Stakeholder Relationship Management between cultures and their formal and informal expectations – Are our Universities open for open structures?

What should and what can universities do in a best-case scenario, universities enable students to make decisions which are secured from a technical point of view and which are legally defensible in a professional context. In other words: a decision maker in a concrete situation is involved.

Univocally, however, just one use of the stakeholders involved in deciding which alternatives to pursue in a given situation will emerge from a number of factors.

As it is worthwhile considering the perspectives and expertise of the other stakeholders, the term “Stakeholder Relationship Management” is not the least one. Stakeholder integration in what the present situation calls for. Why should anyone take the initiative of dealing with such a complexity of social interactions? Because it is worthwhile! Because these expectations processes can be rapidly organized in a sustainable way on the Internet.

An example of another group of stakeholders is external quality commissioners who investigate and certify the compliance with quality standards in given contexts. When a ministry makes a decision, a group of experts is asked for opinions. Do these experts know all relevant theories? Do they consider all the implications? Are they aware of all contexts for applications? Yes, they are not and that is why they need to arrive at an agreement with other stakeholders. If stakeholders communicate with each other in a discourse, quality standards are not just agreed upon, they are implemented as they were divided by consensus. They are implemented because they were assumed to be practical and feasible in a given context, under company rules. They are implemented in their practicality in a continually updated and updated for new contexts.

Who may organize a form of discourse which will lead to consensus as described above? It is universities and publishers who provide didactic and legal experience to process knowledge. When providing more accurate content, universities and publishers were asked to edit content according to scientific standards. For leading the discourse to other stakeholders, further standards are added: the practicability of recommendations, etc.

Editorial tools will continue to be of importance. The scope of editorial functions, however, will diminish due to streaming provided by the Internet. New functions will appear for knowledge workers: moderating discourses. For collective intelligence in energy, discourses must not be moderated according to the slogan “intelligent is what the boss considers to be intelligent.” The students can be considered a space mental element bearing creative intelligence. Not every contribution, however, can be integrated into a discourse. If a discourse is not to get lost between many and many contributions, filtering processes are needed.

For discourses to be considered truly and enriching, a large number of well-adjusted details are required. The competence to moderate requires all points of view and the architecture of the discourse system is essential. Which options are there to contribute to knowledge, to evaluate data to complement each other? Which are the didactic formats to process and update knowledge? What are the risk and financial items to consider when an expert and to sharpen and polish a community of experts?

It is given fact that the interest of stakeholders diminishes if involvement of the discourse is not provided in a competent way. Stakeholders vote with their feet if supply and demand do not exist, stakeholders will move on to discourse systems of other publishers or universities providing a similar focus.

Our poster demonstrates a selection of formal and informal expectations individual stakeholders have from experience. Our example does not a discourse system for health-care professionals, which could be operated by a provider of nursing training.

Stakeholder Management: Three principles for tapping synergies through web-based stakeholder integration

1. Organizational problems – solutions

2. Professional discourse requirement coordination. Coordination requires a time dimension about the learning needs

3. In a nutshell: Which players on the globalized education market will take the classic functions and the discourse moderation etc. if universities wake up later?

4. To put it in a nutshell: What will universities be open for?

5. To what extent do the globalized education market will take the classic functions and the discourse moderation etc. if universities wake up later?

6. To what extent do the globalized education market will take the classic functions and the discourse moderation etc. if universities wake up later?