefully since, after all, you are not only representing yourself, but also your university. Appendix 3 contains a checklist to help you with your preparations. If you find it difficult to initiate such dialogue, ask if you can join an experienced colleague in such a meeting to see how a typical discussion goes.

PhD student Ingrid de Zwarte is affiliated with the University of Amsterdam and NIOD, where she is conducting research into the winter famine of 1944-45. "At the end of 2013, when I had just got started on my doctoral thesis, the Dutch Resistance Museum (Verzetsmuseum) contacted the NIOD because it wanted to organise an exhibition on the evacuation of children during the winter famine. I happened to have been examining this very same topic and had already carried out considerable archival research into it.

'Extensive media coverage and a positive impact on my academic development'

The Dutch Resistance Museum was eager to use my research results in their exhibition, which is how I became involved. The exhibition tells the stories of seven children who were sent to the north-eastern part of the country during the winter famine to recuperate, for which I provided the historic background information. This work stimulated my academic development. Whereas I normally focus on archives and books, I now had the opportunity to get acquainted with people who had experienced the winter famine personally. The media coverage of the topic was also extensive, so I had the chance to talk about my research in detail in newspapers and on radio and TV. My advice to other PhD students is to seize such opportunities with both hands."





Johan Hoorn is the lead researcher and project manager for Services of Electro-mechanical Care Agencies at the VU. *“Social robots may be the answer for many service-oriented professions in which we are currently experiencing a shortage, but society has an unrealistic image of robots. Many of the prejudices are unfounded. As part of a nationwide programme to bring the creative industry closer to non-creative professional groups, we are drawing the attention of the public to social robots. From the very start, we pursued an ‘open table policy’. This meant that anyone could join us for lunch, from school children to international researchers. Under the motto of ‘Everyone has a granny,’ we listened to their comments on robots in the care sector. This provided countless perspectives.*

‘We listened to all input on robots in healthcare’

The media also visited our lunch session. Thanks to an article in the free newspaper Sp!ts, a director also joined us for lunch. That contact resulted in a prizewinning, internationally broadcasted documentary on robots in the care sector, while the making of that documentary provided us with insight into the effect of cameras on people. This is useful information if you plan to use cameras for monitoring in the care sector. We succeeded in changing the image that many people have of robots. I’m convinced that our open table policy led to that success.”

Tip

If your valorisation idea is already at a more advanced stage, ask a business developer from IXA to join you during your meeting, who can also consider the commercial interests if necessary.

Step 8: Make the necessary adjustments (again and again and again)

A flexible and open attitude is crucial for success. You will sometimes have to adjust your ideas, for instance because you are suggesting a solution to a problem that doesn’t actually exist, or because the market has already resolved the issue. Every valorisation step is a step, whether forwards or backwards. So make each step a learning experience. If you succeed, your efforts will pay off with inspiration, cases, research data, follow-up research, income, contacts, a network, and so on.

Step 9: Present the results

You need to bring the valorisation process to a proper end. There are several ways to do this, whether in a report or an oral presentation, a film, a round-table discussion, etc. You should also consider media attention. Contact newspapers, radio, or television personally or use social media. Naturally, this should be done in consultation with your external partners because they, too, have a say in what you can communicate to the outside world. And do not forget that you are representing the university, so always consider contacting the Communications Office at the UvA or AUAS or the Marketing & Communications department at VU Amsterdam.

Top 10 valorisation lessons

Besides the successful valorisation cases, there are also some less successful ones. Both kinds have plenty to teach us. That is why this valorisation guide concludes with the top 10 do's and don'ts - with an emphasis on the do's.

1. Getting started: take the first step!

Every journey starts with a first step. It is often difficult to know where to start. That is why we recommend simply taking action, whatever that action may be. In other words, take the first step. The more you progress, the more you will learn and build on what you have learned. Big successes always start with small initiatives and ideas. Talk to someone, put your ideas on paper, test out your ideas in a trusted environment or, alternatively, outside your network, and make the necessary changes to your ideas. Successful valorisation activities always take place in collaboration with others.

2. Find support to take effective follow-up steps

Valorisation is a whole different ball game from teaching and conducting research. Naturally, these activities share a number of aspects, but the dynamics in the outside world are different from those in academia. This is not problematic in itself and not too difficult to adapt to, but it requires the help of others. This saves considerable time and provides extra support and confidence. Find someone you feel comfortable working with. This is particularly important if you are stepping outside your comfort zone, since it is extremely worthwhile to have the support of someone you trust and with whom you can be open and honest.



Joke Hart is a senior lecturer in the Criminal Law and Criminology Department of the Faculty of Law at the VU Amsterdam. "As a researcher in the field of psychiatry, I've witnessed considerable violence against care providers without any criminal consequences. Care providers often do not report the incident because they think the patient cannot do anything about it or because they are already institutionalised and, consequently, not a danger to society. But care providers have the right to a safe working environment and, in order to determine whether a patient should undergo forensic examination, the case needs to go before a criminal court."

'Have all parties contribute from the very start'

That is why I initiated a study in which I had all parties involved contribute from the very start. The Nurses Association (beroepsorganisatie van verpleegkundigen) and Municipal Health Services (GGZ) helped find respondents. I not only published an article in a scientific journal on the results of the research, but also provided recommendations during psychiatric work discussions, gave lectures during training days, and involved the press. Professional practice now uses the research results to find solutions. One criticism of valorisation is that objective research is not possible in this manner, but I disagree. Naturally, you need to be aware from the very start that the parties have different interests and make it clear that your research is independent."

3. Make agreements with the faculty or your manager

It is important to make agreements with the faculty or your manager beforehand. This involves such things as:

- ▶ The support you receive (quality and quantity).
- ▶ Recognition of your valorisation activities (in terms of time, evaluation, and career perspectives).
- ▶ The types of goals that are important (social, economic, or both).

Also consider what you believe is reasonable in terms of, for example, reciprocal costs, overheads, and recognition. Ask your controller which matters you need to consider, since every faculty deals with this in a slightly different way.

4. Teamwork means working as a team

Valorisation largely involves the ability to work together with others. A common complaint heard from external partners is that they often do not receive the proposal for a research question for approval until around a week before it is to be submitted. This is not how it should be. You need to involve your partners in the writing process, make compromises, and demonstrate flexibility. Work on earning trust and always from a position of equals. Also try to always keep in mind how your partners benefit from the collaboration, as well as how you benefit. See Appendix 4 for the checklist 'Successful collaboration'.

5. Make all interests transparent

In order to collaborate successfully, you will need to create value for all parties. In other words, it needs to be a win-win situation. There is a misconception within universities that companies, unlike universities, are only interested in the short term and a quick profit. But that is not necessarily the case. The research results are often expected to be ready much later than the company expects results and this can be a source of tension. Talk about this and make sure to articulate all interests clearly. Companies are also different from universities in a number of areas: they usually make decisions faster, communicate more briefly and concisely, and have a different perspective. This may take some getting used to, but remember that there are always common interests.

6. Overcome your hesitation and request valorisation funding

It is a common misconception that universities and research are financed with public funds, which raises questions like 'I've already paid for your appointment and research. Why should I pay again?' But full funding is no longer matter-of-course; at the VU Amsterdam, UvA and AUAS there are even research groups that receive 70-80 per cent of their funding from external parties. The PhD bonus can also cause a distorted view within companies, while it is merely compensation for the costs incurred by the faculties for supervision and material costs like the PhD ceremony, printing expenses, conference visits, and travel expenses. So do not hesitate to apply for funding for your valorisation project.

Tip

If your valorisation idea is already at a more advanced stage, ask a business developer from IXA to join you during your meeting. He or she can then also consider the commercial interests if necessary.

7. Don't do it for the money

Obviously, valorisation should be cost-effective, but earning a substantial profit with valorisation is challenging. So this is not something that should be expected. Experience has also taught us that you should not initiate a project if money is the only motive to valorise or collaborate. More realistic motives are creating value for society and companies, conducting interesting applied research, and solving or identifying fundamental social issues – all of which are discussed in the section entitled 'Why is valorisation important?'. Valorisation enables you to expand your network, making it easier to obtain funding for future research and strengthen your CV.

8. Don't price yourself out of the market

Naturally, your valorisation project should be cost-effective, but be sure not to price yourself or the university out of the market: if the overhead costs are unrealistically high, it will no longer be attractive to join forces with the UvA or VU University Amsterdam. You can talk to the faculty about how, for

example, you should pass on the costs for the use of a desk, chair, room, or ICT. In any event, the rates should be market-based or it becomes a matter of unlawful or unfair competition, and may also violate state aid rules. Ask your controller or director of operations the most appropriate amount and also contact IXA for advice beforehand.

9. Protect intellectual property

It is important to determine the extent to which the idea, product, or service you are developing is subject to intellectual property rights. 'Intellectual property rights' is a broad term that covers national and international laws and agreements that enforce the property right to products of intellectual development. Examples of this are copyright (such as for software and texts), database right, patent right, trademark, industrial design right, and trade name right. The intellectual property right determines the rights to which

Frans Feldberg is one of the founders of the research institute Amsterdam Center for Business Analytics, which valorises knowledge in the areas of big data, data science, and business analytics. This initiative also resulted in the Data Science Alkmaar, a knowledge and innovation centre in which the local government, regional business community, and science work together closely. "When it comes to valorisation it is important to closely consider the exchange of value between the organisations you are working with and the team of researchers."

'Define your value in both the short and long term'

There is often a field of tension between when the results of the research are to be available - which usually takes several years - and the short time in which companies expect results, driven by their business case. Therefore, as a researcher, you need to properly define your value in the short, medium, and long term. A company that, for example, invests in a PhD position does not want to wait four years for the results of that collaboration. That is why we organise knowledge-sharing sessions of interest to both parties throughout the process. The partner receives the latest research insights, while we benefit from their practical experience and perspectives on our research. The value exchange in valorisation projects is different in every situation. Fortunately, IXA provides customised support during the contract formation phase."

the inventor or maker of a product, invention, brand name, publication, etc. is entitled. The employer of the actual creator or inventor is often the rightholder. All holders of the intellectual property right may produce and reproduce the product.

Tip

The business developers and legal experts at IXA can support you in determining the degree to which an intellectual property right applies to your idea, product, or service.

10. Use existing models

Ask the project offices or department or faculty controllers for templates that you can use to record agreements, make project plans, or hire temporary and other personnel. This could include a project budget, secondment agreement (which can often be obtained from HRM), non-disclosure agreement (see the IXA website), collaboration agreement, research agreement, and use of external PhD students.



Appendix 1

Valorisation section

The valorisation section of research grant applications and research evaluations is becoming increasingly important. With reference to ‘societal relevance,’ ‘societal impact,’ or ‘knowledge utilisation,’ the grant provider or assessor must be convinced of the social and/or economic value of the research and why an investment should be made in it now.

In the coming years, the quality of this valorisation section will weigh more heavily in the assessment of the reviewers. That is why researchers need to devote serious attention to this section.

Even when the research is of a fundamental nature, it is worthwhile considering the value of this research and how its outcomes can contribute in the future – whether or not after carrying out more application-oriented research – to identifying, offering insight into, and possibly contributing to solving technological, social, and economic issues.

A valorisation section consists of five elements:

1. Definition of the problem
2. Description of the target group or stakeholders
3. Products and content-related results
4. Distribution and dissemination
5. Impact

Each of these elements is described briefly below.

1. Definition of the problem

Outline briefly and concisely the technological, social, or economic problem to which the research will offer a solution either directly or indirectly. Indicate that the problem is important and urgent and has an impact on the functioning or well-being of people or organisations. Try to substantiate this with as many facts as possible. How many parties experience this problem and what about social or financial costs? If possible, indicate who pays for these costs and why this is undesirable.

Don't:

‘Numerous companies go bankrupt every year, resulting in the loss of considerable capital’

Do:

‘A total of 12,397 companies declared bankruptcy in 2012, an increase of more than 21% compared to 2011. As a result, 30,000 employees lost their jobs and suppliers ended up with €650 million in unpaid bills, pushing them into financial jeopardy and an accumulation of payment arrears.’

2. Description of the target group or stakeholders

Describe who benefits or profits from the knowledge and insights yielded by the research. In doing so, distinguish between direct and indirect stakeholders. The introduction of a new diagnostic tool in the health care sector, for example, helps the doctor or nurse make better estimates and initiate a treatment method that leads to fewer deaths or side effects. Apart from the doctor who is to work with the tool, the patient also profits, as does the health insurer because it does not need to pay out as much if the patient can be discharged from hospital more quickly. It is also possible that only part of the research will yield a result with a social benefit.

If specific organisations are involved directly in the funding or conducting of the research, explicitly explain how the results of this research will benefit them. For example, will they have the permanent or temporary exclusive right to the application or will certain results only be distributed to others with a delay or for a fee? What is the social and/or economic impact of this? It is important to indicate how the target group is involved throughout the duration of the project. If the target group is not involved until after the process, it is unlikely that the results and manner in which they are presented will align with actual practice and the experiences of the group. As a result, it will be unlikely that the knowledge and insights developed will actually be applied. For the grant provider, a specific and broad reach is often a prerequisite for investment.

Social advisory council or user committee

One way to institutionalise contact is to establish a social advisory council or user committee that meets regularly throughout the duration of the research. Although some researchers consider the establishment of this kind of committee difficult or distracting, experiences show that there are more advantages than disadvantages. A few of the advantages:

- ▶ It opens doors (increasing the accessibility of data).
- ▶ Testing of interim findings in 'practice' through content-related feedback.
- ▶ Necessity to formulate process steps and results in the language of the 'user' at an early stage.
- ▶ Working towards interim and end products (these kinds of committees expect regular reports).
- ▶ Increased external legitimacy.

The social advisory council or user committee should consist of at least two members who have professional experience with the research problem or topic and at least one member who benefits from the knowledge produced by the project as the intended end user.

It can also be worthwhile to include a professor in the council or committee who is not personally involved in conducting the research but is an expert

in the field. Naturally it is advisable to assign all members of the council or committee a clear role within the project beforehand to ensure that expectations are clear for all parties involved.

3. Products and content related results

What are the concrete results of the research in terms of material and content-related outcomes? How are these outcomes 'packaged' so that they are usable or can be made usable? This can refer to a large number of tangible or intangible products and services resulting from the research. Also remember to indicate the amount of sufficiently demonstrable knowledge and expertise within the research team for developing these products and services. If relevant, indicate the additional steps required to make the introduction and application possible. Indicate the extent to which and manner in which collaboration takes place with partners from the research project team or consortium or whether external developers need to be involved. How are the costs of this, if any, covered?

Examples of products and services resulting from the research:

- ▶ Publications in professional journals.
- ▶ Opinion pieces in newspapers or weekly magazines.
- ▶ Lectures, workshops, or seminars (e.g., for a wide audience, for policymakers, or more experienced professionals).
- ▶ Media appearances (radio and TV).
- ▶ Handbooks, curricula, study programmes, training and other courses, master classes.
- ▶ Diagnostic tools, methodologies, validated or other questionnaires.
- ▶ Games (online as well as 'old-fashioned' board games).
- ▶ Apps
- ▶ Software (algorithms)
- ▶ Phone or online assistance services
- ▶ Databases
- ▶ Opening of laboratories and research instruments

4. Distribution and dissemination

- ▶ Try to indicate as precisely as possible which stakeholders, parties or social groups will use the knowledge and insights (and resulting products and services).
- ▶ Stakeholders: only those partners or larger social groups involved directly in the project?
- ▶ Check whether this aligns well with the problem definition and description of the target group.
- ▶ How will the research results reach these groups, for instance via online tools? Are there costs associated with the use or future use of these knowledge-related and other products and services?
- ▶ Will meetings be organised with stakeholder groups or their representatives during or after the study has ended?
- ▶ Will the results be presented at practical conferences and trade fairs? And who is responsible for dissemination to the target group: the researcher(s) or the social partners?

5. Impact

As a researcher you only have limited influence on what happens with the results of the research and how many people and organisations ultimately 'use' the actual results. To ensure that this impact is as effective as possible, it is advisable to consider beforehand the degree to which the research will have an actual effect on the problem defined earlier. What part of the problem can be expected to be specified, made transparent, or even resolved? If you have figures or other material to substantiate this claim, it is advisable to include them. Examples of the impact of comparable studies can also be useful.

Impact or output measurement?

Occasionally, a financier may request a number of concrete impact indicators in order to measure the extent to which the results of a study can actually contribute to solving the problem or social issue.

In most cases, however, the actual impact is difficult to determine since several factors are of importance. In practice this means that output indicators will need to be identified, such as the number of participants in an event (even if you do not know whether they will actually apply the resulting knowledge) or the decrease in terms of percentage of the number of error messages (even if you do not know how much savings will be gained).

Incidentally, the government also often reverts to output measurements to measure the effects of policy measures. For example, the Raakregeling (valorisation scheme for higher vocational education) bases its assessments on the number of projects and growth in the number of participants during a project instead of the added value of new products and services introduced successfully through this scheme. After all, the latter can only be assessed a number of years after the project has been launched, while several external factors can interfere with the relationship between the project and the results in the interim period.

If you have any questions about the valorisation CV or valorisation section, contact the research grant advisers at IXA-UvA-HvA or the Research Grant Desk (Subsidiodesk) at VU & VUmc or at IXA VU-VUmc.

Appendix 2

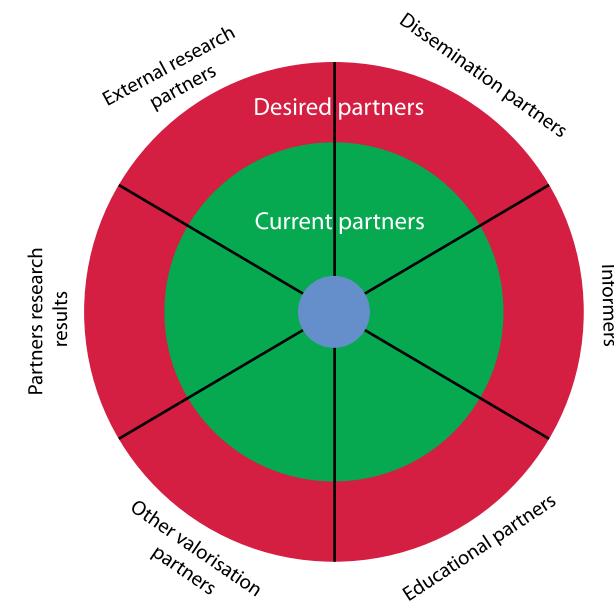
Tool for defining valorisation network

An easy way to define your relevant valorisation network is to use a name generator (credits Martin van der Gaag, Faculty of Social Sciences, VU): Ask yourself the following questions:

- ▶ With which five non-researchers or external organisations do I often talk about the results of my research or its importance? (discussion partners for research results)
- ▶ For which five external organisations have I carried out contract or other research, or a consultancy process in the past? (external research partners)
- ▶ Which five external organisations have I invited or hired in the past to hold a lecture or workshop, as an expert in a panel discussion, or as a moderator for or participant in a round table discussion? (dissemination partners)
- ▶ Which five external organisations have I provided access to data or informants for carrying out my research? (informants)
- ▶ Which five professionals or external organisations have I actively involved in the development or carrying out of education activities? (education partners)
- ▶ Which five professionals or external organisations have I not yet mentioned but consider important sources of information for current developments in my research domain or field?

Since people and parties can perform several roles, some names may appear more than once. You do not necessarily have to list five names for each category if you do not yet have five names. But by answering these questions, you will at least have formulated an initial blueprint of your current valorisation network.

Ask yourself the same questions a second time, but this time list the names of parties you do not yet have contact with for these purposes, but would like to or need to; and then set yourself the goal of making contact with at least one of these parties within the next year.



Appendix 3

Checklist for network meetings

This checklist helps you prepare for a network meeting and provides guidelines for during the discussion. IXA also organises training workshops on how to conduct negotiations and acquisition meetings.

The degree to which these components should be used depends on:

- ▶ the sector or environment in which the potential collaboration partner works.
- ▶ the type of collaboration you wish to enter into (strategic, research and education, research assignment as part of an NWO application, once-only or structural, etc.).
- ▶ the complexity of the issue: the more complex, the more depth and meetings will be needed.

A meeting is structured as follows:

1. Preparation
2. Introductions and connecting
3. Asking questions
4. Follow-up arrangements

1. Preparation

- ▶ Define what it is you want to receive from your discussion partner and what you have to offer.
- ▶ Identify the sector or environment in which your discussion partner/potential collaboration partner is active (via the Internet, databases, Statistics Netherlands, and conversations with others in your network).
- ▶ Establish your discussion partner's issues (verify via your network whether you have identified the right problems).
- ▶ Prepare possible solutions/directions to consider (this can also be discussed and determined during the meeting).
- ▶ Read through the website for the organisation where your discussion partner works.
- ▶ Prepare questions (after conducting detailed research).
- ▶ Identify any possible objections (such as money matters) and formulate an effective response to them.

2. Introductions and connecting

- ▶ Introduce yourself.
- ▶ Adapt your behaviour to your discussion partner's behaviour (keep it professional and do not be overfamiliar).
- ▶ Determine mutual goals, added value, and an agenda for the meeting (What are the needs and interests? When are we satisfied?).
- ▶ Check the decision-making authority of your discussion partner (decision-maker, influencer, or budget holder?).
- ▶ Sound out your approach (also in terms of cost and feasibility).
- ▶ Stay connected with your discussion partner and, during the meeting, occasionally test whether you are still on the same wavelength by giving a brief summary or asking a question ('Do I understand correctly that...?').

3. Asking questions

- ▶ Listen carefully and ask questions (guidelines: be open, honest, and curious; don't put words in someone else's mouth).
- ▶ Ask open questions ('w' questions: who, what, where, why, when).
 - What are the trends within the sector and their consequences for your discussion partner?
 - What are your discussion partner's goals?
 - What are your discussion partner's needs and how important are they?
 - What budgets are available or what is a solution 'worth' to your discussion partner?
- ▶ Determine who makes decisions and how the process takes place.
- ▶ Identify motives at a business, function, and personal level.

4. Follow-up arrangements

- ▶ Arrange follow-up activities.
- ▶ Draw up a general report of the meeting and send it to your discussion partner.
- ▶ Submit a custom proposal (if possible).
- ▶ Call afterwards to gauge the response to the meeting and coordinate follow-up actions

Appendix 4

Checklist successful partnerships

“A collaboration is promising when people and organisations connect with each other in a meaningful process, which reflects mutual interests and aims at a significant ambition. Creating the right conditions for this is the major challenge” according to Edwin Kaats and Wilfrid Opheij, authors of the management book of the year 2013 Learning to cooperate between organisations – Building alliances, networks, chains and partnerships together. The book provides an overview of the different perspectives that are important to enter into successful partnerships.

Kaats and Opheij mention five indicators for promising collaborations: ambition, interests, relationships, organization and process. Responding positively or negatively to the questions below provides the tools to get a broad indication on how promising a collaboration can be.

Ambition

- ▶ Does the partnership have an ambition? Is that ambition shared by all parties?
- ▶ Is the ambition tested regularly? Are new developments followed? Are the ambitions understood by the supporters of the partners?
- ▶ Does the topic of the collaboration appeal to the participating partners?
- ▶ What position does the subject of collaboration have within the participating organizations?
- ▶ To what extent are the partners dependent on the functioning of the partnership? Does the ambition of the partnership also appeal to other stakeholders?

- ▶ Is the ambition in line with the collaboration strategy of the participating partners?
- ▶ Are the supporters of the participating parties regularly involved in determining the ambition of the partnership?
- ▶ Are personal beliefs and motivations of key players taken into account when determining the ambition? Is the ambition of the partnership of personal importance to the key players?
- ▶ Are the directors of the parent organizations personally involved in the development of ambitions?
- ▶ Does the key players' style of working together fit in the ambition of the collaboration?

Interests

- ▶ Are the partners genuinely interested in each other's interests? Do they also take the time to consider these interests in more depth?
- ▶ Is there a willingness to consider the interests underlying the points of view? Are the skills available to have a conversation about the interests?
- ▶ Is there an opportunity for all parties in the partnership to earn and redeem benefits? Does the collaboration also create value for external stakeholders?
- ▶ Is there an adequate balance between give and take and is this sufficiently seen and valued by the partners?
- ▶ Is there sufficient openness and transparency in order to avoid opportunistic behaviour?
- ▶ Is an atmosphere and place created where all perspectives and viewpoints can be discussed and heard? Is there enough attention for spoken and unspoken words?
- ▶ Is the value recognized of differences in identities of the participants?
- ▶ Is attention paid to corporate, organizational and individual interests?

Relationships

- ▶ Do the parties have sufficient personal ability to commit? Are the personal abilities to connect taken into account in the composition of the team? Are sufficient incentives organised to establish a personal connection?
- ▶ What is the group dynamic? Does it strengthen the individual and collective effectiveness in the collaboration?
- ▶ Is the relational connection between participants such that it will also keep interaction going in times of crisis or conflict?
- ▶ Is the degree of mutual trust raised? Do the parties make an effort to develop confidence and undertake activities to do so?

Organisation

- ▶ Is there a person or group of persons who take the initiative in the collaboration? Is the leadership of this person or persons accepted?
- ▶ Does the organisation and structure of collaboration fit in the desired proportions of the partnership? Is there an over or under organisation? Do the consultation model, governance, business operations and rules provide incentives to achieve an effective collaboration?
- ▶ Do the partners involve their supporters in the decision-making processes of the partnership? Is the importance of public support taken into account in the choices of actions and measures?
- ▶ Is the collaboration organized in a way to encourage concrete actions and results? Is the contribution of decisive personalities taken into account in composing the team?

Process

- ▶ Do the partners pay attention to delivering on agreements? Do they make each other accountable for meeting agreements?
- ▶ Are there different distinct phases in the process? Do the partners know at what stage they are? Are stages highlighted and communicated?
- ▶ Are the right things done at the right time?
- ▶ Is there a balance within the team between content and process of focus and activities? Does the team have sufficient knowledge and skills?
- ▶ Is there a clear division of roles in the collaboration? Is the leading role held and accepted? Do the partners give each other feedback on this?
- ▶ Is attention paid to reaching ambitions and goals in the collaborative process?
- ▶ Does the attention to progress and achieving ambitions and goals lead to updates and interventions?

Appendix 5 Valorisation CV

The valorisation CV is a tool with which you can demonstrate that you are actively engaged in valorisation. It is important for research grant providers and financiers to see that a researcher or research group is skilled at using research knowledge for social purposes. The following is an explanation of the valorisation CV and the kind of information that is relevant to financiers.

What is a valorisation CV?

A valorisation CV is an overview of the skills and experiences of a researcher, research group, or consortium in terms of the transfer of research results to practice.

In describing experiences (that do not necessarily relate to the topic of the application), the following questions are answered: What is the track record of the person(s) involved in terms of valorisation? To what extent have the project participants participated in the past in policy-supporting research projects and other research projects, and contributed to the establishment of new government policy, organisational practices, new legislation, or other forms of social services? The valorisation CV should clearly demonstrate that those involved are able to collaborate with non-academic partners and have the skills to translate the research results and make them understandable to non-researchers.

Why write a valorisation CV?

When looking for research financing in the 'market', the researcher or research group highlights not only academic accomplishments but also the track record in terms of valorisation. Financiers do not want the knowledge

produced by a project to only result in written publications that are only appreciated by a limited number of academic peers. They also want the knowledge and insights resulting from the project to be usable in practice. That is why researchers need to make a reasonable case for their ability to translate the research into practice, or at least have it play a role in practice. Apart from a well-developed valorisation section, the valorisation CV also plays an important role in convincing financiers. After all, results from the past are an indication of the future.

What is included in a valorisation CV?

A valorisation CV consists of a number of overviews that together provide a picture of the extent to which the researcher or research group is active in valorisation.

- ▶ Contract funding received in the past (amount in euros, name of financier, topic of research project).
- ▶ Past or current collaboration projects with non-academic public or private organisations, including the most important results (based on a number of output or, preferably, impact indicators).
- ▶ Contract research conducted.
- ▶ Contributions to the establishment of new government policy, organisational practices, new legislations, or other forms of social services.
- ▶ Previously developed valorisation products or services, such as methodologies introduced, software, or training materials for professionals.
- ▶ Non-academic dissemination (such as publications in professional journals, media appearances, public and other types of lectures).
- ▶ Postgraduate courses, workshops, training sessions.

If you have any questions about the valorisation CV or valorisation section, contact the research grant advisers at IXA-UvA-HVA or IXA VU-VUmc.

Appendix 6

Forms of cooperation

As mentioned earlier, it is important to make clear agreements when collaborating. Putting these agreements down in writing and signing the document are often essential for a successful partnership and enhancing mutual trust. Agreements can be made at different times in the collaboration and can take a variety of forms because the formulation and nature of the agreements (hard or soft) can be determined in consultation.

The legal experts at IXA are more than happy to provide assistance when it comes to agreements, both finding the right formulation and determining the nature of the agreements. Generally speaking, there are two ways to enter into a partnership: via a letter of intent and via a cooperation agreement. Confidentiality of knowledge and information plays an important role in this and, in some cases, should be established before the first meeting has even taken place.

Letter of intent

A letter of intent is often used to provide direction for an approaching collaboration between the parties. Apart from containing the reasons for the cooperation, it first and foremost entails an initial outline of the ideas underlying the collaboration. This is often supplemented with soft agreements on commitments to develop these ideas further and within a specific time period. Letters of intent with commitments are not legally binding, but a letter of intent that contains hard agreements (i.e. result obligations) is legally binding.

Confidentiality agreement

A confidentiality declaration or agreement (often referred to as a non-disclosure agreement) is a contract intended to ensure that the party who receives information from the other party on unique components of a product or service cannot use this information for private purposes or share

information relating to a product, service, or idea with others, with the exception of employees within the same company.

A confidentiality agreement means that the party to whom the product, service, or idea is submitted must consider the information confidential and, consequently, keep it secret from third parties, as well as compensate the party that has provided information on the product, service, or idea if the properties of the product, service, or idea are violated.

For example: an inventor comes up with a unique idea and takes that idea to a major service provider. The service provider signs a confidentiality agreement, but uses a specific component or aspect of the idea for its own products. If the matter is brought to court, the service provider will have to compensate the inventor for lost earnings.

Cooperation agreement

A cooperation agreement usually follows a letter of intent and is more detailed. A cooperation agreement primarily differs from a letter of intent in the extent of hard and concrete agreements it establishes between the parties. This type of document is therefore often formulated once the actual cooperation and concrete execution of plans have been established. The joint signing of the document also marks the start of the actual cooperation. Since the document contains hard agreements, a judge can rule on the matter in principle in terms of whether or not the results have been achieved, and can even enforce the achievement of these results.

Appendix 7

Checklist valorisation: from idea to implementation

1 Contact details

- ▶ Faculty/ research institute
- ▶ Contact person
- ▶ Telephone number
- ▶ Email address

2 Valorisation idea

Give a brief description of:

- ▶ The valorisation concept and form
- ▶ What makes this concept special? What makes this concept different?
- ▶ Who is it aimed at? Who are the key target groups or stakeholders?
- ▶ To what extent does this concept contribute to solving problems or issues?
- ▶ Does the concept fit into the faculty valorisation strategy?

3 Content valorisation idea

- ▶ Within which context has the concept been developed? Education and/or research?
- ▶ Who has been involved in the development of the knowledge/the concept? Are different partners/parties involved? Inside and outside the VU-UvA?
- ▶ To what extent is intellectual property (copyright, patents, database rights, trademarks, etc.) involved?. And who owns these rights? Are the rights registered/recorded?
- ▶ To what extent is the product or service ready-made? Is there a high degree of repeatability?
- ▶ To what extent is it appropriate to enter into partnerships in the development and/or rollout of the concept? Think for example of the scientific relevance.

4 Positioning

Target group and stakeholder analysis

- ▶ Who are the key external target groups or stakeholders? Is it possible to distinguish internal target groups? What is the relationship between the different target groups, the importance of each target group or stakeholder and what priority can be given to them?
- ▶ To what extent has the concept been tested among the target groups or stakeholders?

Analysis of the market and distinctiveness

- ▶ Who are possible other players (companies, universities, etc.) in the market? How do they distinguish themselves? What is the distinctive character or the added value of this concept?
- ▶ Who are the main (direct) competitors?
- ▶ What professional organisations/branch associations are in this market? Has contact already been made with these organisations?

Pricing

- ▶ Prices (based on gross salary, integral cost plus margin/commercial prices, market prices, target group, tax rate).
- ▶ Special pricing for pilots/building referents network?

Other

- ▶ Link with other products, services, spin-offs, other sources of income and activity (eg. grants/funds).
- ▶ Strengthening, cannibalisation or other side effects for other UvA -VU valorisation initiatives?

5 Marketing and communication

- ▶ Drafting communication strategy with communication targets (at the level of knowledge, attitude and behaviour) for each of the identified target groups.

- ▶ Considerations and priorities (e.g. orally, in writing, individually, through intermediaries, top-down, bottom-up, business, personal, communication times).
- ▶ Plan containing objectives, message and the resources per target group. Global phasing and budget.
- ▶ Organisation of communication (centralised, decentralised, external hiring).
- ▶ Preconditions (finance, personnel, organisation) and set up of an evaluation.

6 Organisation

- ▶ Tasks, responsibilities and qualifications of all parties involved
- ▶ How is the connection with the faculty formalised? Who has the final responsibility?
- ▶ Coordination with the director of operations, finance/controller and HRM. Setting responsibilities for e.g. sending invoices up to settling internal accounts/invoicing.
- ▶ Coordination with heads of department about among others deployment and availability of any needed scientific staff/expertise.

7 Planning

- ▶ Outline in general or in phases which steps need to be taken by whom and when; from concept to implementation.

8 Exploitation

- ▶ Calculation model to include, among other things, revenues, expenses (marketing, deployment scientific or support staff, charges and project management) and outcome.
- ▶ Financing: to what extent have investment costs been made? Are these costs discounted in the operation and, if so, when?

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