

# Chapter 28

## Knowledge Management in University–Software Industry Collaboration

**Marcello Chedid**

*University of Aveiro, Portugal*

**Leonor Teixeira**

 <https://orcid.org/0000-0002-7791-1932>

*IEETA / DEGEIT, University of Aveiro, Portugal*

### ABSTRACT

*The university-software industry collaboration relationship has been represented a key resource, to the extent that together they can more easily promote technological development that underpins innovation solutions. Through a literature review, this chapter aims to explore the concepts and the facilitator or inhibitor factors associated with the collaboration relationships between university and software industry, taking knowledge management into account. This chapter is organized as follows. In the first section, the authors briefly introduce university, software industry, and knowledge management. The following section, based on the literature reviewed, provides a critical discussion of the university-software industry collaboration relationship, knowledge management in knowledge intensive organizations or community, and knowledge management in collaboration relationship between these two types of industries. Finally, in the rest of the sections, the authors point to future research directions and conclude.*

### INTRODUCTION

The current environment that characterizes the software industry is extremely dynamic and somewhat complex demanding high-performance solutions, rapid development and cost efficiency. The collaboration relationship with universities has been represented a key resource, to the extent that together more easily can promote technological development that underpins innovation solutions. In addition, several

DOI: 10.4018/978-1-7998-3476-2.ch028

studies point out knowledge sharing as an important and strongly influential factor in a collaboration relationship.

Organizations belonging to the software industry, as well as higher education institutions designated in this work as universities are recognized as organizations based on intensive knowledge. Given the knowledge intensive nature of the two types of organizations, the collaboration strategy requires the integration of specialized knowledge dispersed between each of the members of the work teams, usually multidisciplinary. The highly specialized knowledge, both tacit and explicit, is created and shared in the different phases of the relationship (Boyarchuk, Kharchenko, & Sklyar, 2018; Salavisa, Videira, & Santos, 2009). However, tacit knowledge becomes more important to the relations between these types of organizations (Ryan & O'Connor, 2013). Edmondson et al. (2012) add that the true value of a collaboration relationship is often associated with the tacit knowledge that is shared. This implies that possible solutions that aim at the sustainability and success of the relationship should be examined through knowledge management (Gill, 2002; Philbin, 2008).

In this study, the term “university-software industry collaboration relationship” is defined as an activity that involves the interaction between teams composed of people from academia (teachers, researchers and students) and software industry professionals. The objective of this collaboration is to create and share knowledge and technology, with neither party being relegated to a simple case study (Daria & Kostiantyn, 2018). This collaboration is expected to benefit the related members and teams (teachers, researchers, students and professionals), the organizations that establish the relationship and, consequently, the surrounding society (Boyarchuk, Kharchenko, & Sklyar, 2018). As suggested by Wholin (2013, p. 43), when universities enter into a collaboration relationship with the industry, they should not see it as just a place to study, but rather as a partner to do the study with.

Through a literature review, this chapter aims to explore the concepts and the facilitator or inhibitor factors associated with the collaboration relationships between university and software industry, taking knowledge management into account.

This chapter is organized as follows. In the next section, the authors briefly introduce university, software industry and knowledge management. The following section, based on the literature reviewed, provides a critical discussion of the university-software industry collaboration relationship and knowledge management in knowledge intensive organizations or community. Finally, in the remainder sections, the authors point future research directions, and conclude.

## **BACKGROUND**

In this section, this chapter outlines a brief theoretical foundation of the study. The first part covers the context of the study. The second part presents the knowledge management.

### **The Context of the Study**

#### **About the University**

Universities (or higher education institutions) are complex and heterogeneous organizations (Bozeman & Boardman, 2013), fragmented into different knowledge domains, structured through communities (e.g. pedagogical, scientific, and institutional) with inviolable values of freedom and academic autonomy

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/knowledge-management-in-university-software-industry-collaboration/258788](http://www.igi-global.com/chapter/knowledge-management-in-university-software-industry-collaboration/258788)

## Related Content

---

### Instructional Real World Community Engagement

Caroline M. Crawford (2019). *Advanced Methodologies and Technologies in Modern Education Delivery* (pp. 64-78).

[www.irma-international.org/chapter/instructional-real-world-community-engagement/212801](http://www.irma-international.org/chapter/instructional-real-world-community-engagement/212801)

### Pairing Leadership and Andragogical Framework for Maximized Knowledge and Skill Acquisition

Viktor Wang and Kimberley Gordon (2023). *International Journal of Technology-Enhanced Education* (pp. 1-14).

[www.irma-international.org/article/pairing-leadership-and-andragogical-framework-for-maximized-knowledge-and-skill-acquisition/330981](http://www.irma-international.org/article/pairing-leadership-and-andragogical-framework-for-maximized-knowledge-and-skill-acquisition/330981)

### Designing Engaging Instruction for the Adult Learners

Karen Weller Swanson and Geri Collins (2019). *Advanced Methodologies and Technologies in Modern Education Delivery* (pp. 15-25).

[www.irma-international.org/chapter/designing-engaging-instruction-for-the-adult-learners/212797](http://www.irma-international.org/chapter/designing-engaging-instruction-for-the-adult-learners/212797)

### Secondary Challenges

(2025). *Comparative Approach to Drivers, Trends, and Challenges in Online Higher Education: Pre- and Post-COVID-19* (pp. 63-86).

[www.irma-international.org/chapter/secondary-challenges/375041](http://www.irma-international.org/chapter/secondary-challenges/375041)

### Teaching Preferences of International Students: A Review of STEM and Non-STEM Student Perspectives

Clayton Smith, George Zhou, Michael Potter, Deena Wang, Fabiana Menezes, Gagneet Kaur and Habriela Danko (2021). *International Journal of Technology-Enabled Student Support Services* (pp. 37-55).

[www.irma-international.org/article/teaching-preferences-of-international-students/308463](http://www.irma-international.org/article/teaching-preferences-of-international-students/308463)