From theory to practice: managing stakeholders needs

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About today

- A multiple perspective
  - Research
  - Teaching
- An approach to
  - Managing problems, needs and different stakeholders
  - Wicked Problems
- The experience
  - ISC
  - TWL
- Some «What can I do, as a researcher for the development of an area?
  - What is my «original contribution?»
- What can I do to solve some problems?

Balancing needs

Pierpaolo

Daniele

Adolfo

Emanuele

Alessio

Tommy

Academia

Publications & Research

Legitimacy

(Chandra & Lozano, 2018)

Funds , Autonomy, Recognition

(Busenitz et al., 2003)

Output

als

Giovanna

Chiara

Colin

Massimo

The Scholar

What is my role?
How can I manage the situation?
How can I employ my creativity?
How can I feel satisfied?

REF: Bentley et al. 2012; Christophel, 1990; Bellas, 1999

University

Third Mission
Public Engagement
Teaching
Research

Developing Univiersity-Business collaborations

Funds

Make Research Accessible

Co-Creation

Meet stakeholders' needs

Roberto

Emanuele

Katleen

Gigliola

Chiara

Concetta

Sabrina

Giulia

Marrico

Luigi

Maria Pia

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Some research questions

- How to make our research more accessible to professionals?
  - Managing the academic practitioners gap (Bartunek, 2007)
  - Improving the communication of our research insights
    - third mission and public engagement
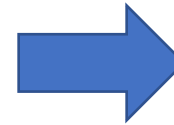
Problems to manage
DISTANCE / Focus: Research doesn't focus on problems that emerge from local communities or stakeholders
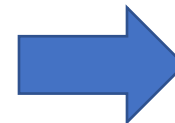
Language:
Academicians are not able to speak the same languages of professionals

**WINE HUBS
(the Wine Lab project)**

**Meetings, Seminars, communication tools
(the Wine Lab, Student competition)**

- How can we make our teaching programs more effective?
  - Ability to answer to professional needs
  - Students become facilitators
  - Work on entrepreneurial skills

Problems to manage
Skills/Competences: Providing skills and competences that can develop students potential

Entrepreneurial skills
Help students to think and act as entrepreneurs

**Experiential learning and community of practice approach
(Student competition; Student exchange with TWL)**

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What we have done

The wine lab (1/2)

www.thewinelab.eu

KA103 Erasmus Plus 3Ys project

To foster a dialogue among research, business and regional communities, including Universities in Agriculture, Oenology and related fields, and small wineries, mainly those located in disadvantaged areas, to stimulate knowledge flow, share challenges and solutions, and jointly generate and accelerate innovation in the wine sector.

- More than 1000 among students, wine makers, stakeholders of the wine sector, policy makers) directly involved in project activities

- Research (Delphi, surveys, interviews)

- Taste&Create workshops in 5 EU regions

- 5 hubs participatory meetings: wine living labs

- Winethon

- 24.000+ individuals reached by dissemination

- Synergies with schools, other projects, companies and universities across Europe and beyond

- Guidelines to set up Regional Wine Hubs

- Inclusion of new Associated Partners (Regions and HEIs)

The Wine Lab (2/2)

Wicked problems

- Wineries in disadvantaged areas face difficulties in maintaining competitive advantage

- It is hard for them to introduce innovation (process, product)

- They need to reinforce their marketing capabilities and their international orientation

Further research on

- Hackathons: how to improve effectiveness of hackathons in terms of
  - Solution outcomes
  - Learning (and teaching outcomes)
- Hubs: employ hubs for the assesment of local industry needs

What emerges

- Experiences like TWL can bring new lymph to Small wineries.
- The importance of changing perspective:
  - Relationships and the experiencing of community should be lived as a starting point and not only as a mean for gaining a solution

REF: Santini, C., Paviotti, G., Ferrara, C., Tomasi, S., Aleffi, C., Maraghini, M. P., & Cavicchi, A. (2020). Empowerment and Engagement in small enterprises–the case of the Tuscan Wine Hub/Responsabilizzazione e coinvolgimento nelle piccole imprese-il caso del Wine Hub della Toscana. *IL CAPITALE CULTURALE. Studies on the Value of Cultural Heritage*, (10), 205-216.

International Student Competition (1/2)

- 10 countries

- 5 editions

- 300 stakeholders involved

- 160 students

A student competition is an event between students or teams of students within a classroom, or across different schools and across geographical regions which compete for a prize. Students are the protagonists and education, enjoyment, creativity and skills playing a fundamental role.
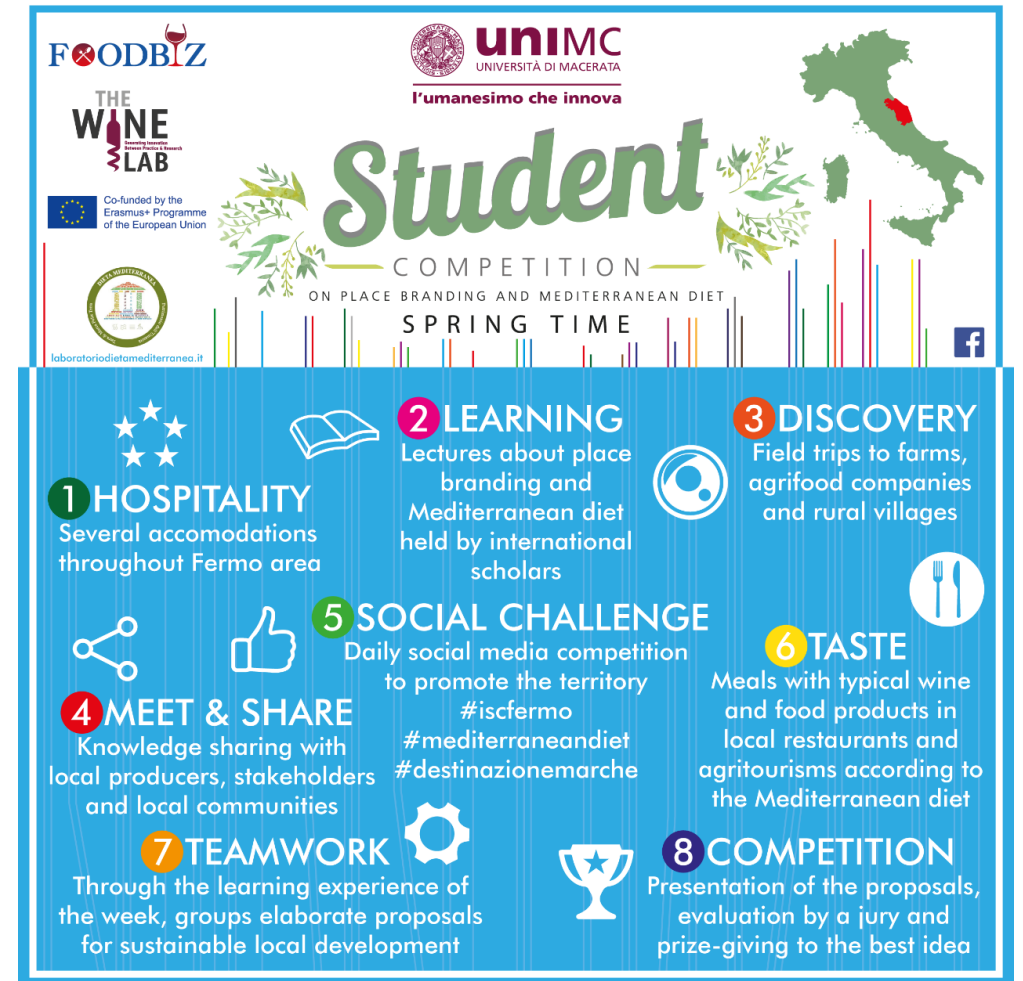
International Student Competition

Wiked problems

- Revitalise tourism in Rural areas in the Marche region
- Exploit the theme of the Mediterranean Diet to attract tourists

The context:

- Micro companies that produce high quality agrifood products
- A lack in positioning and marketing of local products and tourism services
- The need to address different segments of tourism
- Problem of collaboration among companies

The idea

- To employ students as facilitators for fostering a dialogue among stakeholders
- To provide students a learning by doing experience
- To nurture their entrepreneurial skills

In the long run:

- to establish a link with the territory

Rural Areas and Agribusiness - characteristics

- Wicked problems
  - issues are highly **complex**, have **innumerable** and **undefined causes**, and are **difficult to understand** and **frame**.
- Broad disagreement on what 'the problem' is
- the search for solutions is open ended
- Imply a wise stakeholders' management
- The problem solving process is complex because constraints, such as resources and political ramifications, are constantly changing
  (Roberts, 2000)
- Wicked problems cannot be resolved through finding "right answers" or "solutions", but rather, **they must be managed**.
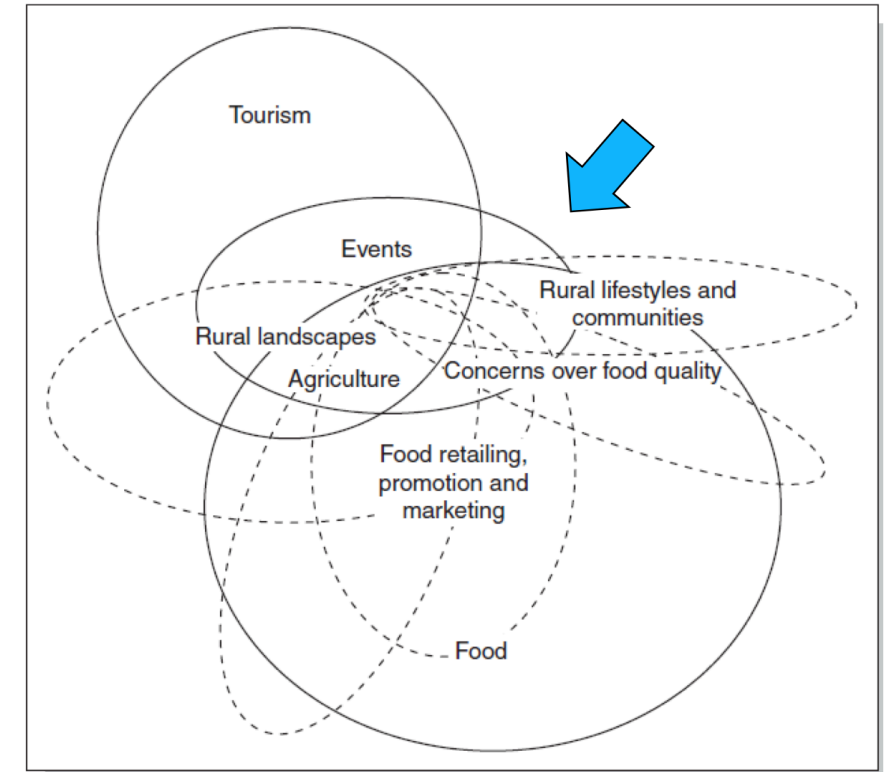
Hall and Sharples, 2003

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Lessons learned

- As a scholar:
  - From managing stakeholders' needs to establishing relationship with faces
- As a researcher:
  - What is the impact in the long run of TWL & ISC on entrepreneurial culture? (students and professionals)
  - What is the impact on my academic partners?
  - How to improve effectiveness of participating tools?
- As a teacher:
  - Give students the chance to be under the spotlight and they will surprise you

THANK YOU!

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