

Defining Roles for Stakeholders & Leadership Teams

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Define Defining

- Verb – To explain or identify
- Adjective – Important, crucial, major, essential, significant or central
- English is a powerful communication tool

Science is good – Communication is CRITICAL

- Scientists are lousy communicators
- Scientists suffer from an illusion: “The Facts Speak for Themselves”
- Facts = Truth = Reality = Perception?
- Perceptions = Reality
- The only message that counts is the one received.
- Information is available, just google it!

The Situated Individual

- Perceptions result from interpretations
- Interpretations are based on the “Situated Individual”
- It’s a human thing

Human Ecosystems

- Stakeholders, Leadership teams – human
- Even watersheds – no humans, no WSLT needed
- It's all about people

Roles

- Roles suggest Structures

- Structures lead to Organizations

Organizations

- Affiliation related to Composition
- Composition related to Activities
- Activities related to Outcomes

Composition of Organizations

- Citizen-based – Internal priorities, scientific assessments, advocacy
- Agency-based – Parent Org. strategies, restoration projects, group development
- Mixed – Management Plan, public awareness, group development

(Bidwell & Ryan 2006, Moore & Koontz 2003)

Coopted Process

- Consumption by existing structures
- Diversity important – Issues, perceptions and backgrounds
- Same people, different group
- Special Interests

Different Cultures

- Local issues – MOARK, SMP

- Social Capital

Organizations Differ

- Oregon – Legislated and given support
- Missouri – 501 c 3, Quasi Govt. entity
- Ohio – Independent committees
- Kansas – WSLT (mixed?)

Requires Commitment by All

- Commitment comes from investment
- Investment comes from ownership
- Ownership comes from value

Perception of Value

- Issue important to participant
- Potential for mutual gain

Perception of Ownership

- Power sharing through consent and interdependence
- Opening of the decision space

Perception of Investment

- Voice in the process
- Legitimacy in input
- Influence in direction

(Senecah 2001)

It's all about people

- Getting owners of the watershed to take ownership of the watershed protection and management

Traditional Approach for Public Involvement

- Responsible Agency defines issue
- Interest Groups lobby for their view
- Agency serves as arbitrator

- May be 3 I's model:
Inform – Invite – Ignore

The Good Science Approach

- Assumes science is exact
- Judicious application of good science yields “truth”
- Facts speak for themselves
- Perception is reality to public
- Communication breaks down – no translation

Learning-Based Public Participation

- Civic Discovery Process
- Both scientific and local knowledge respected
- Learning occurs between stakeholders and agencies

(Walker 2001)

Collaborative Learning

- Systems thinking addresses complexity
- Alternative Dispute Resolution addresses controversy
- Integration through experiential adult learning
- Requires: Fairness, access, inclusion, transparency and honesty

(Walker et al. 2003)

Characteristics of Collaborative Learning

- Emphasizes situation vs. problem/conflict
- Stresses improvement vs. solution/resolution
- Focuses on concerns vs. positions
- Seeks desirable/feasible change vs. future desired situations

(Walker 1998)

Language of Collaborative Learning

- **Management** replaces “Resolution”
- **Situation** replaces “Problem”

- **Improvement** replaces “Solution”
- **Progress** replaces “Success”

(Walker 1998)

Downside of Collaborative Learning

- Slower and more time consuming
- Process is more expensive
- Commitment may be lost
- No manual, no pat recipe, an emerging process
- Requires professional guidance

(Walker 2003)

Upside of Working Collaborative Learning

- Improvements have broader support
- Reduces point pressures
- Participants knowledge, respect and communication increased
- Reduces “Us” vs. “Them”
- Creates Social Capital
- Greater gains may be realized