Utilisation Role Analysis

Scientists Staffan Jacobsson, Eugenia Perez Vico and Hans Hellsmark et al have through extensive literature studies and interviews with researchers at both Chalmers and SP Technical Research Institute of Sweden identified a number of roles possible to take within utilisation of research. For more detailed information, please contact Eugenia Perez Vico (eugenia.perez@chalmers.se) or Hans Hellsmark (hans.hellsmark@sp.se).

The roles should not be seen as mutually exclusive, a researcher might assume multiple roles, depending on the context. However, it is more likely that, based on personal characteristics and experiences, you choose to develop some roles more than others. The roles are also interconnected so that the strength in one role may enhance another. The knowledge and skills needed for each role are still distinct. As a scientist, you can use this analytical tool to identify your own preferences (Y/N) and direction in development (+/-). You may also use it to get an overview of your research group in order to have a discussion regarding potential recruiting and/or competence development matters.

RESEARCHER: The researcher's role is to conduct research to develop new knowledge (basic or applied research) that others can build on and further develop. In this way the research front is moved and which may provide indications of choices and uncertainties. The role includes being the research leader and to evaluate and supervise others' research. Even publishing, editorial work, conference presentations and reviewing are included. Research may be publicly funded or contract-based. The latter may lead to result not being official published. It can also be done in collaboration with various stakeholders from academia, public and voluntary sectors and companies. Utilization is in the form of publishing, but also through interaction with team members from universities, institutes, companies and activities within the public and voluntary sectors.	Yes + Increasing	0 Same	No - Decreasing
EDUCATOR: An educator creates human capital through formal and informal training related to his/her own research. Training activities can be both reactive, such as a response to an expressed need from one company or industry, and proactive by educating students in a whole new area. The role of an educator also includes designing and developing training programs. It is through education on undergraduate and graduate level, as well as commissioned education for various types of organizations that probably most research is utilized. The students bring knowledge that can be utilized for a long time into their working life and also disseminated through interaction with colleagues in different activities. This influence is obviously very difficult to measure but is considered to be of great importance.	Yes + Increasing	0 Same	No - Decreasing
NETWORKER: The networker creates and manages regional, national or international networks with different types of actors within the same knowledge domain or different domains but with a common interest. The networks may be sponsored by the EU or other funding agencies and be of a formal or informal nature. Sometimes they are linked to demonstration facilities, conferences, seminars and lecture series, centers or committees. Unlike the adviser who may have knowledge about who knows what, the networker actively works with holding the network together, to create interaction, and if necessary, renew and expand the network. A difference with the midwife/catalyst is that the networkers focus is just the network, not specific ideas or projects.	Yes + Increasing	0 Same	No - Decreasing

ADVISOR: By giving direct advice or be a speaking partner for one or more stakeholders the advisor utilize his or her research-based knowledge. This may be through formal contracts or on more informal basis. The recipients of the advice may come from businesses, public sector, nonprofit sector or from the government. The advisor can act as "gatekeeper", i. e. have detailed knowledge of who can do what in a certain area and thus be able to guide people working to formulate policy instruments. Others may be consultants for business organizations and management teams, or members of boards and committees that make decisions on for example standardization issues. In contrast to the researcher the advisor does no longer provide any new knowledge, but uses existing. The advice is also directed towards specific organizations as opposed to the debater who turns to a wider audience.	Yes + Increasing / 0 Same / No - Decreasing
DEBATER: By initiating and participating in public debates, the debater tries to influence public opinion. This is often done through media such as debate articles in newspapers, articles in popular science magazines/online magazines, public lectures and discussion programs on television and radio. This requires often a clear position regarding a specific issue or a stated agenda. Unlike the advisor the debater does not turn to an individual actor but to the general public or large groups such as politicians or industries. Although the debater can be said to "educate" the public on important issues she/he interacts not with specific students as the teacher/educator does.	Yes + Increasing / 0 Same / No - Decreasing
INFRASTRUCTURE DEVELOPER: The infrastructure developer creates and facilitates the creation of physical and intellectual infrastructure, tools and techniques and thereby makes research, development and demonstration possible. The infrastructure developer can contribute to the creation of common databases and models, as well as standards, tools, test beds and other special equipment that multiple stakeholders can share and use in different ways.	Yes + Increasing / 0 Same / No - Decreasing
ENTREPRENEUR: An entrepreneur sees commercialization as the best way to utilize his or her research. This can be done by licensing patents to existing companies or create entirely new businesses based on research. The decision to become an entrepreneur can be based on seeing an opportunity for his or her own benefit but also on the curiosity and excitement to build something new.	Yes + Increasing / 0 Same / No - Decreasing
MIDWIFE: By taking knowledge from different areas and combine it the midwife/catalyst makes new things actually happen and come to life. Unlike the networker that focuses on creating opportunities for people to meet, the midwife takes an active role in bringing people together and facilitating the process to ensure that the child, so to say, is safely and healthy delivered and that the parents are able to take care of it. This may be done by creating structures/organizations and agreements with clear relationships between suppliers, customers and other stakeholders in the newborn field of technology.	Yes + Increasing / 0 Same / No - Decreasing
EVALUATOR: By evaluating activities and projects, these can be put in a larger context and create an opportunity for reflection on the individual project in relation to the research field. In this way research is utilized in that particular case and if several similar evaluations are being made, the cases together can create a broader empirical basis. Unlike research, evaluation often has a faster paste, in which the results will be presented either during the activity, or closely after the project is finished	Yes + Increasing / 0 Same / No - Decreasing

Name and Date: ……

Summary: My current major roles are: ……,
and the trend is towards a decreasing focus on ……
and an increasing focus on …… .