Enhancing Engagement in Canadian Water Management

Involvement and Collaboration with a Broad Range of Stakeholders, Rights-holders and Authorities

5/27/2019

Facilitated by: Elaine Ho and Sondra Eger, PhD Candidates, University of Waterloo

Meeting on Treaty 18 territory, the traditional land of the Petun, Anishinabek and Huron-Wendat Peoples

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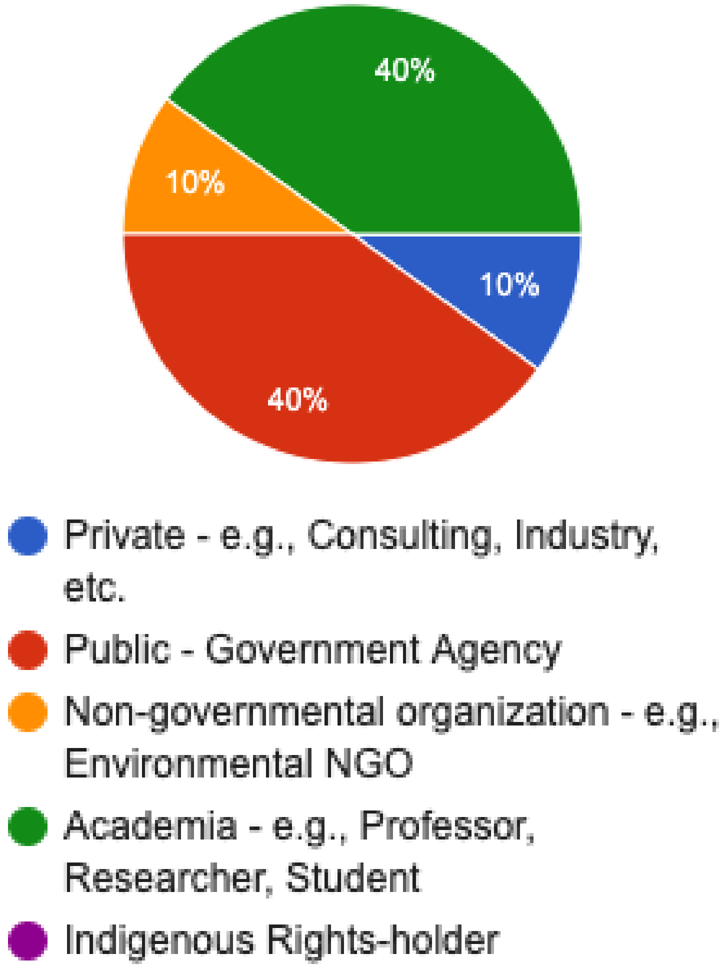
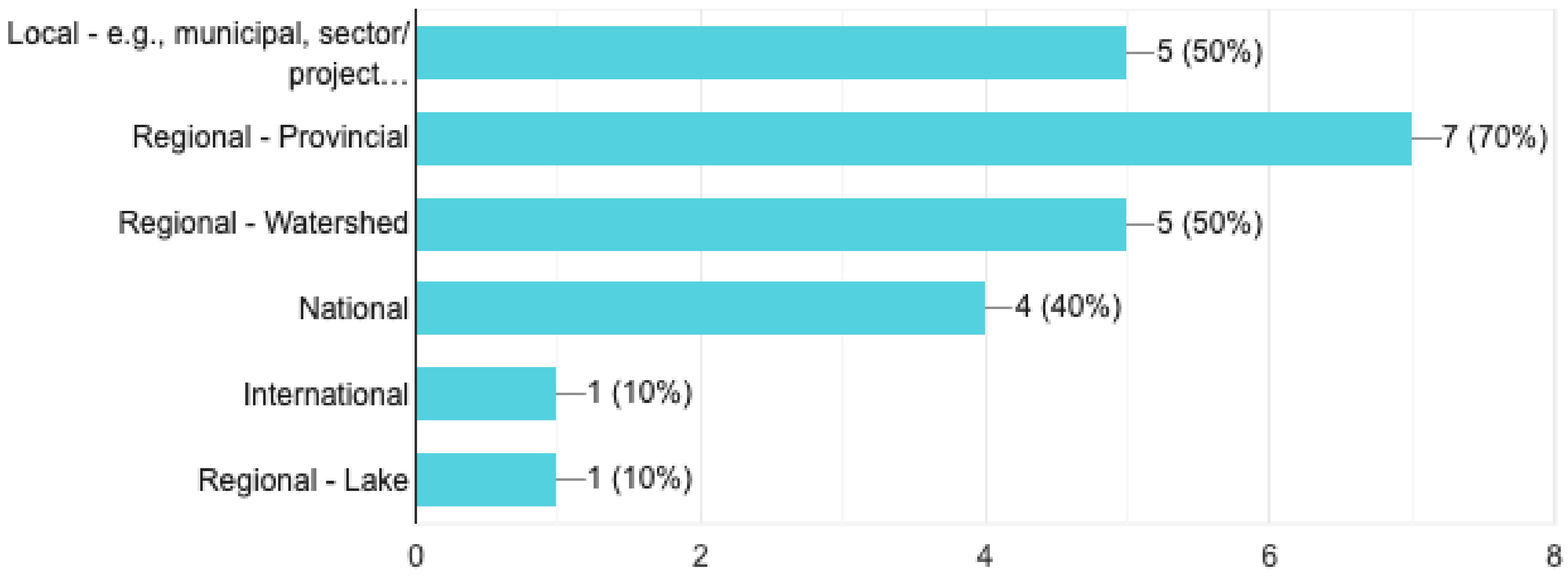
the water INSTITUTE

Canadian Rivers Institute

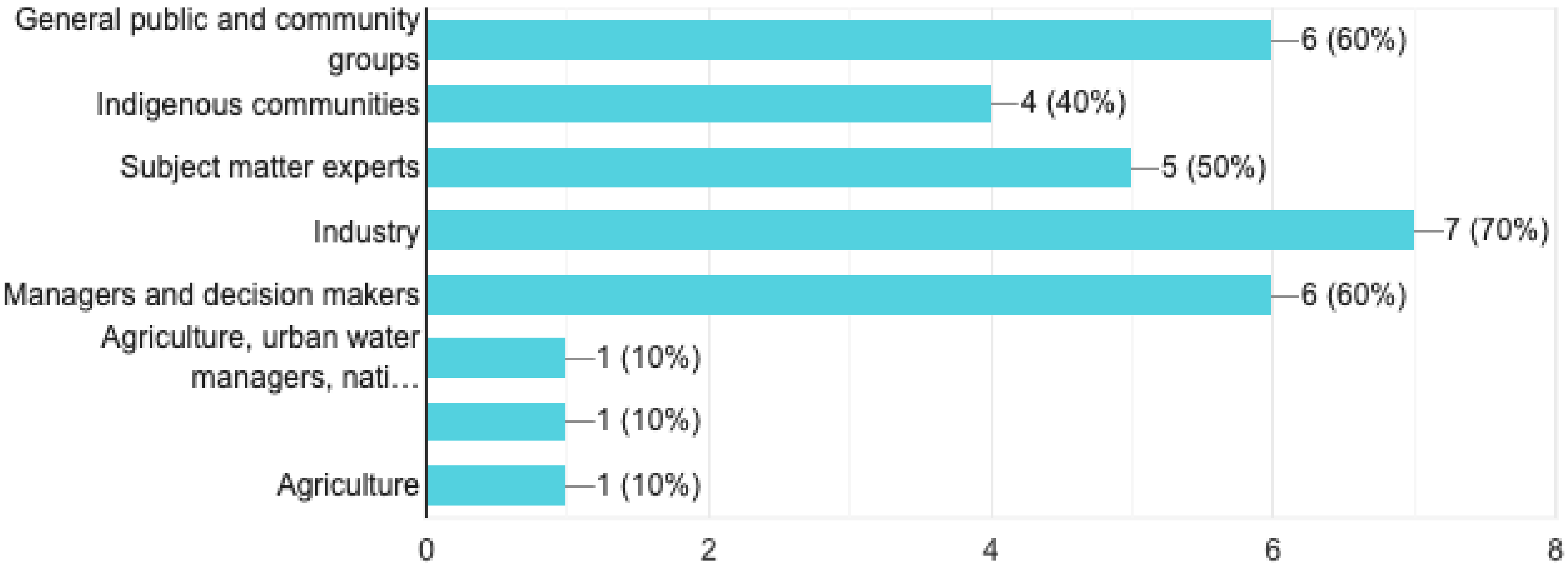
OCEAN CANADA

An introduction to our group





An introduction to our group (cont'd)



Purpose of Workshop

Purpose: To learn from each other's experience and collaboratively identify potential synergies, gaps, opportunities and strategies regarding involvement by, or collaboration with stakeholders and rights-holders/Indigenous authorities.

Anticipated outcomes: Workshop report, stakeholder map (current picture), and a co-created vision for moving forward.

In this workshop you will gain, experience, or acquire:

- Tips for engaging with stakeholders/rights-holders
- Exposure to other practitioners in your field
- Ideas for implementing stakeholder engagement in your context
- Access to a Google drive of resources
  - E.g., Templates for stakeholder analysis or engagement

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Agenda

30 mins	Speaker section 1: *Who* to engage?
1 hour	Activity 1: ‘Stakeholder’ mapping
30 mins	Speaker section 2: *How* to engage?
20 mins	Activity 2: Bridge future-state (Part 1)
15 mins	*Health and networking break*
40 mins	Activity 2: Bridge future-state (Part 2)
15 mins	Workshop debrief and evaluations
5 mins	Wrap-up

Speaker section 1 - *Who* to engage?

Rob de Loë, Professor at University of Waterloo and Director of the Water Policy and Governance Group

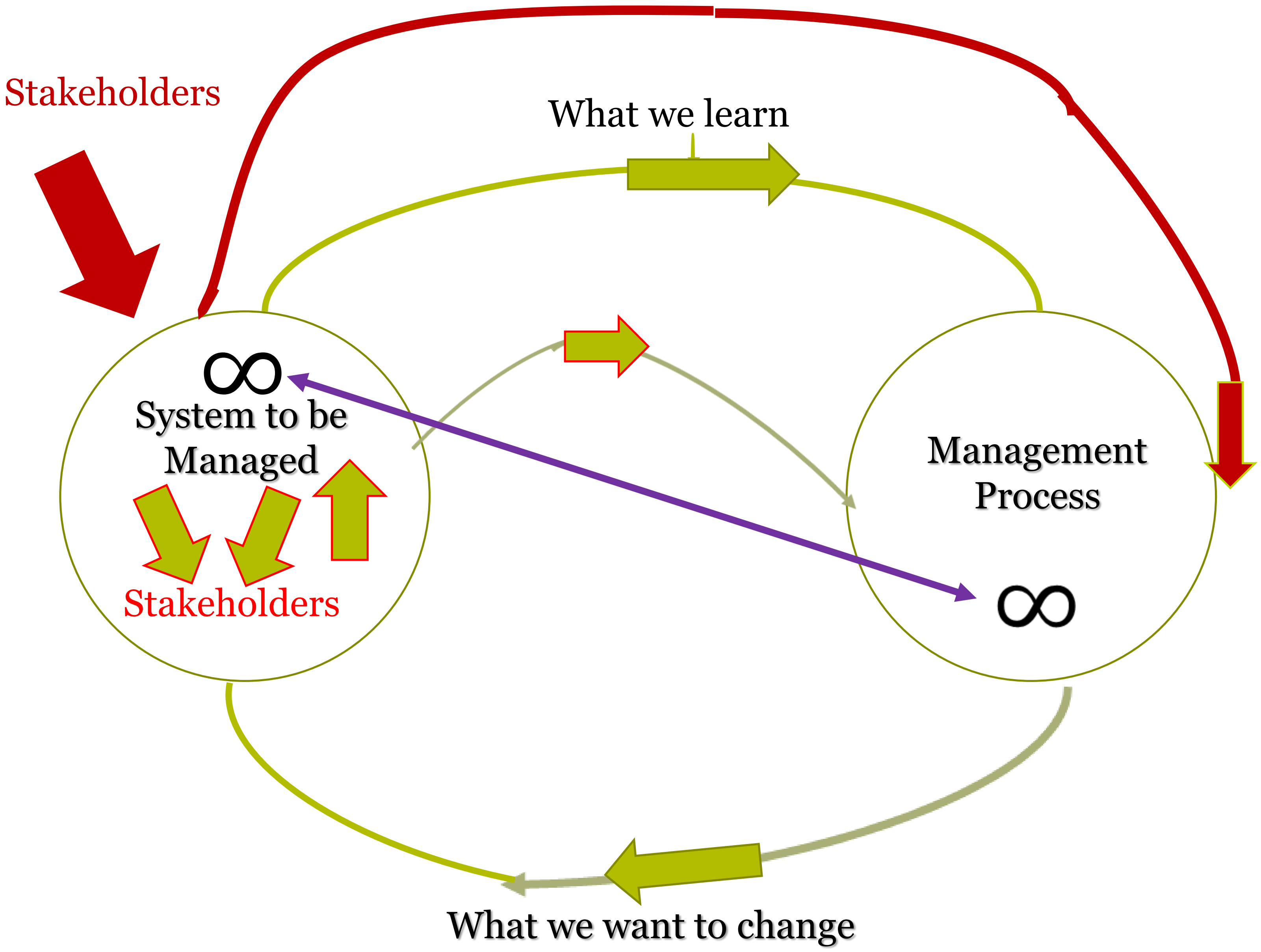
Brad Bass, Adaptive Management Lead, Nutrients Team, Great Lakes Harmful Pollutant Section, Environment and Climate Change Canada

SPEAKER 1

Rob de Loë, University of Waterloo

STAKEHOLDER ENGAGEMENT

Brad Bass, Environment and Climate Change Canada


Stakeholders
What we learn
∞
System to be Managed
Stakeholders
Management Process
∞
What we want to change

Comparing Three Programs

	Green Roofs	MBIS	Lake Erie
Driving Issue	NO	YES	YES
Affecting System	YES/NO*	NO	YES
Affected By System	YES	YES	YES
Participate in Process as . . .	PARTNER		
3rd Party Facilitation	NO	NO	YES
Did they identify with process?	YES/NO*	YES	YES?
Type of Process	Management	Research	Management

* Depends on boundaries of system(s)

Challenges

Challenges

- Hearing everyone
- Getting a response to invitation
- Do they need funding?
- Diversity vs Consensus
- The use of models; how do you see them
- Retention

Tips

- Listen and acknowledge
- Stakeholder capacity
- Accommodation of special needs
- Third party facilitation
- Do the see themselves in process
- Their opinion counts

Questions for our speakers?

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STAKEHOLDER MAPPING

Activity 1

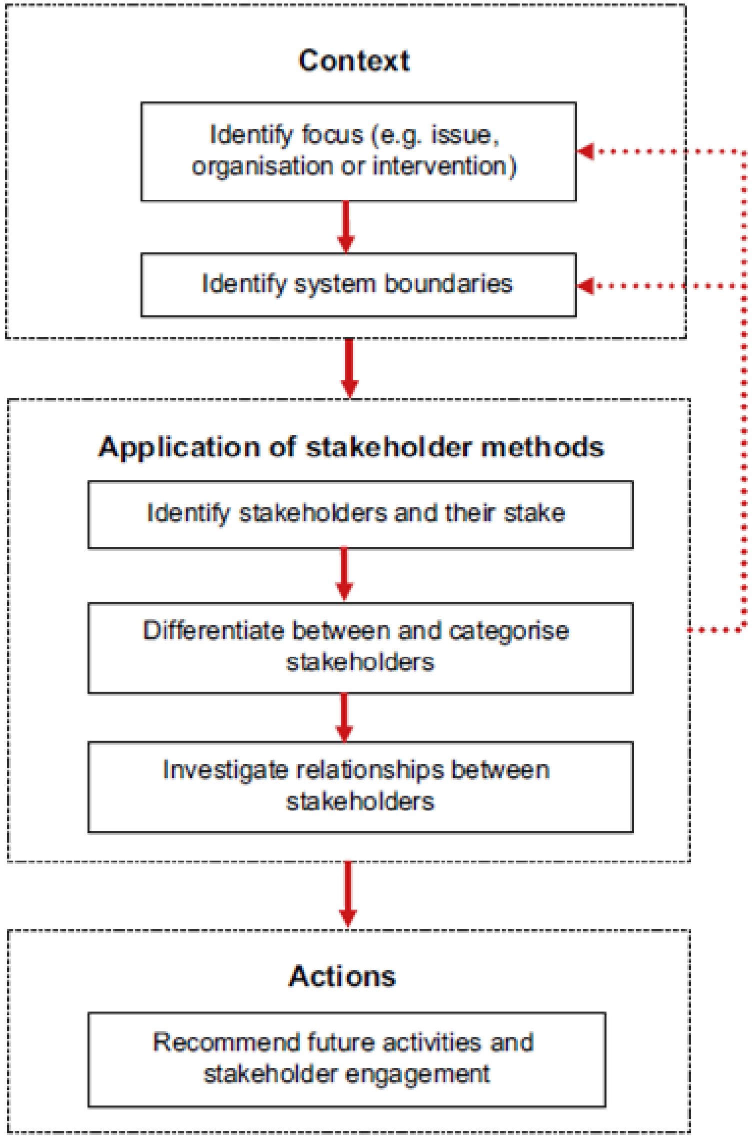
Activity 1: 'Stakeholder' mapping

Why do it?

- Know where to acquire **feedback** from
- Achieve a certain **outcome**, decision or product/program
- Reduce project **risk**, increase likelihood of success
- **Understand** 'stakeholders" involvement, which determines how you engage with them

How do I identify my 'stakeholders'?

- Breadth of 'stakeholder' identification and analysis models in the literature
- Comprehensive paper by **Reed et al. (2009)**



Network diagram goal and categories

Goal: illustrate the water management and decision-making ecosystem (e.g., similar to a network diagram) that we work within

Source for stakeholder map images (slides 9 and 10): https://uxdict.io/design-thinking-stakeholder-maps-6a68b0577064

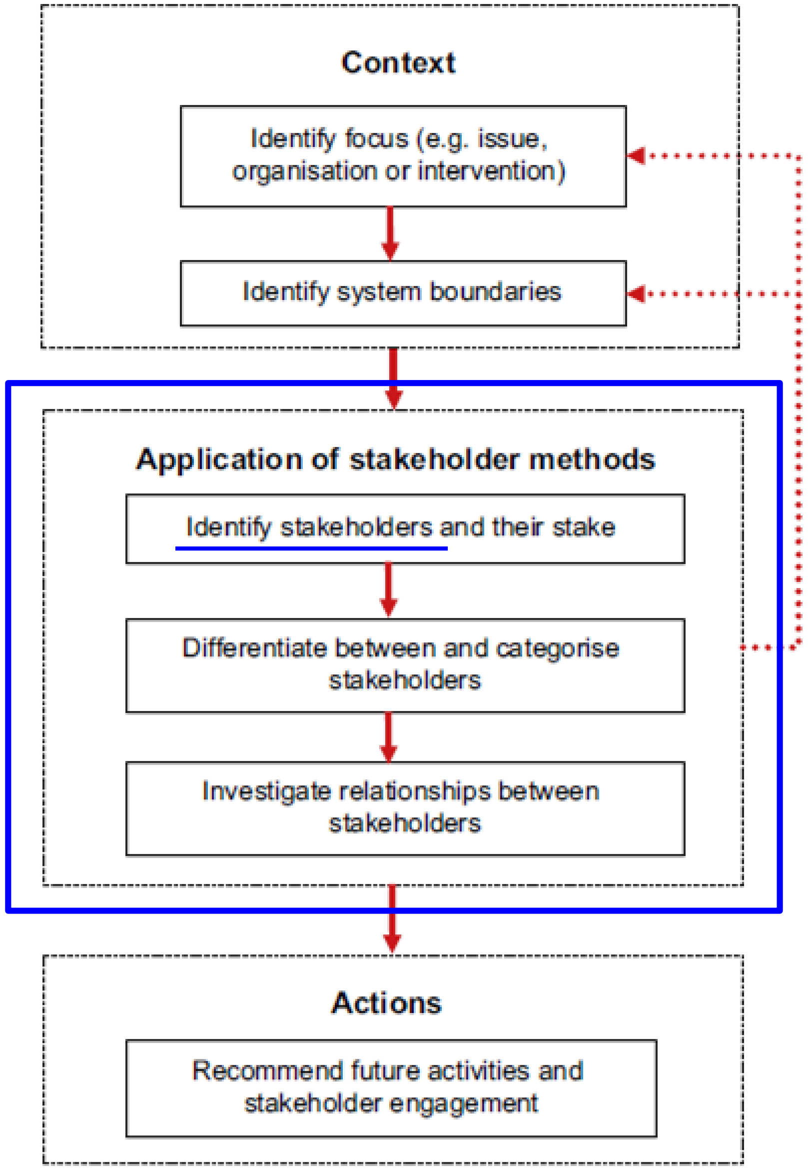

TRAINING
SECONDARY HEALTHCARE
INFORMS
REFERAL
Social Worker
Support Group Manager
Gym Manager
Community Nurse
Doctor
Doctor Partner
Translator
Previous Doctor
inform
Religious Leader
Sport Tr
Junior Doctor
nurse
Receptionist
Patient
PFC shop
Shop Owner
Practice Manager
PPG
Baby
MANAGE
FEEDBACK
Patients Mum + Dad
Patients friend
SERVICE PROVIDER
Private Healthcare
Patient's Grandparent
Patients Kids
Known people in Community
Unknown people in Community

‘Stakeholder’ analysis process

We are focusing on *identify ‘stakeholders’* right now, per Reed et al. (2009) in the Google Drive resources.

Workshop steps

1. *Identify* and map ‘stakeholders’ (current activity)
2. Design a *plan* for communication (our speakers and Google Drive resources shed light on this)
3. *Implement* - engage with your stakeholders (we’ll address this in the next activity)



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Activity overview

1. Working individually, fill out the worksheets for your context (10 minutes)
2. In your table groups, write your ‘stakeholders’ onto sticky notes (see colour codes on your handout) and start placing them onto chart paper (15 minutes)
3. Table discussions (5 minutes)
4. Group discussion (10 minutes)
5. Wrap-up (5 minutes)

Step 1: Individual work (10 mins)

Fill out the worksheets according to your context based on day-to-day/regular activities (do not include one-time project-based ‘stakeholders’). Consider the models on the back of the page if you need ideas.

- Include organization name (and unit/department if applicable) AND the role(s) you engage with

Once you are done, start writing the same information onto sticky notes:

- YELLOW for current ‘stakeholders’, rights-holders and partners. Add notes on when you engage these stakeholders and how much.
- PINK for others who should be at the table but who aren’t. Add a note on why they are excluded.
- BLUE for others who are not at the table for a specific reason. Add a note as to why.

Step 2: Breakout charts (15 minutes)

If you have not done so, write your stakeholder information onto sticky notes:

- YELLOW =current (Note when/how much you engage)
- PINK =missing (Note why)
- BLUE =intentionally excluded (Note why)

Put all your stickies together on the chart papers at your table. Feel free to add stickies as you discuss with your groups. If it helps, use categories to organize your stickies. **Overlap stickies that are the same, don't omit them.**

Write your organization (or, if you perform independent research, your name) on the appropriate spot of the map, or use sticky/scrap paper. Draw lines connecting your stakeholders/rights-holders to you and, if possible, to others.

Step 3: Table discussions (5 minutes)

At your tables, make two lists:

1. Where are the overlaps (e.g., stickies that are common to multiple people, or stakeholders that are connected to many people/groups)?
2. Where are the gaps (e.g., common 'floaters')?

Summarize your table's discussion somewhere on the chart paper, or use the scrap paper provided.

Identify someone who will share on behalf of your table (he/she will have ~1 minute to share).

Step 4: Group discussion (10 mins)

Each group will report their 1-minute summaries of overlaps and gaps.

Discuss: Who is not at the table? Why?

Step 5: Activity wrap-up

Any final thoughts?

What happens next: stakeholder network.

- For this to be successful, please submit your handouts, chart papers and any scrap papers with group notes on them to Elaine.
- This will be shared in the workshop report. To receive this report, please ensure your contact information is in the contact sheet on your table.
  - To share or not to share? Please express concerns by June 2.

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Speaker section 1 - *Who* to engage?

Rebecca Willison, Watershed Planning Technician at District Municipality of Muskoka and Muskoka Watershed Council

Andrew Spring, Knowledge Mobilization Specialist at Global Water Futures (Wilfrid Laurier University) and Research Associate at Northern Canada Knowledge Networks

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MUSKOKA WATERSHED COUNCIL

Rebecca Willison, District Municipality of Muskoka

Muskoka Watershed Council

- MWC was created by the District of Muskoka and the Muskoka community in 2001 to:
  - Promote environmental sustainability
  - Increase volunteer participation
  - Engage and partner with stakeholders across Muskoka
- Why? An objective and independent voice is required to champion watershed health.
- The environment must be balanced with the economy and community in order to make Muskoka a great place to live.

Muskoka WATERSHED COUNCIL

Collaboration – *"Best of Both Worlds"*

- **DMM Support:** Portion of time for two staff; office space & meeting rooms; access to grant programs not available to community groups.
- **Community Support:** Volunteers with varying skills and experience, and links to various community sectors; access to third party grant funding not available to municipalities; other fundraising for specific projects.
- **Composition:** Representatives from a wide range of stakeholders, including (but not limited to):

Watershed Municipalities	Provincial/Federal Government	Lake Associations
Environmental Organizations	Real Estate	Academia & Education
Tourism	Forestry	Industry & Consultants

Recruiting and Engagement

- Recruiting
  - Methods: programs & events
  - Benefits: fundraising, program delivery
  - Issues: Succession planning

- Engagement: successes and issues
  - Flexibility in topics and commitment
  - Keeping a balance of abilities and stakeholder groups
  - Preaching to the converted
  - At the whim of volunteers

Muskoka Watershed Council

MAINTAINING ENGAGEMENT

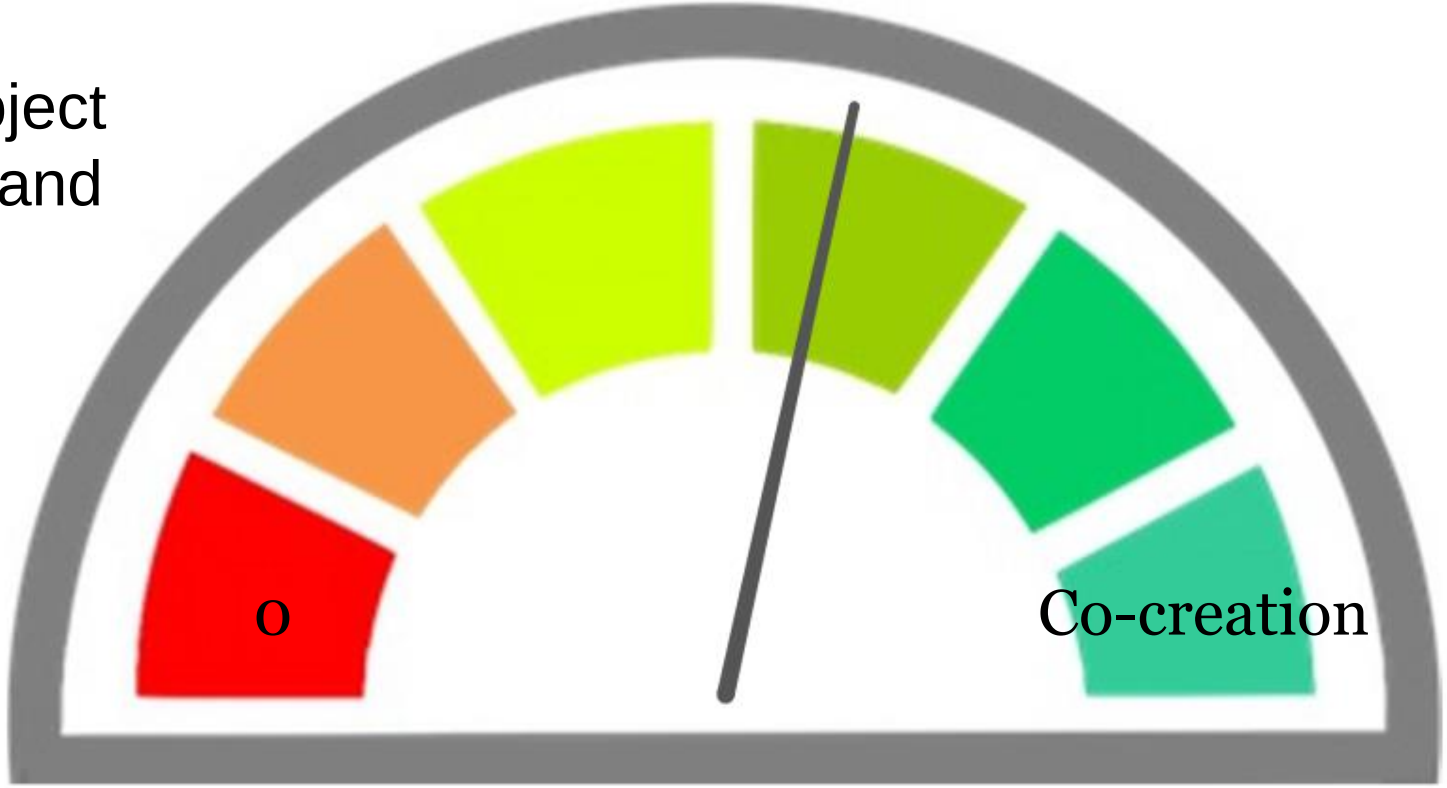
Andrew Spring, Global Water Futures (Wilfrid Laurier University)

How do you engage with partners and keep them engaged?

Where do you start?

KM is a spectrum

- All projects fit somewhere on this spectrum.
- Many tools available to push project towards the goal of Co-creation and societal change.



SSHRC categorizes KMb into four domains: Co-creation, Broker, Exchange and Dissemination.

Co-Creation

- Dialogue
- Collaborative Development Session
- CFICE community building
- Co-development of activities and products

Broker

- Inform
- Link
- Match make
- Engage
- Collaborate
- Build Adaptive Capacity

Exchange

- Workshops
- Conferences
- Mentoring
- Social Media
- Training and Mentoring of Students

Dissemination

- Website
- Blog
- Research Papers
- Conference Presentation
- Videos
- Theatre, Visual Arts
- Tools , Processes
- Training for partners
- External networks (Talloires, IARSLCE, CRRN...)
- Plain language abstracts

Source: SSHRC

Good Practices

- Meetings with knowledge users, especially at the outset of the project, are an effective vehicle for forging strong and lasting connections.
- When building relationships with organizations, build links across multiple levels, from front-line, program and policy staff to executives.
- To produce knowledge mobilization products that meet users' needs, researchers can use or repackage existing materials, or develop new ones, in concert with the users and their identified needs.
- Larger projects typically employ a project co-ordinator. The use of knowledge brokers, who have specific skill sets, can be effective.
- Ultimately, the more proactive and multifaceted the approach researchers take with users, the more successful and durable the relationship.
- Successful projects often adopt more than one outreach medium in their knowledge mobilization / engagement plan.
- All teams, but especially those engaging in co-production of knowledge, should outline at the outset of projects the roles and responsibilities of all participants to ensure the voices of all team members, including partners, are represented at all stages of the project.

Questions for our speakers?

Rebecca Willison, Watershed Planning Technician at District Municipality of Muskoka and Muskoka Watershed Council

Andrew Spring, Knowledge Mobilization Specialist at Global Water Futures (Wilfrid Laurier University) and Research Associate at Northern Canada Knowledge Networks

BRIDGE FUTURE-STATE

Activity 2

Creating an engagement plan

- **Decision Statements** outline "*the problem to be solved, the opportunity to be explored or the decision to be made is needed before developing a public participation plan.*" (IAP2 Planning manual)
  a. Can guide *who* is to be engaged (i.e., scope of relevant 'stakeholders'/rights holders) and *how* they are to be engaged
  b. E.g., Council will adopt a Watershed Management Plan by November 30, 2016

- The **'Zipper approach'** pairs project milestones with engagement objectives over a timeline

- Engagement is a **broad concept** with a variety of ways to engage (see resources for facilitators in Google Drive) and conceptualize engagement

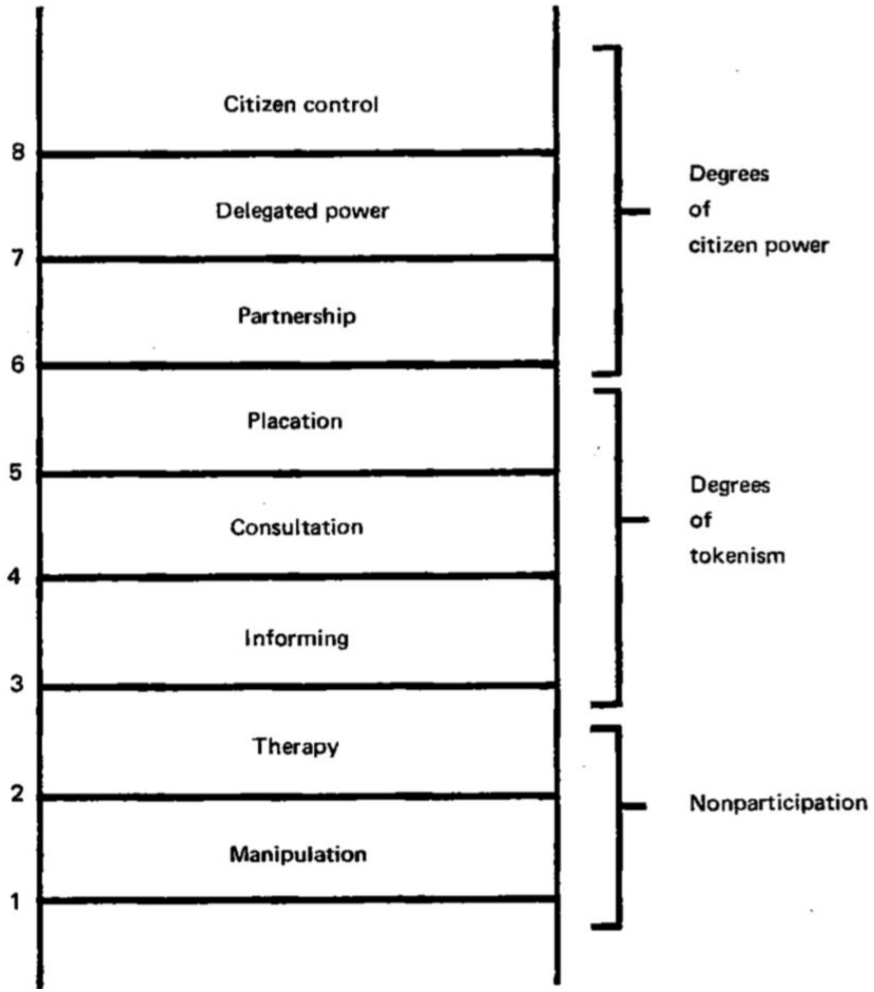
INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Figure Spectrum of Participation (IAP2, 2004)

“A successful engagement does not mean reaching agreement”

-Delaney and Associates



Eight rungs on a ladder of citizen participation (Arnstein's Ladder, 1969)

Table 1. The Trinity of Voice (Senecah 2004).

Categories	Grammar
Access	Attitude of collaboration Convenient times Convenient places Readily available information and education Diverse opportunities to access information and education Technical assistance to gain a basic grasp of the issues and choices Adequate and widely disseminated notice Early public involvement Ongoing opportunities for involvement (Creative approaches to provide voice)
Standing	Opportunities for dialogue and deliberation Active listening Courtesy or an absence of discounting verbal or nonverbal behavior Early and ongoing voice Clear parameters for authority of participation Clear parameters of investment Collaborative room arrangements Genuine empathy for the concerns of other perspectives, dialogue, debate, and feedback
Influence	Meaningful decision space Transparent process that considers all alternatives Opportunities to meaningfully scope alternatives Opportunities to inform the decision criteria Thoughtful response to stakeholder concerns and ideas

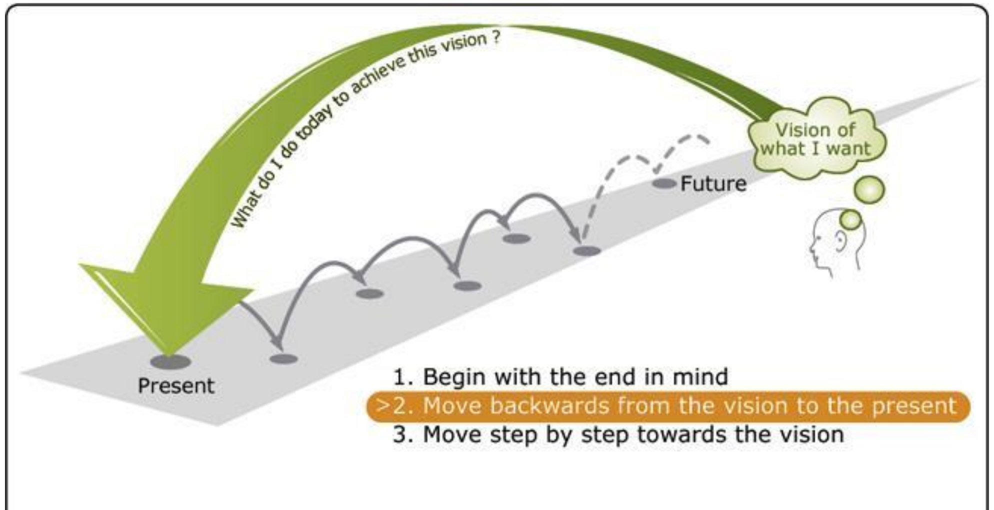
Activity 2: The Bridge Future-state Technique

Why this technique?

- Adaptable to a broad range of contexts, objectives and group sizes
- Results in "high-quality, tangible, participant-driven input, and produces actionable ideas for implementation"
- It can help you achieve your decision statement or help you scope out how to achieve your decision statement.

How do we do it?

- Create a **guiding question**
- Using **backcasting**, a desired future is co-created relating to your topic/question then move backwards to identify actions that connect the future to the present in order to achieve that future vision



https://www.naturalstep.ca/backcasting

BREAK!

Please return in 10-15 minutes

What do we want the future of stakeholder engagement within the water sector to be?

Step 1. **Future State**: Imagine the possibilities and focus on an ideal future.

Step 2. **Current State**: Describe the current state of stakeholder engagement.

Step 3. **Actions**: What do we need to know/decide/do to reach the outlined future state?

Step 4. **Barriers/Threats**: What do we foresee hindering the ability to accomplish the actions we've listed and move forward?

Step 5. **Monitoring measures** (optional): what are measures or indicators of success?

Bridge Activity Wrap up: Reflection

- Personal Reflection: What are 1-2 feasible actions that can be applied or incorporated into my own context (i.e., position, office, company, department, sector)?
  - Note the first steps you will have to take to accomplish these action items?
  - Note what you will need to be successful.

- Report back to your table: Share examples of possible action items

Google Drive Resources

https://drive.google.com/drive/u/0/folders/1eI04QK1xkfA6JYj-p2LwYIagLI0HGNB8

Have any resources to share?

Please forward to Elaine at e23ho@uwaterloo.ca so we can share with the group!

Workshop Debrief and Evaluations

- Workshop evaluation forms (being passed out - fill out the hard copy or email your reflection to Elaine at e23ho@uwaterloo.ca)
  - If we may follow up with you on this evaluation, please provide your name and contact.

- **What are some insights or key take-aways from the workshop?**
- If you took notes and are willing to share them, please email to Elaine (address above) for anonymous incorporation into the workshop report
- If you want a copy of the workshop report, please make sure you fill out the contact information sheet at your table

Thank you!

To contact the facilitators after the workshop:

Elaine Ho - e23ho@uwaterloo.ca

Sondra Eger - seger@uwaterloo.ca

Also affiliated with:

Canadian Rivers Institute

OCEAN CANADA

the water INSTITUTE