Evaluation and Stakeholding Development

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Exploring the use of critical systems heuristics (CSH)

EES Prague 6th October 2010

Stakes, stakeholders and stakeholdings

- "*Stakeholding* expresses the idea that individuals **actively construct**, promote and defend their stake" (SLIM 2004 p.1)

- "One of the platform members, in frustration with the official process, has set up an informal multistakeholders' group. They call themselves '**cake bakers**', developing new recipes together, to distinguish themselves from the '**cutting up of the cake**' deals that seem to characterise the official platform process." (SLIM 2004 p.2)

Stakes, stakeholders and stakeholdings

three questions of stakeholding analysis

1. What's at stake?

2. Who are the stakeholders?

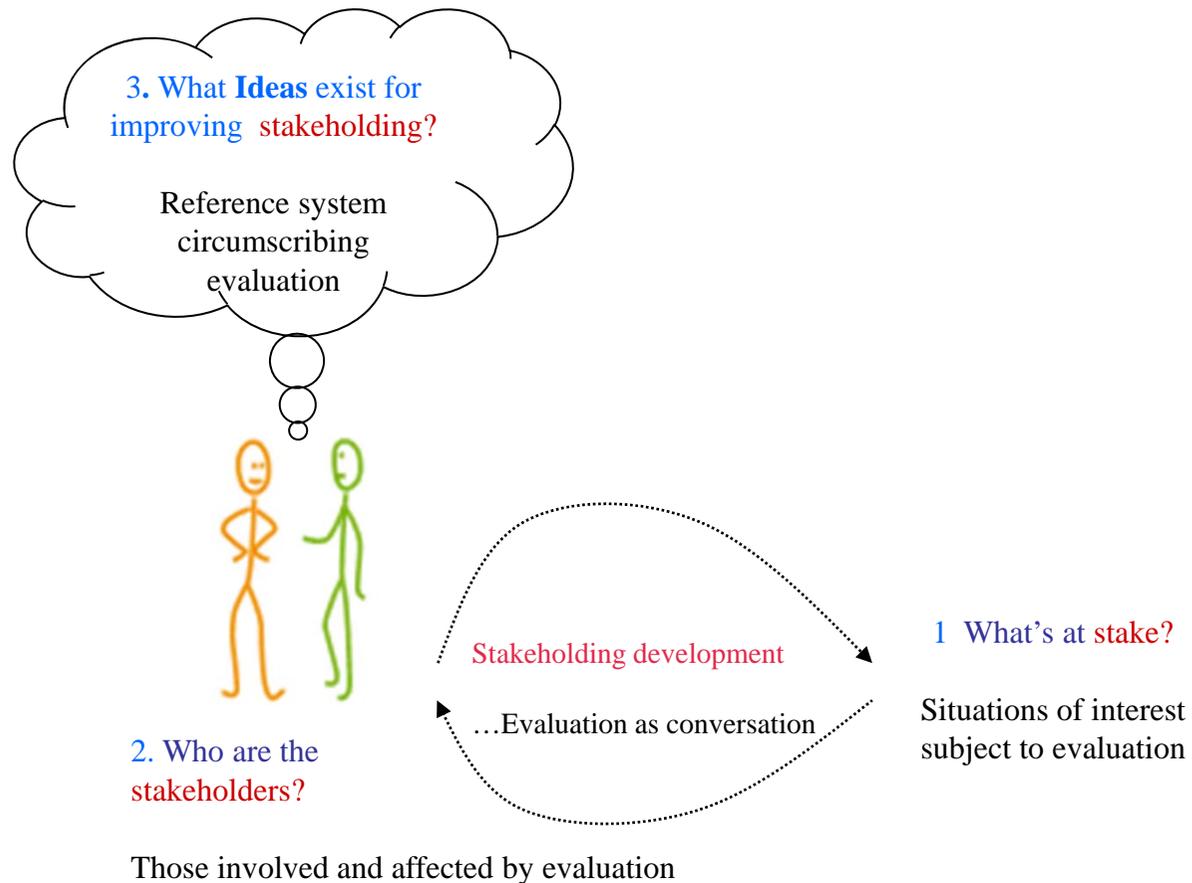3. What possibilities exist for stakeholding *development*?

as against…

3. What threats exist for stakeholding *entrenchment*?

Stakes, stakeholders and stakeholdings

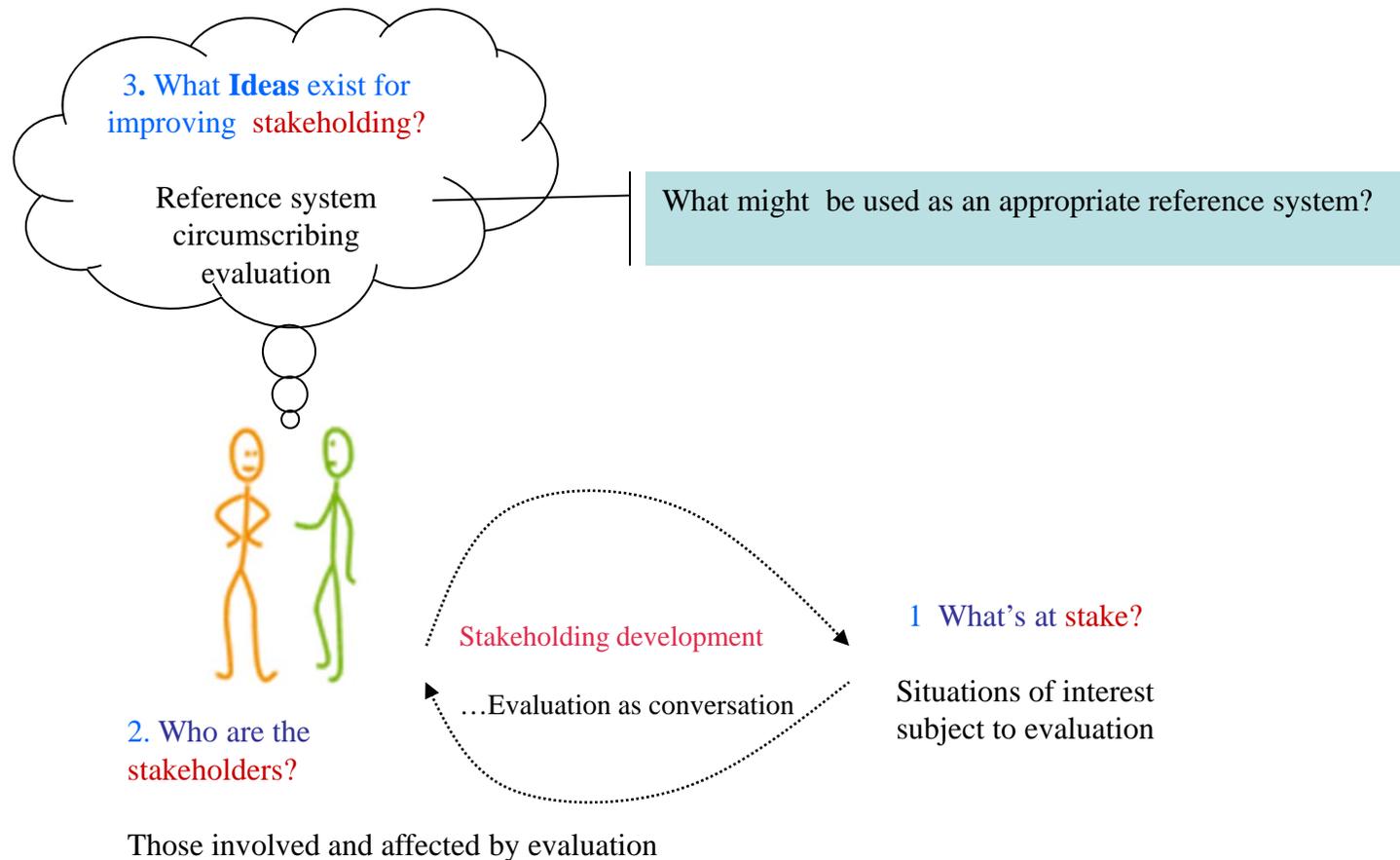## Evaluation as social learning: a *conversation* between ideas and reality

3. What **Ideas** exist for improving stakeholding?

Reference system circumscribing evaluation

Stakeholding development

…Evaluation as conversation

1 What's at stake?

Situations of interest subject to evaluation

2. Who are the stakeholders?

Those involved and affected by evaluation

Stakes, stakeholders and stakeholdings

using the appropriate reference system for formative evaluation

3. What **Ideas** exist for improving stakeholding?

Reference system circumscribing evaluation

What might be used as an appropriate reference system?

1 What's at stake?

Stakeholding development

…Evaluation as conversation

Situations of interest subject to evaluation

2. Who are the stakeholders?

Those involved and affected by evaluation

CSH as reference system for evaluating what's at stake
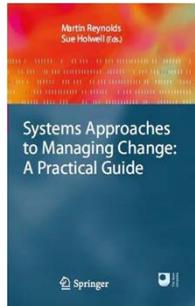
and identifying stakeholders and stakeholdings

Chapter 6
Critical Systems Heuristics[1]

Werner Ulrich and Martin Reynolds

Martin Reynolds
Sue Holwell (Eds.)

Systems Approaches
to Managing Change:
A Practical Guide

Springer

	Stakeholders *Social* *Roles*	**Stakes** *Role-specific* *concerns*	**Stakeholdings** *Key* *Problems*
Sources of motivation	1.Beneficiary/ client	2.Purpose	3.Measure of success
Sources of control	4.Decision-maker	5. Resources	6. Decision environment
Sources of knowledge	7. Expert	8.Expertise	9. Guarantor
Sources of legitimacy	10. Witness	11. Emancipation	12. Worldviews

CSH as reference system for evaluating what's at stake
and identifying stakeholders and stakeholdings

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3 points of tension in using CSH as a reference system for improving stakeholdings

Evaluation as conversation involves 3 points of tension
CSH and two points of tension

|	stakeholders *Social Roles*	Stakes *specific concerns*	stakeholdings *Key Problems*	
Involved vs affected **Ought vs is**				
Sources of **motivation**	1. Beneficiary who ought to be /is the client or beneficiary of the system (S)	2. Purpose what ought to be /is the purpose of S	3. Measure of success what ought to be/is S's measure of improvement?	**The involved**
Sources of **control**	4. Decision -maker who ought to be/is in command of resources necessary to enable S?	5. Resources what ought to be /are necessary relevant components ('capital') to secure improvement?	6. Decision environment what relevant conditions ought to be /are outside the control of the decision maker?	
Sources of **knowledge**	7. Expert who ought to be/is providing expert support for S?	8. Expertise what ought to be/ are relevant skills supporting S?	9. Guarantor what ought to be/ are regarded as assurances & *false* assurances of successful implementation?	
Sources of **legitimacy**	10. Witness who ought to be /is representing the interests of those negatively affected by but not involved with S?	11. Emancipation what ought to be/are opportunities for the interests of those negatively affected to have expression?	12. Worldview what ought to be /are the contrasting visions giving meaning to improvement in S?	**The affected**

Evaluation and a 3rd source of tension
Stakeholding in CSH

	Stakeholders *Social Roles*	Stakes *Role-specific concerns*	Stakeholdings *'Key Problems'* = <u>tensions</u> *between* *idealised 'system' vs realities of 'situation'*	
Sources of motivation	1.Beneficiary/ client	2.Purpose	3 – (measure of success) enchantment of fixed *measurable outcomes* vs managing emergence *Check on values (circumscribing the system)*	The involved
Sources of control	4.Decision-maker	5. Resources	6 – (environment) imperative towards *command and control* vs allowing autonomy *Check on power (controlling the system)*	
Sources of knowledge	7. Expert	8.Expertise	9 – (guarantor) dogma and promises of *professional expertise* vs wider humility of social/ ecological uncertainty *Check on complacency (informing the system)*	
Sources of legitimacy	10. Witness	11. Emancipation	12 – (worldview) righteousness and premises of *'the' system* vs rights of, and consequences on, those affected *Check on fundamental meanings (assumed within the system)*	The affected

Tensions in using CSH for stakeholding development
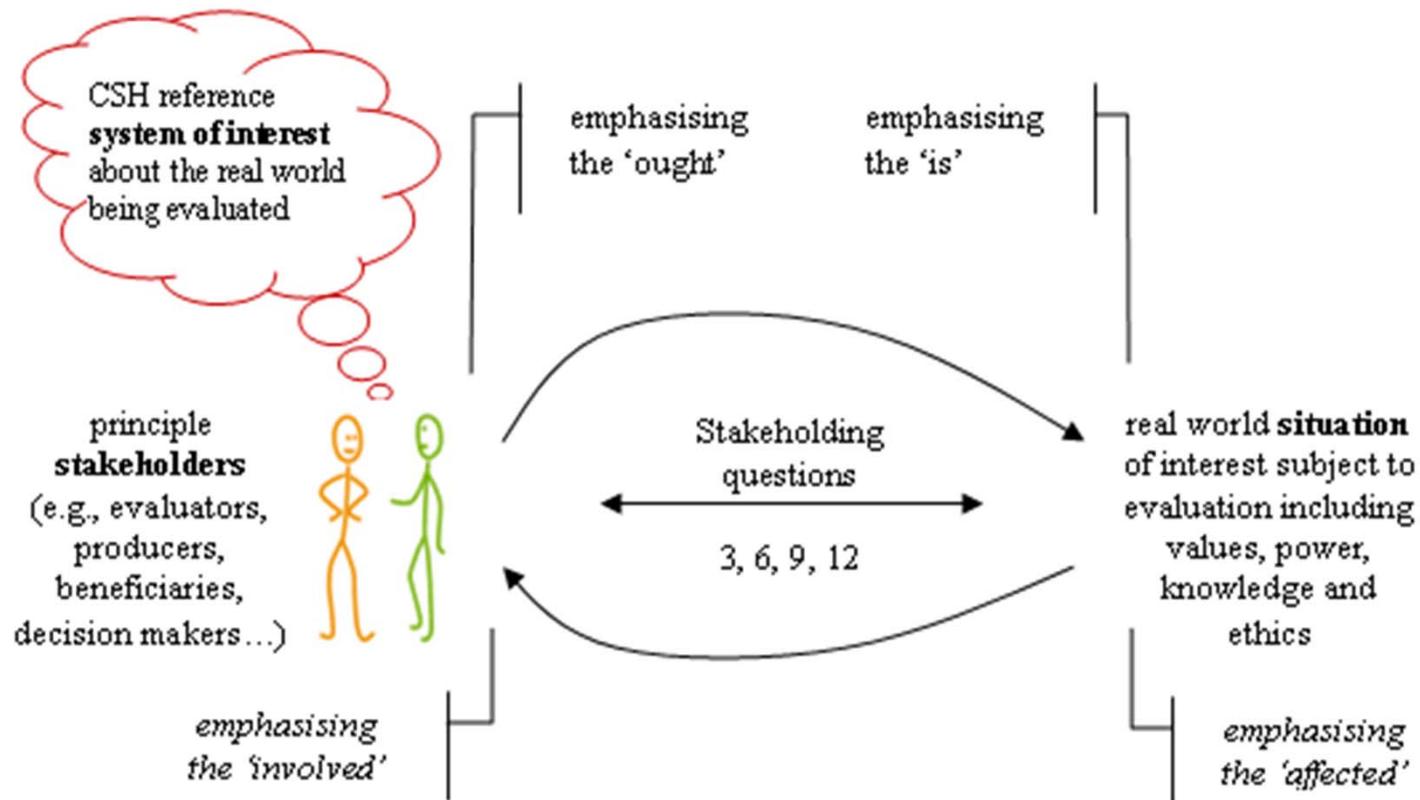
Case Study (Midgley and Reynolds, 2004)
Evaluating expert support for environmental planning

Components to a system of operational research (OR)/ systems support for environmental planning (EP)			
	stakeholders *Social Roles*	**Stakes** *specific concerns*	**stakeholdings** *Key Problems*	
Sources of **motivation**	1. Public/government sector agencies as proxy to the interests of intended beneficiaries	2. Improving natural resource use without harm to the natural environment in the context of complexity and uncertainty	3. *Complexity and uncertainty* – measuring success given the unpredictability of natural and social phenomena	The 'involved'
Sources of **control**	4. Private/ business sector users of natural resources	5. Access to and control over limited natural resources using monetary value in the midst of other values	6. *Multiple* and often *conflicting values*, outside conventional market control	
Sources of **knowledge**	7. OR/ systems practitioners	8. Existing expertise in OR and systems research and practise supporting concerns of those in other stakeholder groups	9. Inadequate and sometimes pretentious (false) guarantor support for environmental planning	
Sources of **legitimacy**	10. NGO/ environmental-activist sector groups	11. Making representation of natural world and marginalised users of natural resources amidst political power to alienate such representation	12. *Political effects* on those not involved in planning processes (including non-human nature)	The 'affected'

Evaluating expert support for environmental planning

1.

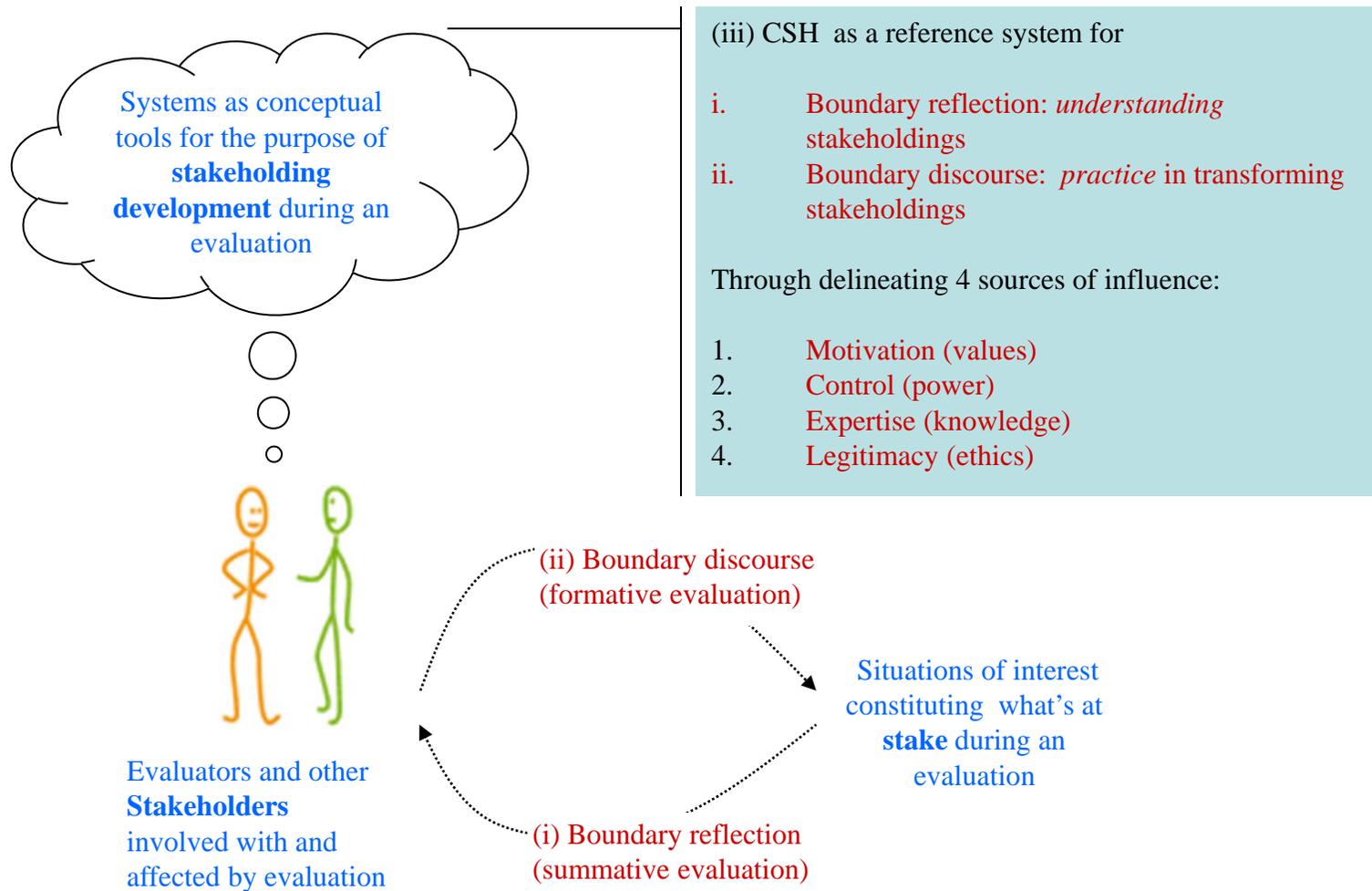### 3 Points of tension as drivers to a summative evaluation (boundary reflection)

(involved vs affected): **which groups best represent sources of influence on expert support? –** *(i) public sector, (ii) business sector, (iii) academia and consultants vs (iv) NGOs*

(ought vs 'is'): **what questions might be asked of each stakeholder group to get a picture of the situation? –** *(i) indices of sustainability used, (ii) values on environment commonly appreciated, (iii) expert deficiencies, and (iv) restrictions on alternative viewpoints*

Stakeholding issues: **- what might be the ideal system of expert support from different stakeholder perspectives? –** *(i) provision of more robust indices of sustainability, (ii) incorporating citizen values on environment, (iii) generating support for dealing with all stakeholder group concerns, and (iv) providing space for alternative viewpoints*

CSH for summative *and* formative evaluation
boundary reflection and boundary discourse

Systems as conceptual tools for the purpose of **stakeholding development** during an evaluation

(iii) CSH as a reference system for

i.   Boundary reflection: *understanding* stakeholdings
ii.   Boundary discourse: *practice* in transforming stakeholdings

Through delineating 4 sources of influence:

1.   Motivation (values)
2.   Control (power)
3.   Expertise (knowledge)
4.   Legitimacy (ethics)

(ii) Boundary discourse (formative evaluation)

Situations of interest constituting what's at **stake** during an evaluation

Evaluators and other **Stakeholders** involved with and affected by evaluation

(i) Boundary reflection (summative evaluation)

Evaluation as meaningful conversation amongst stakeholders

using appropriate reference systems and stakeholding development

CSH as a reference system for framing

i.   *understanding* of what's at stake
        (boundary reflection) ; and
ii.   *practice* in transforming stakeholdings
        (boundary discourse),

Through delineating 4 sources of influence:

1.   Motivation (values)
2.   Control (power)
3.   Expertise (knowledge)
4.   Legitimacy (ethics)

3. systems for stakeholding
development

Stakeholding development
…as conversation

1 what's at stake?

2. Who are
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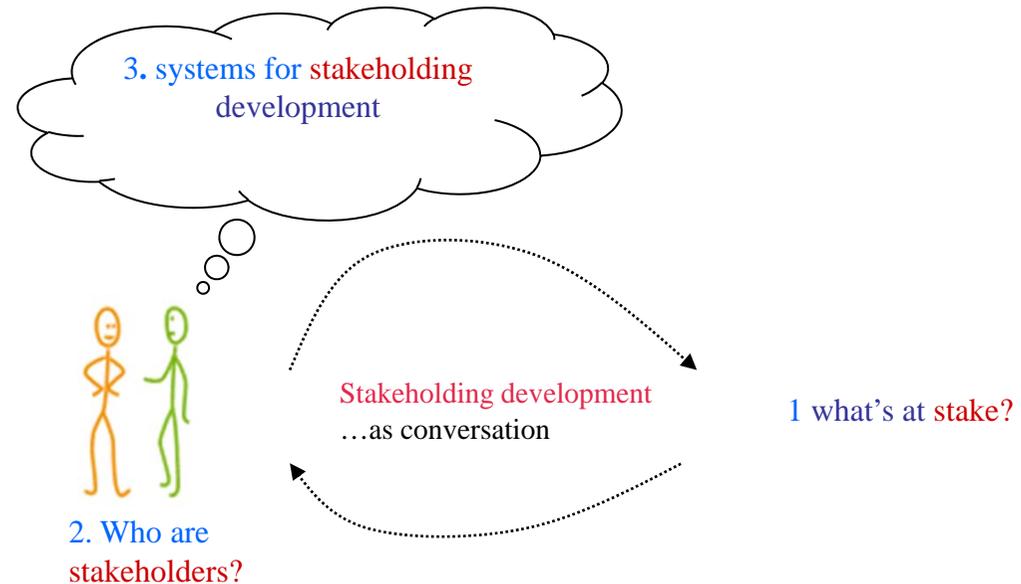
CSH for stakeholding development?

Good on *boundary reflection*: revealing what's at stake (ethics), who stakeholders are and what possibilities for stakeholding development exist (relations of power)

Not so explicit on *boundary discourse*: how can our tools be better used for actually 'talking' ie. conversing with different stakeholder concerns ?

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