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Welcome...





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Rethinking Communication in the
innovation process- network building,
supporting social learning, dealing with
dynamics power and conflict



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Communication

‘**Communication**’ is derived from the **Latin** word **communis** which means **common sense**.

Communication means **sharing the same ideas**.

In other words, the transmission and interaction of facts, ideas, opinions, feelings or attitudes.

It is a **two-way process** which involves transferring of information or messages from one person or group to another.





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Goal of communication

The goal of effective communication is to send a message with the intention of informing, inspiring or questioning, with the message fully understood by the recipient.





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Rethinking Communication

Rethinking communication is an important aspect of any industry, including agriculture. In the agricultural sector it is essential for a variety of reasons, including coordinating the production and distribution of food, managing resources such as land and water, and ensuring the safety and quality of products.





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Cont..

There are several ways that the agricultural industry can improve communication:

- Use technology to facilitate communication.
- Foster collaboration.
- Promote transparency.
- Invest in education and training.
- Use clear and concise language.



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Rethinking Communication in the innovation process

It is an important aspect of the innovation process in agriculture. It is essential for ensuring that all stakeholders, including farmers, industry experts, researchers, and policymakers, are able to share their ideas, knowledge, and concerns.

There are a number of strategies that can be used to facilitate effective communication in the innovation process in agriculture, including:

- Collaboration
- Communication channels
- Transparency



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Changes in thinking about innovation

Aspect of innovation	Linear model of innovation (dominant 1950-1980)	Later modes of thinking (dominant from 1990 onwards)
Origin	science and research	building blocks come from science, practice and intermediaries
Nature	new technical device	new successful combination of technological devices, modes of thinking and social organization
Social condition for application	are 'outside' the innovation	are an integral component of the innovation
Key processes	R&D, adoption	interactive design, co-evolution, learning
Role of science	designing innovations	delivering inventions that may be turned into innovations; responding to questions that emerge in the innovation process



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Three conceptual models of communication

Aspect of communication	Objective model	Subjective model	Construction model
Parties involved in communication	individual senders and receivers	senders and receivers which are part of a community	socially situated actors, in a relational and historical setting
Meaning of message	is fixed, determined by sender	sender and receiver have different interpretations	actors strategically mobilise meanings to achieve social ends
Main cause of differences in interpretation	interference / noise in communication Channel	different past experiences and life-worlds	different values, interests and struggle for power/influence



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Aspect of communication	Objective model	Subjective model	Construction model
Relevant time horizon	present	past and present	past, present and future
Consequences of communication	more or less effective transfer of information	adapted meanings	adapted meanings, relations, and influence with various impacts
Key conditions for Rethinking communication	precision and quality of the channel	anticipation and empathy	strategy of combining communicative and other resources
Carriers of communication	symbolic signals transferred through channels and media	symbolic signals exchanged through channels and media	all forms of action that actors engage in that can be accessed through channels and media.



Theoretical and practical literature on learning, negotiation, participation and communication provide numerous insights and suggestions on how the three basic processes be facilitated and enhanced through communicative strategies –

- 1) Network building
- 2) Supporting social learning
- 3) Dealing with dynamics of power and conflict.



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Network building

Building a network in agriculture can refer to a number of different things, depending on the context and the specific goals of the network. Some examples of network building in agriculture include:

- Collaboration between farmers.
- Partnerships with research institutions.
- Linking with agribusinesses.
- Connecting with government agencies





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There are several strategies you can use to build your network:

- Attend industry events and conferences.
- Join professional organizations and groups.
- Engage with others on social media.
- Participate in online communities and forums.
- Foster relationships with colleagues.



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Supporting social learning

Social learning in agriculture refers to the process of sharing knowledge, experiences, and resources among farmers and other stakeholders in the agriculture industry.

There are several ways to support social learning in agriculture:

- Encourage and facilitate the exchange of information and resources among farmers and other stakeholders.
- Promote the use of technology to facilitate communication and information sharing.
- Support the development of farmer-led organizations and initiatives.
- Invest in education and training programs that focus on sustainable agriculture and promote social learning.



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Dealing with dynamics of power and conflict

Conflict in agriculture can occur for a variety of reasons, including competition for resources, differences in values or beliefs, and differing goals or objectives. Some strategies for dealing with the dynamics and power of conflict in agriculture include:

- Communication
- Collaboration
- Conflict resolution
- Power dynamics
- Prevention



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Conclusion

Hence we concluded that we need to think about communication as playing a role in innovation development and design.

Secondly, we concluded that focusing on the role of communication professionals and deliberate communication would be a far too limited approach, and that the everyday communicative exchanges among societal agents are likely to be of critical significance in connection with the re-ordering of social relationships.