i2S News

May/June 2020, #50

Australian National University

WELCOME

Welcome to the May/June i2S News. This is our bi-monthly notification of additions and updates to the resources on the i2S website (http://i2s.anu.edu.au/resources). i2S News also provides a list of the latest blog posts on the Integration and Implementation Insights (i2Insights) blog (https://i2insights.org).

In late May we upgraded the i2Insights blog. The main change is the addition of a new home page, which allows us to feature recent posts, as well as the current post. It also allows us to feature posts on a particular topic; "change" is the inaugural topic. May also saw a new record in the number of monthly views, just short of 14,000, with more than 8,000 viewers. Month by month, the blog is achieving its aim of connecting ideas, methods and researchers to improve how we tackle complex real-world problems.

We hope you are able to face the difficult situation the world continues to find itself in with equanimity and kindness.

Gabriele Bammer and Peter Deane

CONTENTS

FEATURED TOOLS

Stakeholder engagement: Defining the extent of the engagement

Purpose: To decide on the extent of the stakeholder engagement to be undertaken, taking into account relevant contextual factors.

Description: What is meant by the extent of the engagement is outlined first, followed by issues to consider in deciding the extent. Context is one of these issues and is described in a separate section.

Extent of stakeholder engagement

The extent of stakeholder engagement:
- "determines where the boundaries of engagement lie"
- assists in "defining achievable outcomes from engagement activities"
- considers what the objectives can realistically achieve, what impact stakeholder engagement may have, and whether it will contribute anything to the project aims
- helps "identify stakeholders who might wish to become involved"
- ascertains "whether adequate resources are available to carry out engagement"
- assesses risks associated with undertaking engagement to ensure that they are managed effectively (Durham *et al*. 2014: 28).

"Important points to consider when defining the extent of stakeholder engagement activities:
- What can the engagement realistically achieve in the time available?
- What are the limitations and how can these be clearly set?
- How are stakeholders to be involved - are they to be kept informed throughout the project lifecycle ... asked for their opinions, or involved fully in the decision making process? What impact will this have on the scope of planned activities?
- What types of information will need to be gathered (quantitative versus qualitative) and how will this be collected and over what timescale?
- What additional resources might be required to facilitate effective engagement (staff training, external contractors, and trans-disciplinary collaboration)? What will be the cost of engaging (both financial and other resources [e.g. staff time, cost of external contractors, and cost of training for staff])?
- What are the potential risks associated with stakeholder engagement activities at a particular scale? How are these best addressed?
- How are the outcomes of the engagement going to be implemented? How and when will the outcomes be communicated back to the stakeholders?
- How will the success of the engagement be measured?" (Durham *et al*. 2014: 28).

A note on resources: "Considering the potential cost and time requirement of engaging early on in project lifecycle will ensure sufficient funds can be made available to enable engagement activities to be comprehensive, fit-for-purpose, and beneficial to all parties involved" (Durham *et al*. 2014: 28).

Taking context into account

"Every research project is unique and is shaped by the issues under consideration, the people involved, the prehistory of the work, and relevant wider decision-making processes, amongst other factors. These issues may affect what can, and cannot, be done within the engagement process and are likely to dictate which activities it will be appropriate to adopt. Understanding the context also helps to ensure that the engagement process builds upon previous experience and incorporates lessons learnt, rather than simply duplicating previous efforts. Defining context also makes certain that the engagement is of relevance to the potential stakeholders" (Durham *et al*. 2014: 28).

"Important points when considering the background and context for engagement activities:
- What similar projects have been undertaken previously?
- How successful were the projects and what were the key elements in achieving or failing the objectives?
- What stakeholders, or stakeholder groups, have been engaged in the past?
- What is the historical context to the project?
- What wider decision-making processes that may affect the project need to be considered?
- Do existing networks exist, and, if so, how can these be utilised?
- What is the relationship status with stakeholders or potential stakeholders?
- Are there any relevant activities, events or communication channels that could be used to engage with stakeholders?" (Durham *et al*. 2014: 29.)

- **Reference**:
    - Durham E., Baker H., Smith M., Moore E. and Morgan V. (2014). *BiodivERsA Stakeholder Engagement Handbook*. ERA-NET BiodivERsA: Paris, France.
    - Webpage with detail on the resource: http://www.biodiversa.org/702
    - Low resolution PDF of the BiodivERsA Stakeholder Engagement Handbook: http://www.biodiversa.org/706/download (2.7MB PDF)

Location of this resource on the i2S website:
https://i2s.anu.edu.au/resource/stakeholder-engagement-defining-extent

Stakeholder engagement: Identifying relevant stakeholders

Purpose: To ascertain everyone who has a perspective or knowledge that may be useful to the research.

Description: Four different approaches to identifying stakeholders are extracted from Durham and colleagues (2014). It can be helpful to use one or more of them in any project.

In identifying stakeholders, it is important to be inclusive, at least initially, in identifying all those who "are affected by, who can influence, or may have an interest in the research." As part of the identification process it is useful to consider:

- "what they may be able to contribute to the project"
- how they may "help define and refine the scope of the issues being considered"
- whether they can help identify other stakeholders
- whether those who may oppose the research or be potential sources of conflict have been adequately included
- "what will motivate them to become involved (i.e. what they can gain from engaging)."

It is useful to review whether key stakeholders have been missed over the course of the project, especially if priorities change.

Approach 1. A useful set of questions (Durham et al., 2014: 40):

- Who is responsible for making decisions that might affect the research?
- Are there policies emerging or in existence that will benefit from or be affected by the research? If so who needs to be informed?
- Which individuals are likely to be affected by the outputs of the research? Who, although not directly affected, may be interested in the results of the research?
- Are there stakeholders that have been involved in similar projects on previous occasions?
- Which groups or individuals may be able to provide relevant information, equipment or resources?
- Who is likely to have a negative view of the research?
- Which stakeholders is it essential to involve? Who is it preferable to involve? Who needs to be consulted? Who needs to be informed?
- Which parties are likely to be the most influential?
- Who will be critical to the final delivery?

Approach 2. Brainstorming, snowball accumulation and self-selection:

- Brainstorming with other members of the research team, other colleagues, stakeholders who have already been identified and others who have worked on similar problems in similar locations can identify relevant stakeholders.
- Snowball accumulation – an iterative process with stakeholders, akin to snowball sampling – can also be helpful. In this case, as new stakeholders are identified, they are asked who else should be involved, and this process proceeds until no new stakeholders are identified.
- Self-selection following promotion of the research and the engagement process can be used to encourage relevant stakeholders to nominate themselves.

Approach 3. Identifying likely stakeholder categories in advance and using them as a checklist. Categories may include:

- government departments, politicians, policy makers and advisers (local, national, international)
- other national or international policy makers or policy groups (e.g. peak bodies and agencies)
- non-governmental organisations (NGOs)
- business and industry
- local communities
- landowners and managers
- professional groups, such as nurses, surveyors, police, veterinarians

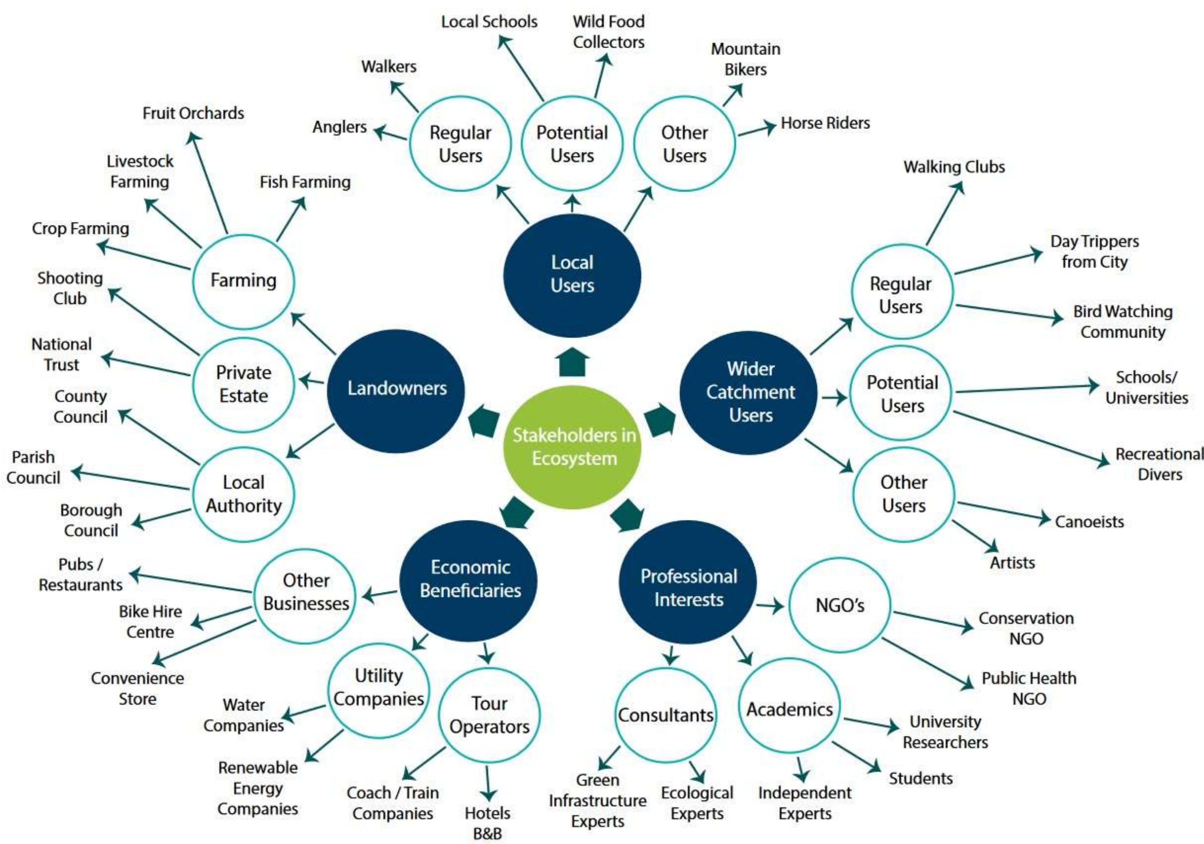
- the media
- the general public.

It can also be helpful to tabulate information on such stakeholders, as shown in the example below from Durham *et al*. (2014: 39). Describing what the identified stakeholders would contribute to the project and why they might wish to become involved can also spark ideas about other relevant stakeholders.

STAKEHOLDER	CATEGORY (E.G. GOVERNMENT DEPT., GENERAL PUBLIC, NGO, POTENTIAL PARTNER)	REASONS TO INVOLVE THE STAKEHOLDER(S)	WHY THE STAKEHOLDER MAY WANT TO BE INVOLVED (BENEFITS)
Local authority	*Government policy maker*	Strengthen science-policy interface and ensure relevance of research outputs.	Opportunity to develop better policies based upon rigorous scientific knowledge. Better transparency of decisions made.
Local business	*Private sector businesses*	Sharing technical expertise and potential contribution of resources to project.	Possibility of networking with potential new customers through the engagement process. Publicity and Corporate Social Responsibility opportunities. Improving efficiency and profitability of operations.
Environmental charity	*NGO*	Better access to available data, potential contribution of resources and expertise to project.	Interest in using the new data produced. Increased local publicity through engagement. Opportunities for partnering in future projects.

Approach 4. Developing a mind-map.

An environmental example taken from Durham *et al*. (2014: 45) is shown. It involves identifying the major groups of stakeholders, who are placed at the centre of the map, and then progressing outwards by adding greater detail.



Next steps

The processes described here can potentially identify a large number of stakeholders, often more than can be included in the research given available resources. In such cases further analysis is required to identify who may be most important to include and this is dealt with under "Stakeholder analysis" on this website (see also below).

- **Reference**:
  - Durham E., Baker H., Smith M., Moore E. and Morgan V. (2014). *BiodivERsA Stakeholder Engagement Handbook*. ERA-NET BiodivERsA: Paris, France.
  - Webpage with detail on the resource: http://www.biodiversa.org/702
  - Low resolution PDF of the BiodivERsA Stakeholder Engagement Handbook: http://www.biodiversa.org/706/download (2.7MB PDF)

Location of this resource on the i2S website:
https://i2s.anu.edu.au/resources/stakeholder-engagement-identifying-relevant-stakeholders

Stakeholder engagement: Making it effective

Purpose: To identify key processes for successfully involving stakeholders in research.

Description: Effective engagement with stakeholders involves: a) understanding their motivations, expertise and ability to engage, b) making engagement credible, relevant and legitimate, c) understanding what makes engagement successful and d) avoiding or managing challenges to engagement.

Understanding your stakeholders

It is helpful to understand stakeholder "motivations, interests, expertise and capacity to engage when considering how and when to engage with them" (Durham et al., 2014: 46). Key issues to consider include:

- "Is there an existing relationship between the project and the stakeholders? Do relationships already exist between stakeholders?
- What knowledge do the different stakeholders possess that may be relevant to the project?
- What views are the stakeholders likely to hold about the project and its outcomes, will these views be positive or negative? Is there the potential for any conflict arising amongst stakeholders or between stakeholders and the project?
- What are the appropriate means of communication and will this need to be adapted in order to reach certain groups or individuals?
- Is there a willingness to engage; if not, why not, and how could this be overcome? Are there any barriers to participation and/or engagement (eg. technical, physical, linguistic, geographical, political, time, information or knowledge)?" (Durham et al., 2014: 46).

Make engagement credible, relevant and legitimate

"Credibility is the perceived quality and validity of the stakeholder engagement process and the people involved with the engagement. To improve credibility, a stakeholder engagement process should":

- "have clear objectives"
- "use the most appropriate people and methods"
- "avoid exclusion of those with opposing views"
- "be transparent"
- have some continuity "to ensure that knowledge and skills are built upon, and to maintain relationships and build trust" (Durham et al., 2014: 16).

"Relevance refers to the usefulness of the engagement process and its outcomes – how closely it relates to stakeholders and researchers needs, and how responsive the process is to changing needs." It involves:

- "identification of key stakeholders in the planning stages of the process"
- "ensuring effective engagement and communication with them throughout"
- "adopting understandable language for different stakeholder groups"
- "ensuring the timing of the engagement, and particularly the outcomes of the engagement, is appropriate"
- "being adaptable to changing circumstances" (Durham et al., 2014: 16).

"Relevance is key to motivating participation and ultimately having a real impact."

"Legitimacy is the perceived fairness and balance of the stakeholder engagement process, and is particularly important in cases where conflict may occur." It requires:

- "a clearly stated, appropriate and agreed stakeholder engagement process, along with appropriate methods"
- stakeholders feeling "satisfied that their interests have been taken into account appropriately"
- "inclusion of a balanced group of multiple stakeholders" although this is challenging "if some of the stakeholders are viewed to be inappropriate by others in the group"
- "unbiased facilitators to help run engagement activities" (Durham et al., 2014: 16).

It's not always easy to balance credibility, relevance and legitimacy. "For example, making a link with policy makers may improve the relevance of the engagement process and its desired outcomes for some stakeholders, but may be perceived by others as affecting the legitimacy of the process" (Durham et al., 2014: 16).

Key aspects of successful engagement

- "Engage in dialogue with stakeholders as equals and value their knowledge.
- Give stakeholders the opportunity to help plan their own engagement.
- Remember that not all stakeholders will have the same role or desire to be involved; not every stakeholder needs to be involved all of the time.
- Where it is considered appropriate give stakeholders power to influence the course of the research project; embed them where suitable in the project team (e.g. via stakeholder advisory panels).
- Use 'knowledge brokers' (who are connected to, and trusted by, different stakeholder groups) and experts in stakeholder engagement (including professional facilitators or science advocates) if project teams do not have the expertise or experience.
- Address ethical issues, including intellectual property rights (IPR).
- Manage expectations by being clear on what can or cannot change.
- Be prepared to be flexible and adaptable, tailoring research activities and communication of findings (e.g. policy processes or topical issues) as required
- Ensure communications can be easily understood by all stakeholders – do not use complex or technical language unless this is asked for by the stakeholder.
- Tailor engagement to the practical and cultural needs of stakeholders, bringing the project to where they are, at times of the day and year that are suitable for them; where deemed appropriate, consider selecting or splitting groups according to gender or age.
- Do not forget to provide feedback to stakeholders as soon as possible/in a timely manner" (Durham et al., 2014: 19-20).

Five challenges and how to avoid them

1. Stakeholder fatigue
When stakeholders have been involved in research in the past, but have not seen any tangible outcomes, they may be reluctant to be involved in any further research. Options include:

- avoid working with such groups

or if working with them:

- ensure that there will be tangible outcomes
- engage with opinion leaders "to persuade others that it is important to engage with the project" (Durham et al., 2014: 18).

2. Biased representation of stakeholders or key stakeholders missing
This can affect the legitimacy of the engagement. To avoid this conduct a systematic stakeholder analysis to identify:

- those with influence
- those with a significant interest, including the powerless and marginalised.

3. Power imbalances within stakeholder engagement activities
If particular individuals and agendas are dominant and others are not heard, this can lead to or exacerbate conflict. To avoid this:

- use a professional facilitator if possible
- conduct parallel activities for stakeholders where there are significant differences in power and/or who are in conflict
- use methods that enable all participants to provide and comment on ideas, possibly anonymously.

4. Short-term engagement
Delivering benefits and impacts expected by stakeholders can be difficult when the engagement only lasts for the duration of the funding. Options include:

- partnering with local organisations which can invest in outcomes after the research has ended
- finding ways to fund on-going engagement to maintain relationships and possibly lay the foundations for future research.

5. Unrealistically high expectations
Stakeholders, especially those involved early in the process, can become disenchanted if their suggestions are not compatible with the scope of the research or are not funded. Manage expectations by:

- making it clear that funding is uncertain during the project development phase
- ensuring those with a strong interest in the research are involved
- identify ideas that the project team may be able to work with immediately
- update stakeholders as soon as possible with research plans to show which ideas have been integrated and why it was not possible to integrate others.

- **Reference**:

    - Durham E., Baker H., Smith M., Moore E. and Morgan V. (2014). *BiodivERsA Stakeholder Engagement Handbook*. ERA-NET BiodivERsA: Paris, France.
    - Webpage with detail on the resource: http://www.biodiversa.org/702
    - Low resolution PDF of the BiodivERsA Stakeholder Engagement Handbook: http://www.biodiversa.org/706/download (2.7MB PDF)

Location of this resource on the i2S website: https://i2s.anu.edu.au/resources/stakeholder-engagement-making-it-effective

Additional tools can be found at: http://i2s.anu.edu.au/resources/tools

FEATURED VIDEO

Change: Making social change more effective (updated video)

Purpose: To understand how to make social movements fueled by social media more effective.

Description: Zeynep Tufekci explores how social media both empowers and weakens social movements and how the weakening can be overcome.

She uses a number of modern cases to demonstrate the strengths of social movements, especially:

- raising awareness which is essential to changing minds, which in turn is the bedrock of changing politics
- rapidly mobilising large numbers of people.

She also explores why the outcomes of mass mobilisation are not proportional to the energy, bravery, sacrifices, camaraderie or mutual aid unleashed by social media.

She argues that social media does not provide the capacity building that was achieved by slow and sustained movements, such as the US civil rights movement. Whereas protests generated by social media show policy makers that there are high levels of discontent, they no longer signal a depth of capacity behind the protests that has been achieved through hard work over a long time and that it is risky to ignore, or as Tufekci put it that the protesters have "teeth that bite."

Critical to making social movements fueled by social media more effective are to also develop the ability to:

- think together
- make hard decisions together
- create consensus
- innovate tactically as circumstances change
- keep going together through differences
- develop strong policy proposals
- figure out political steps
- use leverage for political gain.

- **Reference**:
  - "Online social change: easy to organize, hard to win" was a video presentation by Zeynep Tufekci at TEDGlobal, Rio de Janeiro, Brazil in 2014. Video (16 minutes) online at YouTube: https://youtu.be/Mo2Ai7ESNL8

Location of this resource on the i2S website: https://i2s.anu.edu.au/resources/change-making-social-change-more-effective

LATEST i2INSIGHTS BLOG POSTS

The i2Insights blog (http://i2insights.org) has recently published the following posts:

Breaking through disciplinary barriers with practical mapping
By Steven Wallis and Bernadette Wright
https://i2insights.org/2020/06/09/practical-mapping/

Guiding collaborative conversations and connections with probing questions
By Yulia Strekalova and Wayne McCormack
https://i2insights.org/2020/06/02/questions-to-catalyse-collaborations/

Choosing a suitable transdisciplinary research framework
By Gabriele Bammer
https://i2insights.org/2020/05/26/transdisciplinary-frameworks/

Finding expertise in research integration and implementation to tackle complex problems
By Gabriele Bammer
https://i2insights.org/2020/05/19/finding-integration-and-implementation-expertise/

Implementation during a time of crisis: The critical role of trusting relationships
By Allison Metz
https://i2insights.org/2020/05/12/trusting-relationships-for-change/

Three principles for co-designing intervention strategies
By David Lam
https://i2insights.org/2020/05/05/co-designing-interventions/

What lessons for improving interdisciplinary collaboration emerged from the 2019 Science of Team Science conference?
By Julie Thompson Klein and Ben Miller
https://i2insights.org/2020/04/28/lessons-from-2019-science-of-team-science-conference/

Resources to help team scholarship achieve success
By Gary Olson, Judith Olson, Dan Stokols and Maritza Salazar Campo
https://i2insights.org/2020/04/21/resources-for-team-success/

Providing a richer assessment of research influence and impact
By Gabriele Bammer
https://i2insights.org/2020/04/14/diversity-in-research-impact/

Strategies to deal with forced hostile collaborations
By Kristine Lund
https://i2insights.org/2020/04/07/forced-hostile-collaborations/

Eight grand challenges in socio-environmental systems modeling
By Sondoss Elsawah and Anthony J. Jakeman
https://i2insights.org/2020/03/31/grand-challenges-in-systems-modeling/

FEATURED JOURNAL AND JOURNAL NEWS

Policy and Politics

Policy and Politics "is committed to advancing our understanding of the dynamics of policy-making and implementation. By exploring the interplay between political actors, governing institutions and policy issues, the journal contributes to theories of the policy process. By reflecting on the evolving context in which these interactions occur, it provides critical insights that are timely and fresh."

Articles aim at a multi-disciplinary and global audience and can be "empirical, conceptual or theoretical, as long as the broader international relevance of the argument is explicit."

"The editors are especially interested in articles that:

1. Challenge dominant disciplinary assumptions.
2. Open up new research frontiers, and by doing so, set the agenda for subsequent debates.
3. Innovate in the use of methods, theories and concepts in order to deliver new insights.
4. Make connections across and between disciplines and sub-fields.
5. Offer relevant and timely analyses of emerging debates within political science, public management and administration, and social policy and from a comparative perspective."

Authors are also invited to feature their papers in the *Policy and Politics* blog (https://policyandpoliticsblog.com/)

Journal impact factor (2018): 2.028

- **Website**:
  - https://policy.bristoluniversitypress.co.uk/journals/policy-and-politics/

Location of this resource on the i2S website:
https://i2s.anu.edu.au/resources/policy-and-politics

Additional tools can be found at: http://i2s.anu.edu.au/resources/journals

Journal news

The journal *Evidence and Policy* has recently started a blog to make insights from the journal's papers more accessible. The blog can be found at: https://evidenceandpolicyblog.co.uk/2020/05/11/welcome-to-the-evidence-policy-blog-our-reflections-on-the-field/

FEATURED PROFESSIONAL ASSOCIATION

UK Systems Society (UKSS)

The *UK Systems Society* is the United Kingdom professional society "committed to the development and promotion of 'systems' philosophy, theory, practice, models, concepts and methodologies for improving decision making and problem solving for the benefit of organisations and our wider society." It aims to "increase awareness of systems thinking and to share experiences of practice."

From 2014 to 2018 the Society produced the *International Journal for Systems and Society* (https://www.igi-global.com/gateway/journal/75104), which has ceased its formal association with the society.

UKSS runs an annual conference, produces a newsletter and also has an open-access journal (titled the *Systemist*) that is currently being reinstated as the official society journal.

The society was founded in 1975.

- **Website**:
  - https://www.systemsforum.org/

Location of this resource on the i2S website: https://i2s.anu.edu.au/resources/uk-systems-society

Additional professional associations and networks can be found at: http://i2s.anu.edu.au/resources/associations_networks

FEATURED CONFERENCES

Highlighting our webpage list of conferences

Please view our conference page which lists conferences that may be of interest, along with changes that we are aware of. Many conference websites will also list changes:

- https://i2s.anu.edu.au/resources/conferences

Additional conference information can be found at:
http://i2s.anu.edu.au/resources/conferences

ABOUT i2S NEWS

The aim of this newsletter is to provide regular (bi-monthly) updates about new resources added to the Integration and Implementation Sciences website (http://i2s.anu.edu.au/resources). These resources are useful for researchers interested in Integration and Implementation Sciences (i2S), which underpins the investigation and tackling of complex real world problems, by:

- Synthesizing knowledge from different disciplines and stakeholders,
- Understanding and managing diverse unknowns, and
- Providing integrated research support for policy and practice change.

In general, each issue features tools (concepts and methods), case studies and/or approaches relevant to i2S - either a useful compilation or one or more examples of note. We also provide information about journals, professional associations & networks and conferences where researchers can learn from others, report their findings and interact with like-minded peers. The newsletter also reports on discussions in the LinkedIn group "Global Network for Research Integration and Implementation": https://www.linkedin.com/groups/4888295/ (when these occur) and new entries on the Integration and Implementation Insights blog: http://i2Insights.org.

i2S News is archived at: http://i2s.anu.edu.au/what-i2s/i2s-publications/i2s-news.

Useful links:

- i2S website: http://i2s.anu.edu.au
- i2S on YouTube: https://www.youtube.com/user/i2sTalks
- LinkedIn group "Global Network for Research Integration and Implementation": https://www.linkedin.com/groups/4888295/
- i2Insights blog: http://i2Insights.org

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