

Solving societal issues together

An interview with Ellen van Kleef, Associate professor at the Marketing and Consumer Behaviour group

Ellen van Kleef works for the Marketing and Consumer Behaviour group. She focuses on helping consumers to make healthy choices with regards to food: "Ever since I studied Human Nutrition, I have been fascinated by understanding how consumers are seduced in a food environment and what can be done to turn the tide on unhealthy eating habits, particularly among young people." This can be in supermarkets, school cafeterias, and now, during the pandemic, mostly in the online environment. "Because of the pandemic, people stay at home more often. They tend to do more of their grocery shopping online, or they order takeaway. I work on understanding how interventions can steer consumers to more healthy and sustainable choices in a digital environment."



Online shopping or food delivery platforms aren't always equipped to help consumers to make healthy choices. "In a supermarket, we can place healthy products at eye level to increase consumer awareness. When consumers make decisions at a website or app they are in an entirely different food environment" says Ellen. "Different measures can be taken to help consumers make healthy and sustainable choices in an online environment. We can add nutrition labels or recommend healthy alternatives when people place a product in their shopping basket. The question is what the consumer prefers and whether this is effective in changing purchase patterns. We have to learn more about that." Collaboration with different chair groups helps to answer that question. "For example, our colleagues at Information Technology have a different approach and a different toolbox. They understand algorithms and machine learning and hopefully this can be integrated with our understanding of consumer behaviour."

The different chair groups of the section have different skills sets that help to solve issues within society. Though approaches are different, goals are the same. "What we have in common is that we want to solve the same issues. We both want to improve society. In this case we do that by helping consumers to make healthier and more sustainable food choices. This is what we share, a desire to do something for society. That is something that is characteristic for Wageningen." Solving a well defined issue helps to collaborate, says Ellen. "I really like what happens within the projects that we do together as a section. For example, people from different chair groups supervise a PhD student. By doing so, we start to get to know each other too. It's great to see how we think and work differently. That means that it is valuable to work together. People bring different skills to the table and collaboration is essential now data is getting bigger and analyses more complicated."

A perspective on resilience in the Dutch food supply chain

An interview with Sander de Leeuw, chair holder of Operations Research and Logistics

On the 22nd of January this year, a seminar was held on resilience in the Dutch supply chain. During the seminar Sander de Leeuw presented the findings of researchers of the Operations Research and Logistics group. Based upon their research a report was published in Dutch titled 'Een supply chain resilience perspectief op de Nederlandse voedselketen tijdens de Corona crisis.' For our English-speaking readers, that is 'A supply chain resilience perspective on the Dutch food chain during the corona crisis.'



"The findings show that few companies were well prepared for the corona crisis" says Sander de Leeuw. "In fact, companies mostly applied responsive practices. We learnt a number of things that are important to improve resilience within the supply chain. First, it is important to design the supply chain for flexibility and agility. This seems especially challenging for smaller companies: building resilience into a supply chain takes time and attention in the organisation, and smaller organisations often do not have the capacity to do so. Second, it was found that more attention was needed on spreading risk and aiming for risk reduction in the supply chain. For the future, this means more attention should be given to the way companies depend on specific countries, customers, and suppliers."

"Third, attention is needed for explicit prioritisation and intelligent rationing strategies in situations where demands cannot be met. Explicit prioritisation is needed to continue to meet market expectations but also to increase market shares where competitors miss opportunities. Fourthly, the corona crisis teaches us that the financial impact of a crisis also depends on the way cooperation in the chain is set up. It is often unclear how additional costs (and benefits) are distributed in a chain, if at all" as Sander explains. He concludes "finally, relative to other functional departments such as product development and marketing activities, the operations and supply chain functions are in the driving seat during a crisis. Whether the corona pandemic will structurally change the classic discussions between production and logistics on the one hand and marketing on the other, the future will have to tell."



Storytelling for academics

An article by Jacco Leguijt, Website & Communications section Business Science

As a storyteller, I am used to speaking in front of a crowd. My stories are handwritten and heartfelt. There is nothing quite like the spark in the eyes of a listener, who is touched by a story. I imagine teaching to be very different, and at the same time very alike. It's all about capturing people's attention. You want them to be open to what you have to tell. Being able to tell a story helps to do so. It is a skill that can be developed. It is of use in many occasions, as I imagine. Whether you want to hold the attention of students, pitch a research proposal or present your findings to colleagues or lay people. – It's helpful to be able to tell your story well.

From the campfire to the classroom or the atrium, people stay the same. They use the same five senses. Humans listen with their ears, they see with their eyes. The same techniques apply when it comes to capturing people's attention. – And holding it. I assume that the same techniques have been used ever since humans became able to use their faculties to tell stories. As a storyteller, I have come across these techniques, and I would like to share a number of them with you. Perhaps you recognize them from your own experience, or perhaps they can help you to tell your story.



Storytelling starts with a story. The difference between a story and an experience is the degree of order. It's not necessary to tell what sort of shoes you were wearing on the day that you made that discovery. A story is an experience subjected to order. This order is important whether you are teaching, writing a proposal, or tell your children a bedtime story. Good storytelling means that you create order, and I propose you do this before you start sharing your story with others.

Treasure the connection with your crowd. Storytelling is not just about telling the story to others. It's a shared experience. Just like students ask questions during a lesson, I have found that a crowd will participate in the telling of a story. Kids like to make the sounds animals in my stories make, for example. By allowing others to interact with your story, they become part of it. They will remember that.

Practice makes perfect, and that is true for storytelling too. Make sure that you know your story and understand your audience, and that you never run out of breath. In other words, be prepared, stay connected, and stay in control of yourself. And smile when things go wrong, when you stutter or somebody in the crowd burps. Good storytelling allows for mistakes and for interruptions. Because storytelling is an approach, as well as a skill.

Workshop 'Improving your personal project pages'

On your personal page on the website, there is a section named 'projects.' Projects that you participate in can be featured here in two ways. One way is that the project page of the project is linked to your page. This is done by adding you to the list with involved people on the page.

The second way is to upload project information to your personal page via We@WUR. You can upload text and a picture to create a space for a project on your personal page. The difference with the first method is that in this case, you decide what you tell about the project, and which picture is shown. An example of someone who used this feature with great results is [Liesje Mommer](#).

For those who would like to learn more about this feature we are organising a workshop. More information will follow after registering. This is because we need a certain amount of participants to host the workshop. You can register by email or by filling in [this form](#).

• Goodbye AIR, hello Osiris

- The student administration system AIR is replaced by a new system, which goes by the name of OSIRIS. Last December, AIR was replaced by OSIRIS. When compared to AIR, OSIRIS has a number of options that were missing in the old system.
- The search function in OSIRIS is more extensive, and it is possible to process an entire list of marks for a course. Secretaries and teachers use the program to register final marks of students.
- Because OSIRIS is a fairly extensive system, trainings were given to help users to work with the system. Manuals were provided too.
- For questions regarding the use of OSIRIS, you can contact key users Cathelijne Goossens and Ellen Vossen. They can help you by answering your questions. If they can't help, they will ask for further help to ensure that your question is answered.

