

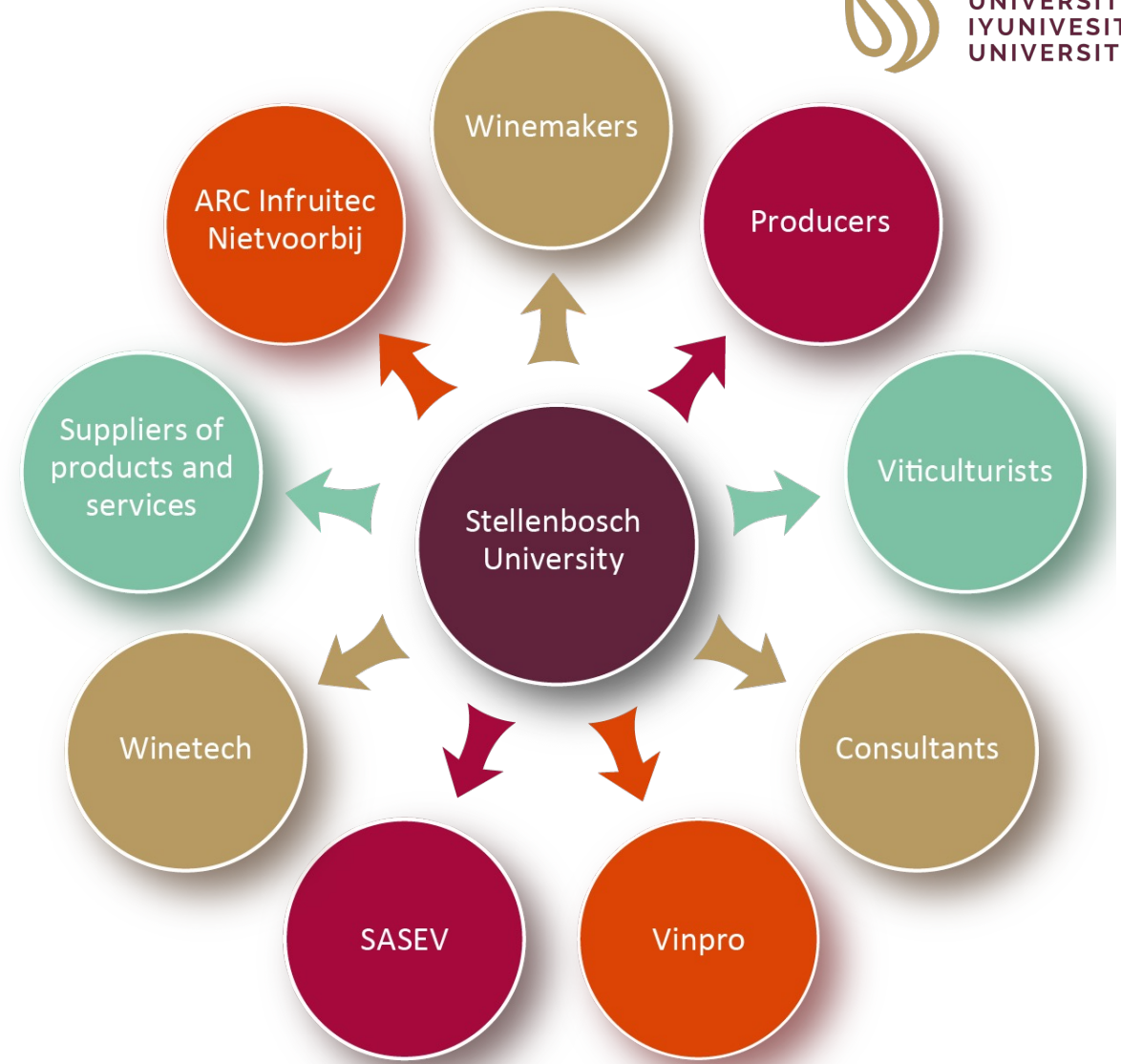


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Wine scientists and winemakers as two communities: Bridging the gap through boundary- spanning activities

Karien O'Kennedy

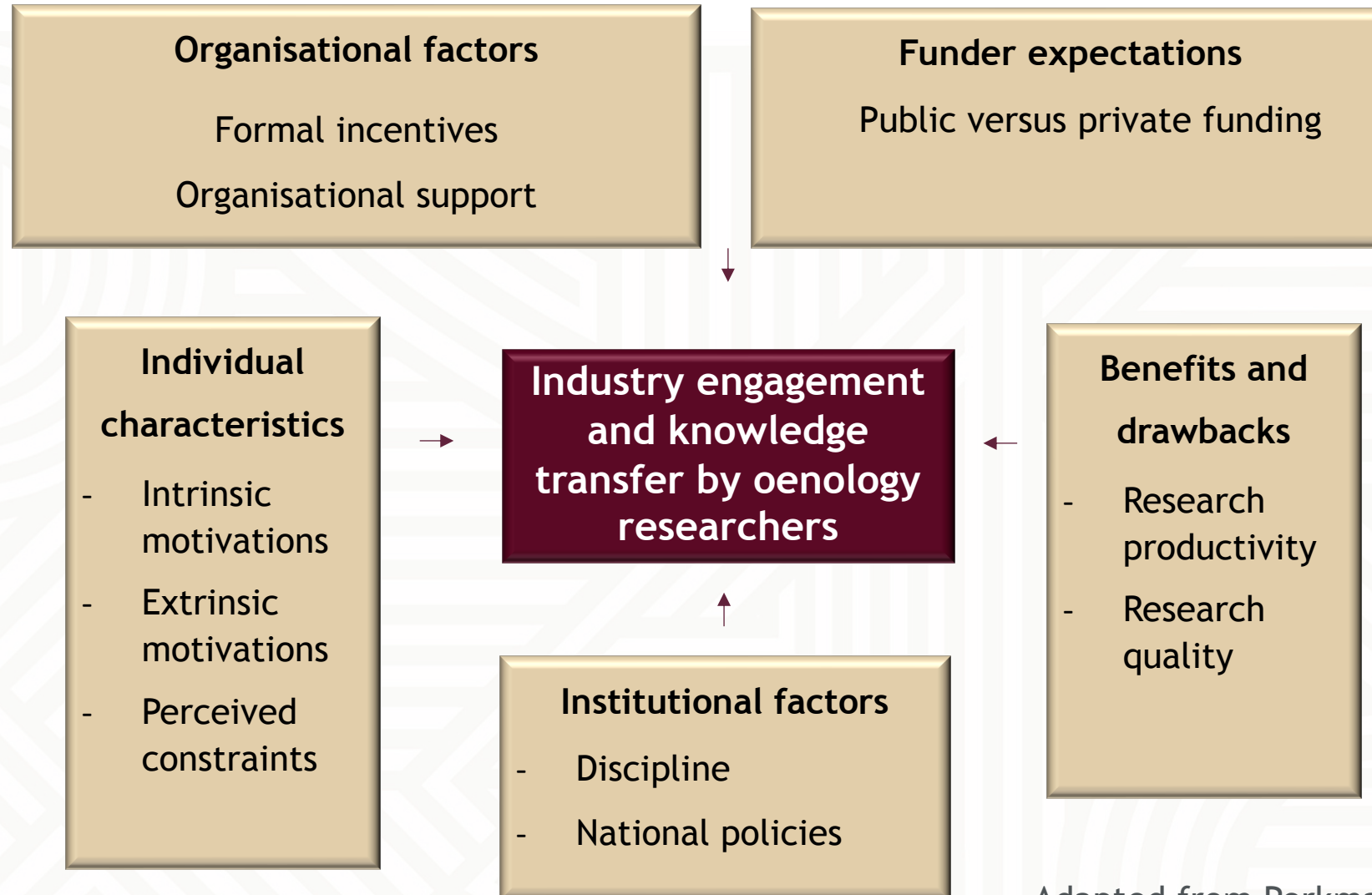
The South African wine industry knowledge network



Academic engagement



Academic engagement



Adapted from Perkmann et al. (2013, 2021)

Practitioner knowledge uptake

Individual characteristics

- Learning intent
- Absorptive capacity
- Values and beliefs
- Motivation and rewards
- Innovativeness
- Centrality

45%

Knowledge source

- Geographical distance
- Organisational distance
- Distance of the knowledge base
- Credibility
- Social capital

15%

25%

Knowledge characteristics

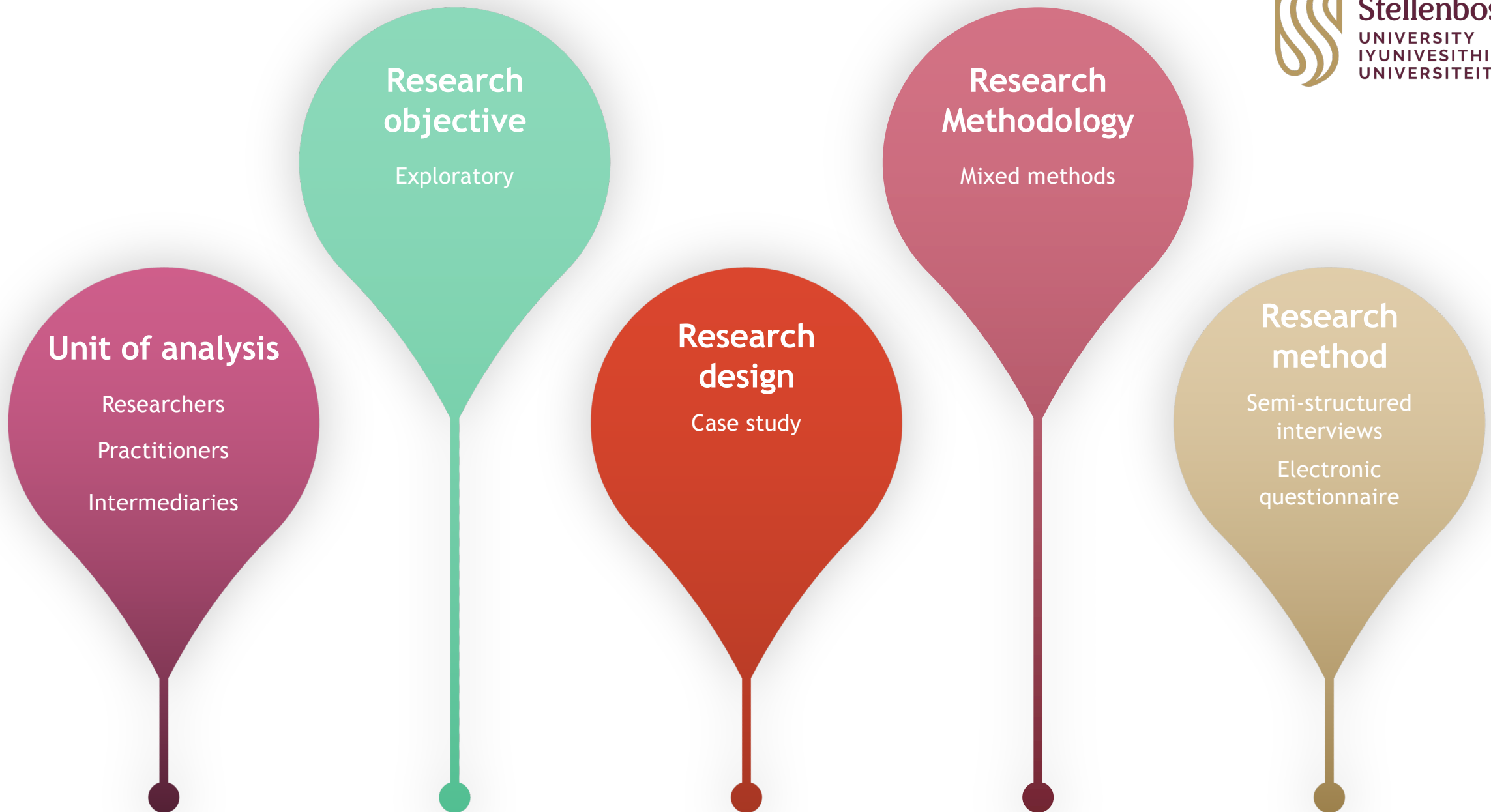
- Technical/practical
- Perceived usefulness
- Complexity/ease of use
- Observability
- Timing

15%

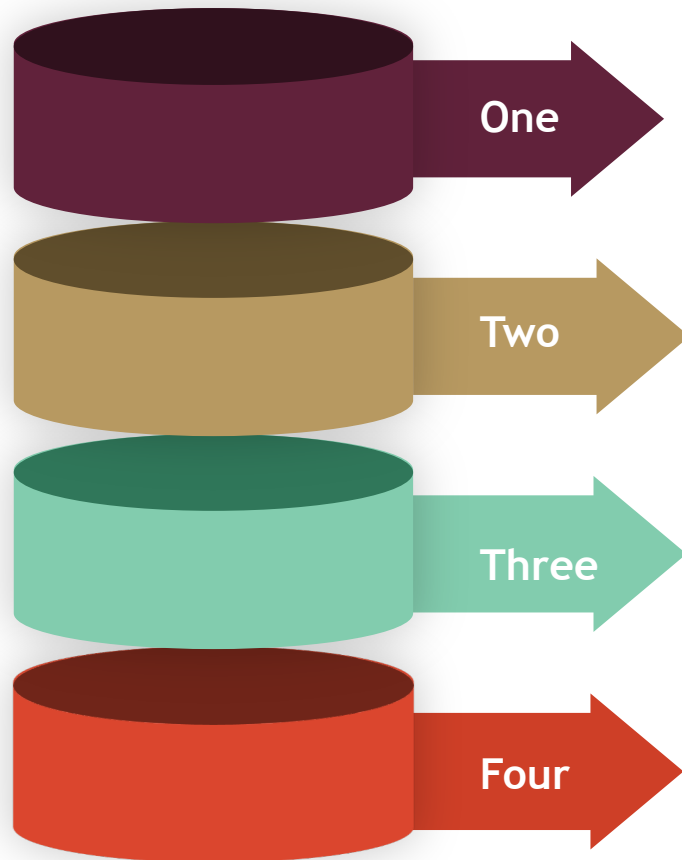
Transfer channel

- Social learning
- Experiential learning
- Technical learning





Research questions



Objective 1

What are the current internal and external relations of science?



Objective 2

What are the internal operations and external relations of the community of SA oenology researchers specifically?



Objective 3

What factors characterise the institutional landscape and information-seeking behaviours of SA winemakers?



Objective 4

What can be concluded about boundary-spanning activities as ways to strengthen knowledge exchange and practice adoption in the SA wine industry?

Research phases



Researcher
interviews



Winemaker
electronic
questionnaire

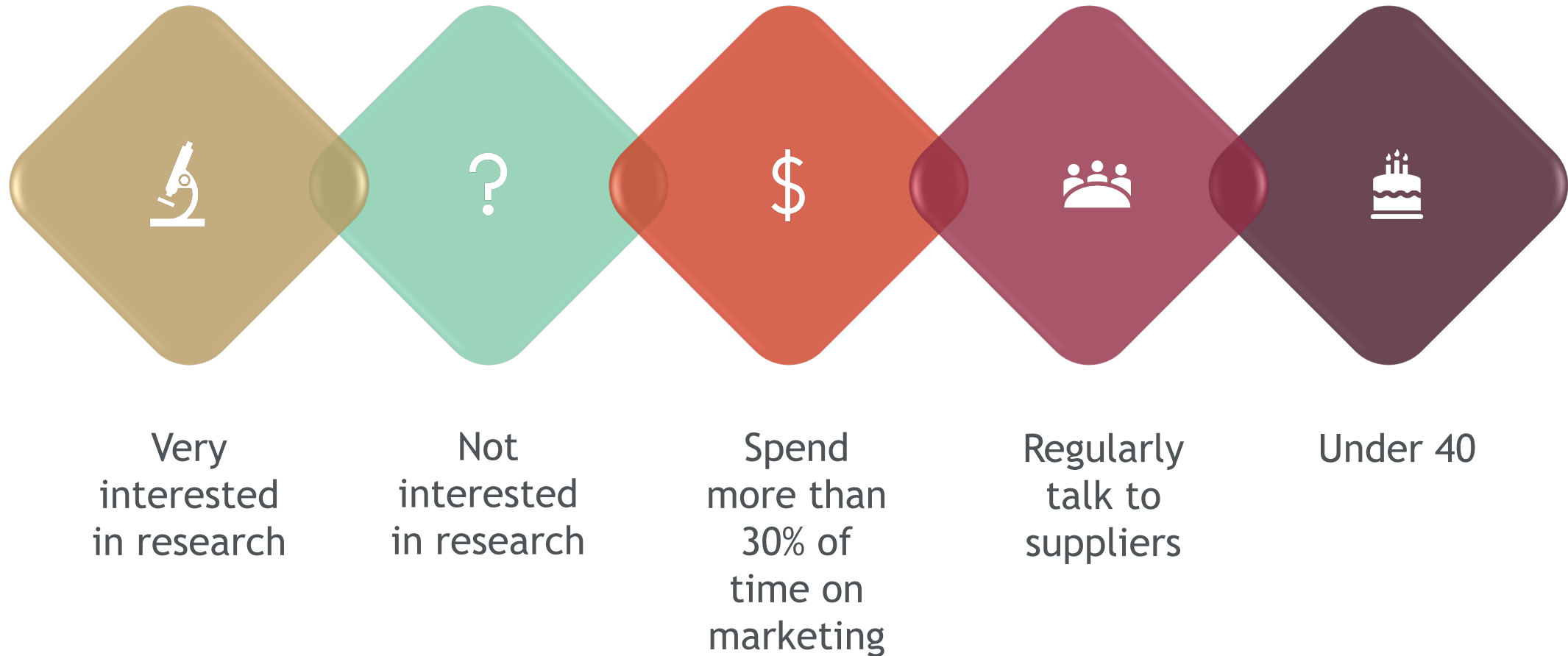


Winemaker
interviews



Intermediaries
interviews

Winemaker groups



Benefits of industry engagement

- Funding
- Source of ideas
- Source of practical information
- Source of “how not to do things”
- Source of grapes, juice and wine
- Improving their science communication skills
- Personal enjoyment



Drawbacks of industry engagement



Can affect the quality of the journal



Can affect the research agenda

Perceived organisational constraints

- Lack of time to engage in non-academic activities
- Lack of institutional funding for knowledge transfer activities
- Lack of institutional recognition for knowledge transfer activities
- Lack of institutional training for knowledge transfer activities



Perceived individual constraints

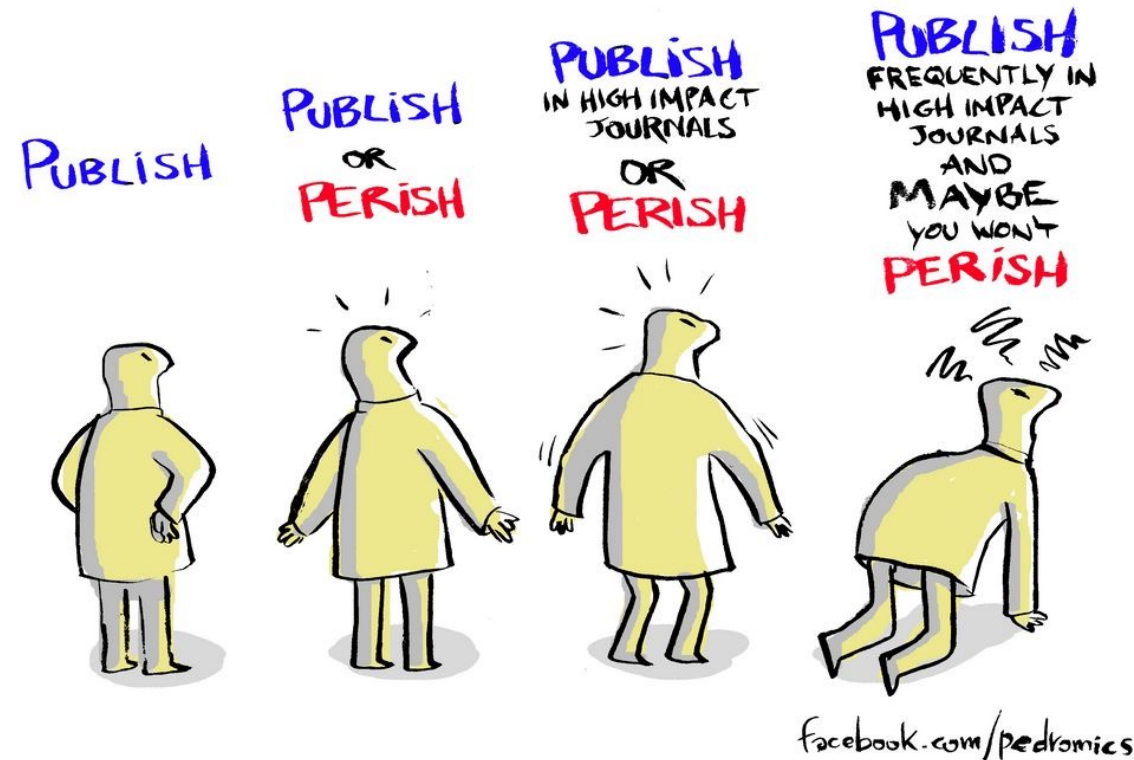
- Lack of know-how to communicate with the industry
- Lack of journalistic talent
- Lack of self-confidence
- Not knowing whom to speak with
- Not knowing the audience's level of knowledge
- Uncertain of industry needs
- Perceiving industry to lack interest in research
- Lack of desire

Memorable quote

“If you want to be seen as a professor, you must know more and more and more about less and less and less. And you must publish and publish and publish and publish in a research area that nobody else has done. And it doesn't matter if it is only about the orientation of the hairs on the legs of a flea, as long as that is what you are publishing in and churning out post-grads. That is what the university takes seriously.”

“They like to be seen doing it [knowledge transfer], but the university systems do not reward it.”

THE EVOLUTION OF ACADEMIA

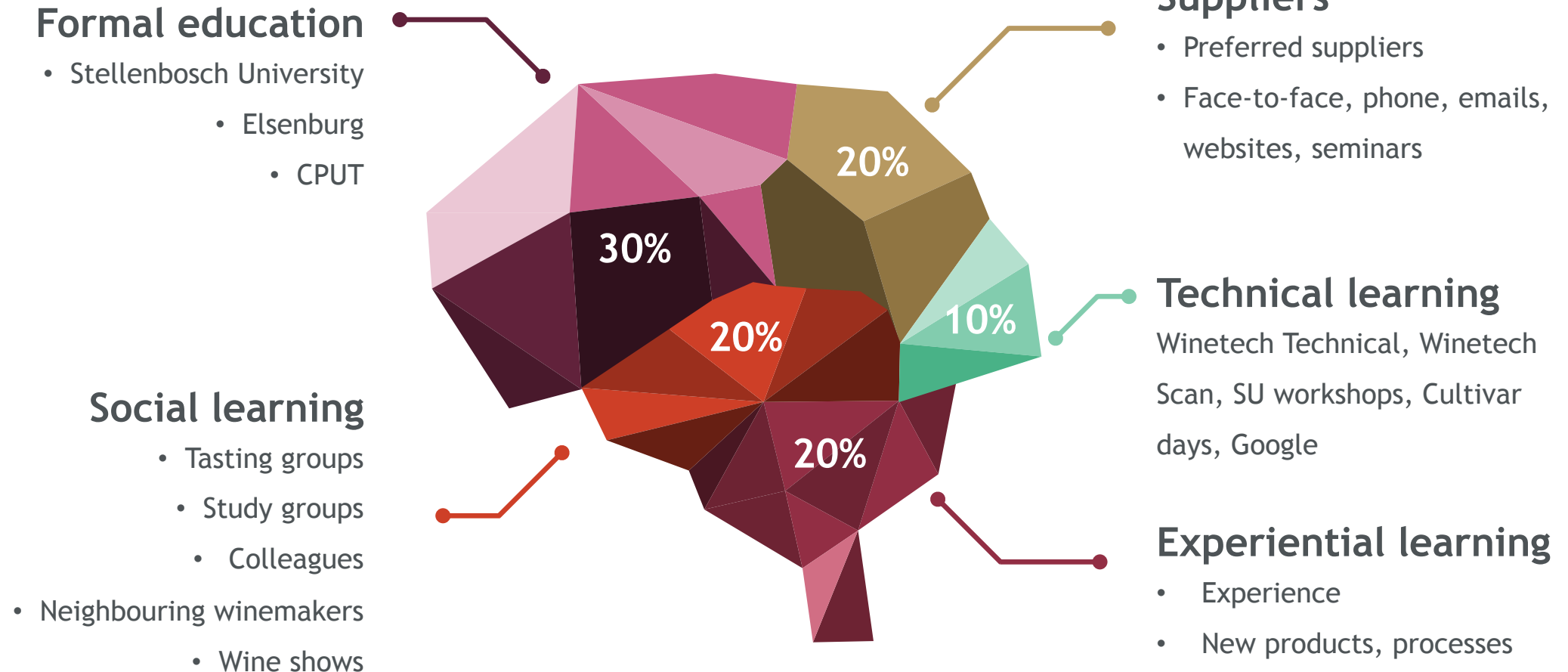


Main results - winemakers

- Prefer social and experiential learning to technical learning.
- Prefer practical, application-oriented information.
- Differ in their desire for technical understanding.
- Google, suppliers and other winemakers are the most common sources of information.
- Immensely trust the DVO and DVO researchers but rarely interact with them.



Winemaker knowledge sources

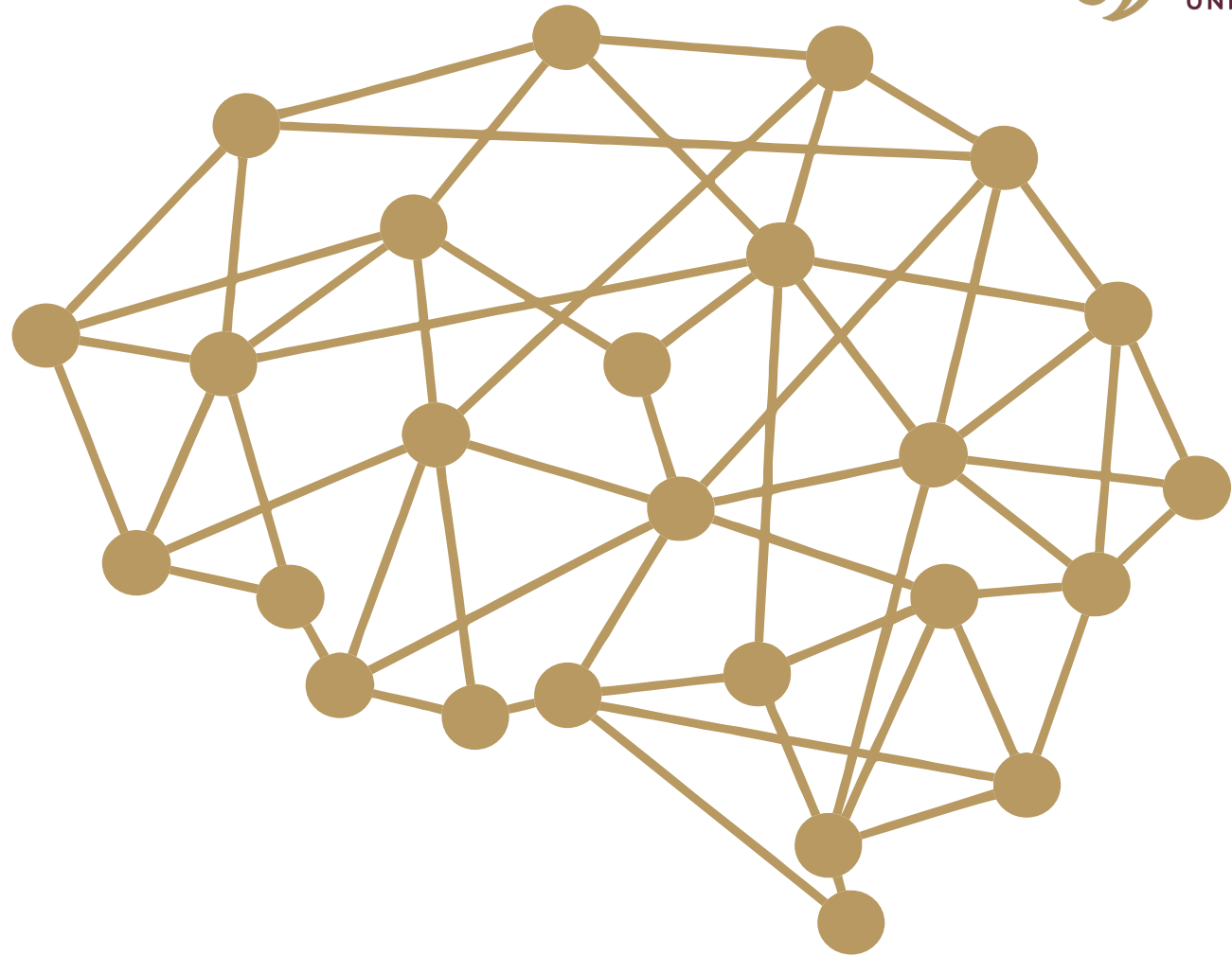


Diffusion of innovations



Knowledge creep (Weiss, 1978)

“Knowledge accumulated
from various sources over
time, detached from its
origins”

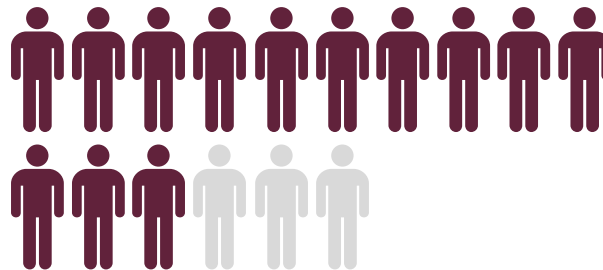


Memorable result - winemakers

30%



Male winemakers:



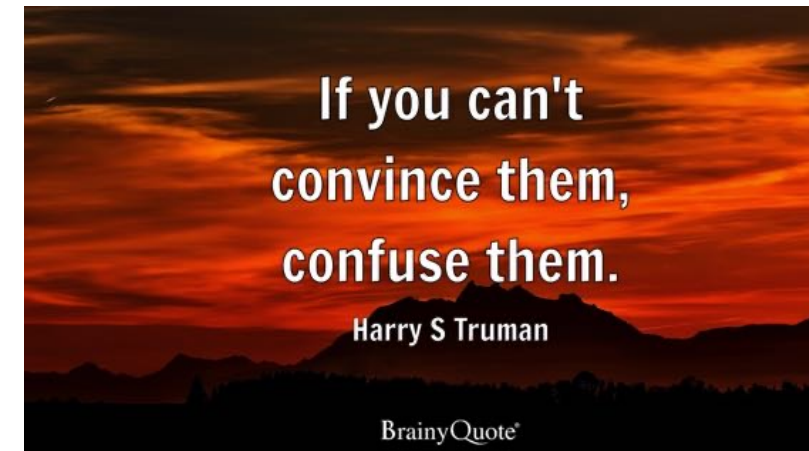
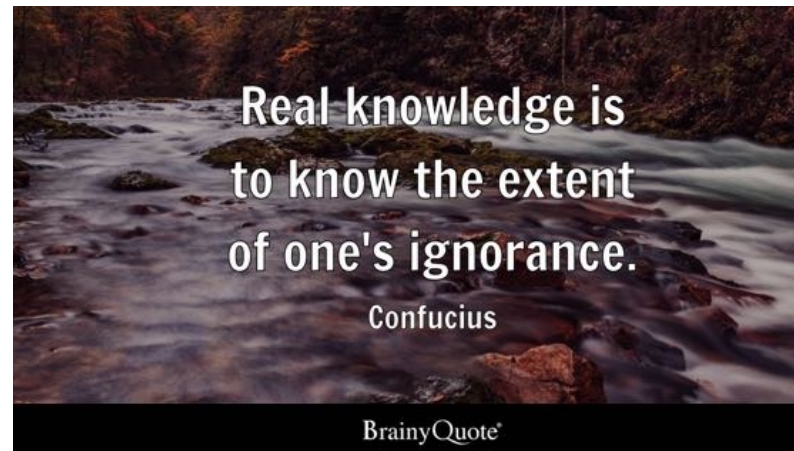
Female winemakers:



Acknowledgements

- Winetech (South Africa Wine)
- Stellenbosch University
- Participants in the study
- Prof Nelius Boshoff

Conclusions and final words



Thank you
Enkosi
Dankie