

### Process design and facilitation

Or managing the unmanageable...



### **Experts and reality...**





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How can leaders help us manage the situation? Which skills are needed?



### Learning is at the core

- Learn about critical <u>issues</u> (eg., technical, financial, legal, social, cultural, ecological)
- Learn about <u>procedures</u>
- Learn about other participants <u>perspectives</u>: their goals, concerns, perceptions, options, communication styles, personalities
- Learn about oneself





### Universal process design

### Understanding the problem situation

- interpretation of and applying universal models in a local context

### Psumptions and perspective Your basic values will quide you all the way

Your basic values will guide you all the way from interpretation of the situation to what methods to choose and how you act as a process facilitator.

#### **Choosing approach**

 focus on learning, envisioning, conflict management, etc.?

#### **Choosing method**

- degree of structure, phases, balancing historical, situational and future analysis, etc?

#### **Choosing tools**

- designing and preparing activities, individual vs. group, place, time, etc.?

#### **Process facilitation**

 acting in real-life situations, that is, an ability to enable change in situations characterrised by complexity

### Understanding the preconditions

- assignment
- resources
- collaborative potential
   etc.



#### Success factors in social innovation

## Anchoring (establish platforms)

- Building collaborative potential
- Introducing animators and facilitators
- Establishing new arenas
- Developing a shared vision
  - Procedural consensus
  - Building collaborative competence





#### Success factors in social innovation

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#### **Supportive structures**

- New funding systems
- Policy development (f.i., political commitment)
- Mixing incentives in new ways, incl contracts
- Institutional support for co-innovation and extablishment of multi-actor approaches



#### Social and institutional innovations

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#### **Social interaction**

New scales New organizing principles

Reshape economic relations New roles/resp.

Participatory, communicative,learning approaches

Managing local knowledge Experimentation

Broadening the value base Process design

Process facilitation

#### **Supportive structures**

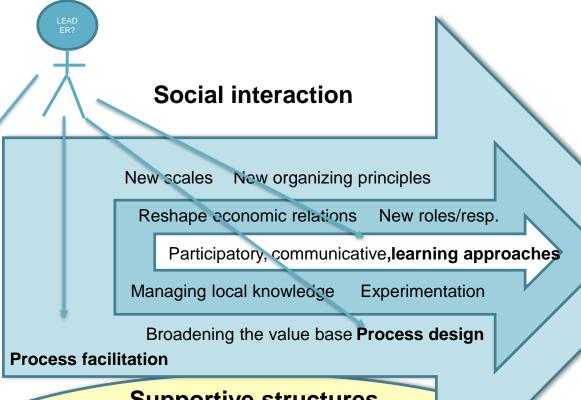
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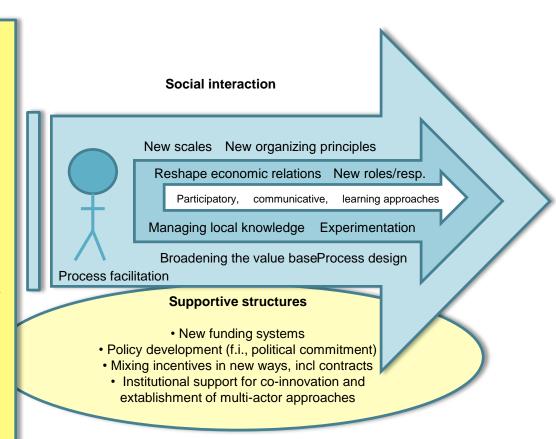
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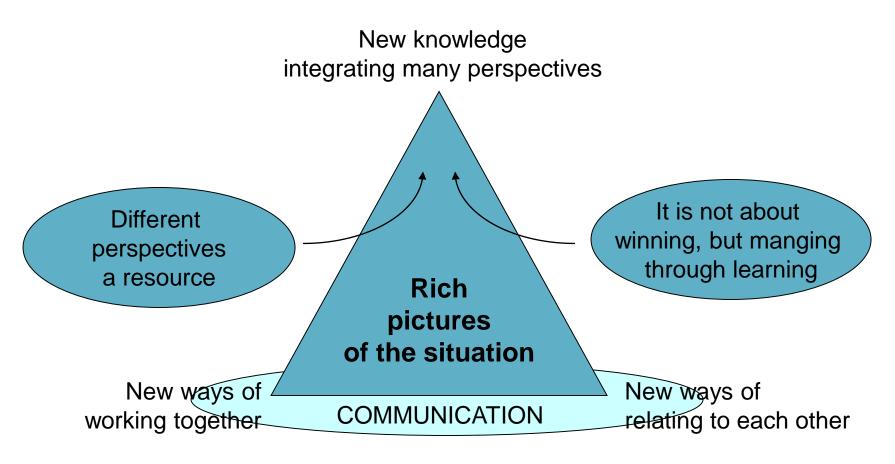
Social and institutional innovations needed within water management

Different levels of complexity, cultures and institutional structures

The leader(s) must be aware that there are many factors that needs to be in place to succeed!



### Collaborative learning and change





# We all have basic assumptions on facilitating and managing change

Why do people not change in a more sustainable direction although they might know what is needed?

What does it take for people and society to transform?

Is it about psychology, relations, power, socio-technical systems or institutional structures? Or anything else?

What guides your/our priorities and decisions?



#### The role of modern leaders

"Project leaders, community leaders, agency field staff, landowners, and elected officials all played a leadership role in various projects and often kept projects alive despite a lack of resources, political support, or agency direction"

Such leaders are change agents, fostering trust and motivate stakeholder involvement and support. They display such roles as "cheerleader-energizer, diplomat, process facilitator, leader, convenor, catalyst, and promoter" (Wondolleck & Yaffee, 2000, p. 178).

Such efforts characterized civic leadership as a form of collaborative leadership



### **Collaborative leadership 1 (2)**

Collaborative leadership in practice features six central elements:

- (1) Assessing the environment for collaboration understanding the *context* for change before acting
- (2) Creating *clarity*, visioning, and mobilizing define shared values and engage people in positive action
- (3) Building *trust* create safe places for developing shared purpose and action;



### Collaborative leadership 2 (2)

- (4) Sharing power and *influence* develop the synergy of people, organizations, and communities to accomplish goals
- (5) Developing people commit to the development of people as a key asset through mentoring and coaching, and
- (6) Self *reflection* and personal continuous quality improvement (CQI): Understanding your own leadership, engaging others

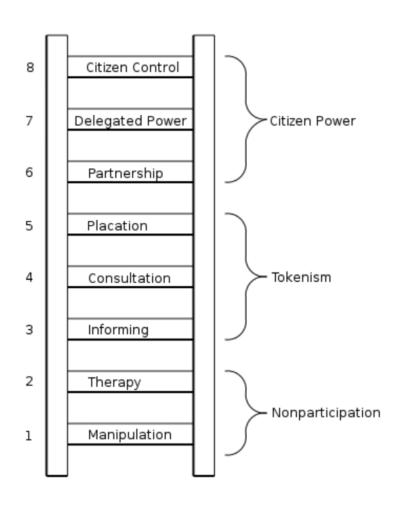


## **Democracy and participation** (examples)

- Levels of participation and co-management
- Group democracy
- Dialogue and deliberation moving from competition towards collaboration



### Arnstein's ladder of participation



This is the classical description of citizen participation in public decision-making suggested by Arnstein (1969).

The concepts are used as metaphors, f.i., the word "therapy" should be understood as a way of giving people a sense of confirmation and voice, but with no real possibility to change the outcome, etc.

#### See:

http://www.citizenshandbook.org/arnsteinsladder.html



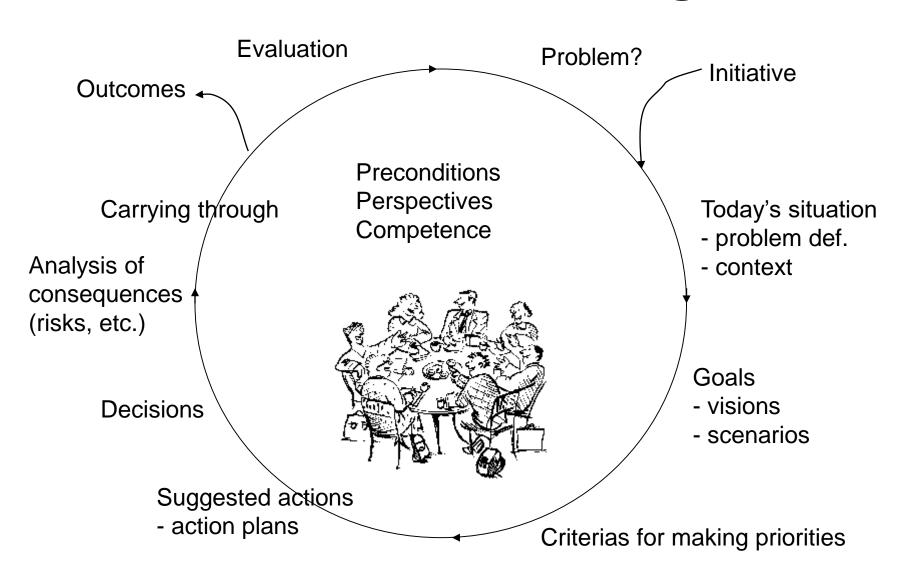
### Levels of co-management

7	Partnership	Partnership of equals; joint decision-making institutionalised and formally recognised
6	Management Boards	Local actors are given the opportunity to participate in developing and implementing plans; input plays more than just an advisory role.
5	Co-operation	Local actors starts to have input into management, local knowledge is solicited; community members are involved at a low level as assistants or guides, still limited by management agencies.
4	Advisory Committees	Partnership in decision-making starts; joint action on common objectives, local actors have advisory powers only; decisions are non-binding.
3	Communication	Start of two-way information exchange; local concerns begin to enter management plans; joint management actions may take place without joint jurisdiction over the resource.
2	Dialogue	Start of face-to-face contact, local actors input is heard but not necessarily heeded (usually involved late in the decision-making process); limitation of involvement continues to be set by the government agency.
1	Informing	Local actors are informed about decisions already made, one-way communication between government and the community.

(Adapted from Arnstein, 1969; Berkes, 1994; Pomeroy & Berkes 1997)

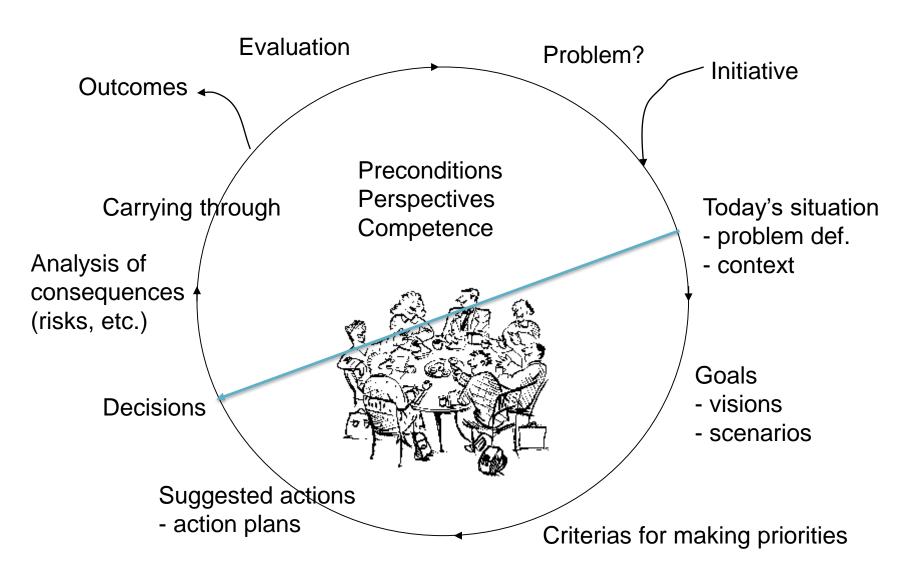


### **Rational decision making**





## ...but we are not always rational – a typical managerial bias





#### **Collaborative inquiry**

#### Using rich picturing techniques:

- Context (flows, relations, components, )
- History
- Joint challenges
- Stakeholders and actor networks
- Existing goals, activities and conflicts





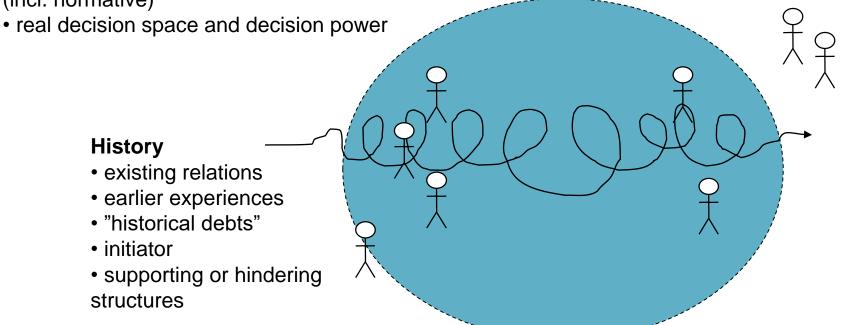
### Assessing collaborative potential

#### **External preconditions**

(hard to change)

- relevant actors and interests
- official goals, motives and expectations
- conflicts and art of complexity (issue, procedure, etc)
- support from mother organisations (incl. normative)

- resources at start and during change
- ongoing, parallell processes (politics)
- media and public debate
- access to information (R&D)



#### **History**

- existing relations
- earlier experiences
- "historical debts"
- initiator
- supporting or hindering structures



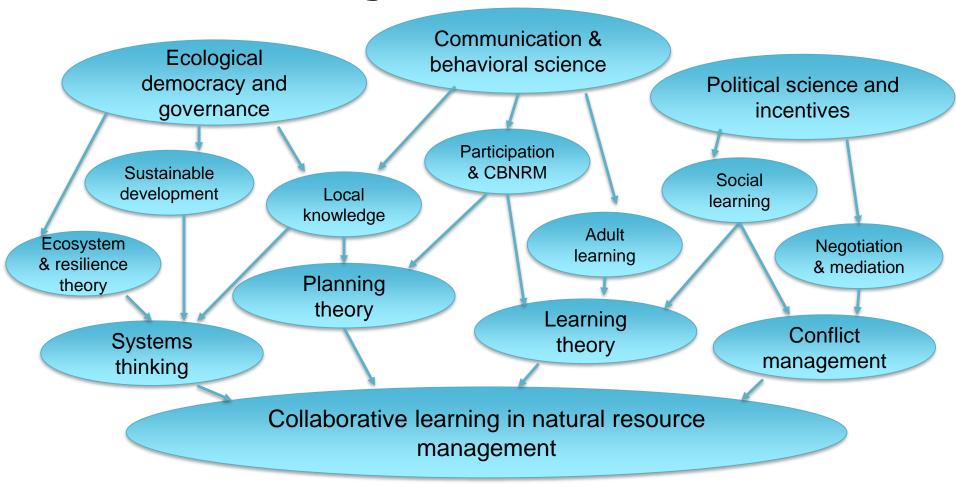
### Why not work collaboratively?

- Time pressure a need to take action now!
- Assymetries in power and access to resources among actors in collaborative work (from groups to society)
- Political jargong without real content or learning
- Reflecting a trend toward decentralisation of responsibility in society (that is, not taking responsibility on higher level)
- Pseudodemocracy existing relations and structures does not change – it feels good, but is it really as good?
- The risk that shared responsibility becomes *no ones responsibility*?

Being <u>critical</u> is always needed!



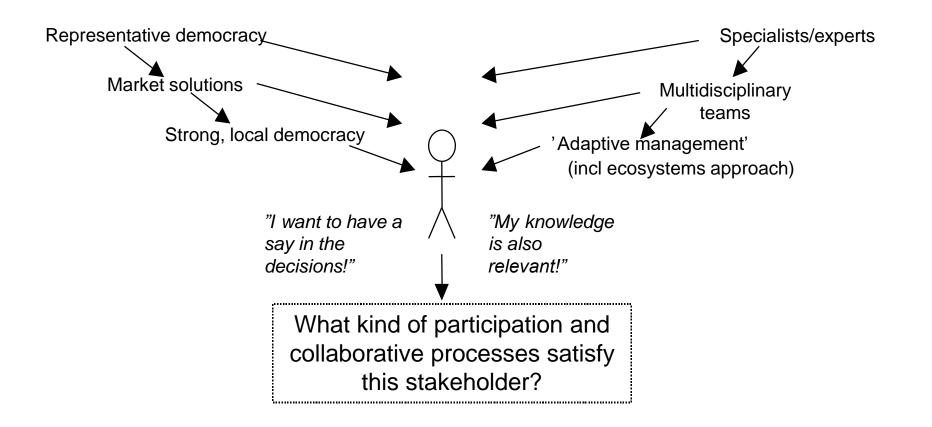
### Influenced by theories in...





## Synergies between increased demands on participation and ecological sustainability

#### Trends or not?





### The sense of 'muddling through'

#### External preconditions (hard to change)

- relevant actors and interests
- · official goals, motives and expectations
- conflicts and art of complexity (issue, procedure, etc)
- support from mother organisations (incl. normative)
- real decision space and decision power
- resources at start and during change
- ongoing, parallell processes (politics)
- media and public debate
- access to information (R&D)
- collaborative potential?

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### Leadership and management

- external or internal
- competence
- role and responsibility
- understanding of purpose and objectives
- real engagement

#### **Processes and activities**

- · communication and learning
- pedagogic and particiation (balancing safety vs. creativity and individual vs. group)
- reflection and action
- conflict management
- · capacity building
- confirmation and feed-back

#### **Perspectives**

- wanting (curiosity, interest, trust, confidence, etc.)
- ability (living a life, etc.)
- knowing (understanding, insights, seeing potentials, etc.)

#### Internal preconditions (created)

- participants (incl representatives)
- arenas and fora for learning/dialogue ("voice")
- process design (phases) and single activities.
- relevant information channels
- influence
- · access to "tool box"
- · access to information
- time allocation
- resources (competence, money, structures)
- organisation (incl. responsibilities)

### End users and actors

- who?
- where?
- when?
- how?

### Results and effects

- implementation
- real, measurable improvements
- changes in the policy environment
- goal fulfillment
- sustainable development
- · relational changes
- new structures (arenas, routines, neworks, etc. relational changes