



The European Technology Transfer Manager

WP10: General Exploitation

Blueprint for one day workshops_ Eng



Lifelong
Learning
Programme

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

Introduction	4
General information.....	5
Target groups of the workshop	5
Workshop content	6
PART A – presentation	6
PART B - discussion.....	7
Evidences – documentation issues.....	9

Introduction

The Technology Transfer Manager (TTM) is an emerging occupational profile, highly skilled and specialised, with a wide range of activities, requiring a solid multidisciplinary academic background. The ETM project intends to support the development of the qualification of the European Technology transfer Manager (TTM) and to promote the use of the ECVET system by applying it to the occupation of the TTM.

The TTM workshops will be organised as a one of dissemination tools used by a project. The particular attention during the workshops will be given to distribute information about the (i) the Technology Transfer Manager profile, and, (ii) the Check up methodology.

General information

Two workshops will be organized in every country, which makes a fourteen as total number of workshops (7 countries x two workshops). In every workshop should attend at least ten participants. This makes a total number of workshop participants in all countries at level of 140 minimum. The workshops will be addressed to project target groups.

The workshops focus is on two important elements:

- the Technology Transfer Manager profile, and,
- the Check up methodology.

Target groups of the workshop

The workshops will be addressed to project target groups. We may identify the main target groups, which directly are interested in the project outcome. They are:

1. Existing Technology Transfer Managers.
2. Potential Technology Transfer Managers – individual persons interested in becoming a Technology Transfer Manager.
3. Companies investing in R&D and research centers.
4. Training providers – both “for profit” and “nonprofit”.
5. Policy makers

Some additional target groups may be identified that supplement the list set out above:

1. Higher Educational Institutions including: Universities, Technical Universities and Medical Universities.
2. Technology Transfer Offices (TTO) – independent as well as working within university structures.
3. Technology parks.
4. Enterprises’ Associations.
5. Chambers of commerce.
6. Development Agencies.
7. Local authorities.
8. Trainers and teachers in technology transfer field.
9. Innovation poles.
10. Business incubators.

Workshop content

The workshop should contain two main parts:

1. Part A – presentation of the project outcomes related to Technology Transfer Manager Profile.
The purpose of this part of the meeting is to broaden the knowledge of participants on the results of the project.
2. Part B – discussion on the results.
The purpose of this part of the meeting is to create understanding of the project results, as well as, to engage workshop participants for creative discussion on possible innovative ways to implement the project results in their activity. Discussion during the workshop will be valuable because of the wide range of target groups, who have different background and may bring t an inspiration thorough comparison different point of view.

PART A – presentation

The following topics are suggested to be presented during the workshop:

1. The Technology Transfer Manager competence profile.
2. The check-up methodology.
3. The on-line training course, with special attention to the structure, content outline, tools and timeline of the course.
4. The use of ECVET methodology in the training process.

Ad. 1. The key data source for presentation of the Technology Transfer Manager competence profile are (1) TTM Competence Profile Report as well as (2) Blueprint of the Training Course.

Presentations made in each country should focus on the particular national profile (eg. workshop in Spain should focus on results of Spanish TTMs) identified and to compare it witch general research result.

The presentation should cover following topics:

- a. Research methodology outline.
The technology transfer manager's profile described into this study is based on the feedback received from 326 TTMs through the compilation of an on-line questionnaire. In particular, we received: 40 answers in Italy, 32 in Portugal, 33 in Greece, 46 in Bulgaria, 41 in Romania, 45 in Asturias (Spain), 42 in Catalonia (Spain) and 47 in Poland.
- b. Technology Transfer Manager personal profile, including: current position (business area, academic area, service provider), and structure of daily work activities [see: Blueprint of the Training Course, pp. 7-8].
- c. Technology Transfer Manager Competences Profile, with regard to 7 different competence areas for the professional [see Methodology For The Expertise Check Up of the TTM, pp. 21-24]:
 - IPR and licensing.

- Information gathering.
- Technology commercialisation.
- New business development.
- Project management.
- Communication and networking.
- Negotiation.

Ad. 2 The check-up methodology presentation - the key data source for presentation of the Technology Transfer Manager competence profile are (i) WP5 – Methodology for the Expertise Check up of the TTM (ii) individual report on check-up template, (iii) national report on check-up template.

The presentation should cover following topics:

- a. Basic information on European guidelines for validating non-formal and informal learning [see: WP5 – Methodology for the Expertise Check up of the TTM, pp.6-10]
- b. Self-evaluation questionnaire structure [see: WP5 – Methodology for the Expertise Check up of the TTM, pp. 22-26]
- c. Outline of the outcome of the national report on check-up

Ad. 3 The outline of the on-line training course. The key data source for presentation is Blueprint of the Training Course [pp. 27-31].

During the presentation should be given particular attention in:

- a. Structure of the course.
- b. The course content outline.
- c. Used tools and timeline.

Ad. 4 The use of ECVET methodology in the training process – key data source:

- a. Guidelines for the Application of ECVET to TTM Qualification prepared within WP 8
- b. Blueprint of the Training Course [pp. 25-26]
- c. As an addition some sources related to European Commission may be used and indicated during the workshop, e.g. DG Education and Culture, European Commission, 2011. The European Credit System for Vocational Education and Training ECVET. Get to know ECVET better. Questions and Answers. Revised February 2011. Retrieved from <http://www.ecvetprojects.eu/toolbox/ToolboxList.aspx?id=13>

PART B - discussion

There are two basic models which may be used during this part of the workshop:

1. The discussion leads moderator who asks questions and encourages the expression.
2. The discussion leads moderator who asks questions to 2-3 panelists, who answer the questions at the beginning, and then discussion will start.

Given the small size of the group (10 persons), both models are applicable.

The following topics are suggested to be discussed during the workshop:

1. European TTM competence profile expectations.
2. Assumptions for the sustainability of a European TTM program.
3. The development of a European TTM community training model.
4. Training and competence recognition methodologies.
5. Program and case studies of different training modules.

Ad. 1. Following questions may be used:

- a. What are opportunities related to introduction of common European TTM competence profile?
- b. What are European TTM competence profile main strengths and weaknesses?
- c. Does institutional differences (eg. HEI, research institutes, industry sector) are related to European TTM competence profile?
- d. What are common areas?

Ad. 2. Following questions may be used:

- a. What organisational model may increase the sustainability of a European TTM program?
- b. What factors related to public policy may increase the sustainability of a European TTM program?
- c. Is possible to group stakeholders to support the European TTM program at country/international level?

Ad. 3. Following questions may be used:

- a. Does country differences are related to European TTM competence profile? How they may influence European TTM community training model?
- b. What are opportunities related to introduction of common European TTM community training model?

Ad. 4. Following questions may be used:

- a. How popular is the knowledge about ECVET credit points in a country hosting a workshop? How are opportunities and constrains related to use of ECVET points system?
- b. To what extent the use of ECVET credit points may increase the level of sustainability of a European TTM program?
- c. What strategies (other to use of ECVET) may be used to increase of competence recognition of European TTM program in a particular country.

Ad. 5. Following questions may be used:

- a. Do case studies used in training course cover the specificity of European TTM work?
- b. What are major advantages and challenges of European TTM program to build TTM candidates knowledge?
- c. What are major advantages and challenges of European TTM program to build TTM candidates skills and competences?

Evidences – documentation issues

Similarly to other activities in the project all workshops should be documented with the usage of (i) participants lists [see Table 1, below] as well as (ii) (if possible) pictures.

As an outcome of the workshop, a short report (max. 1 page long) should be prepared. It should cover the major topics discussed during the workshops as well as the ideas suggested by participants.

Table 1: Registration list for the workshop participants.

ETM project Del. 10.4. Workshop “Title”

Date: _____

Location: _____

List of participants

Nr	Second Name	First Name	Company	e-mail	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					