



# WAT-E2080 Synthesis Session

Marko, Irina, Mia & Thomas – 24.2.2022



# AIMS FOR TODAY

- 1. BROADEN:** Linking course context to politics and power  
➤ Dr. Irina Mancheva
- 2. SYNTHESISE & REFLECT** on the course contents
- 3. FEEDBACK:** Group discussion where you discuss how your group worked (light version of 'I like, I Wish')

**ANY QUESTIONS?**

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**ANY QUESTIONS?**

REFLECT &  
SYNTHESISE

# THE COURSE

There has been **several themes** in our course,  
with variety of lectures by us & guest lecturers

Five **different Case Studies** as well,  
all with their distinct characteristics

Also variety of different governance  
**analysis methods** we have used

All naturally  
link to the  
broad theme  
of (water)  
governance

Tentative timetable

Tuesdays @ 9-12

Thursdays @ 9-12

Week 2	11.1. Course introduction (Marko, Mia & Thomas)	13.1. Governance analysis methods (Mia & Marko) ★
Week 3	18.1. Global water & SDGs (Antti Rautavaara, MfFA) ★★	20.1. Transboundary waters & Mekong (Marko) ★
Week 4	25.1. EU-Water Framework Directive (Antton Keto, MoE) ★★	27.1. Water-related legislation (Niko Soininen, UEF) Environmental economics (tbc) ★
Week 5	1.2. River basin planning & hydropower: case Kokemäenjoki (Juha-Pekka Triipponen, ELY-center) ★★	3.2. Case Study Workshop
Week 6	8.2. Water supply governance: Case HSY (Tommi Fred, HSY) ★	10.2. Case Study Workshop: finalising your Case Study analysis and presentation
Week 7	15.2. EIA & environmental permits (Liisa Nyrölä, ELY-center) ★	17.2. Case Study Workshop: finalising your Case Study analysis
Week 8	22.2. Case Study Presentation	24.2. Final session, with politics (Mia, Thomas, Irina & Marko)

★ Group task: Reading Circle + related Summary

★ Personal Take-Home Message

## CASES:

1) SDG 2) Mekong 3) EU-WFD 4) Kokemäenjoki 5) HSY

REFLECT &  
SYNTHESISE

# THE COURSE

Group Discussion (15min) in the sub-channels A-F

Agree on three Take-Home Messages  
from the entire course for your group:  
what were the **key points you learned/realised?**

→ *Write to Miro*

→ *After, we will ask one key point group by group*

# Groups

## Group A

Camilla  
Lea  
Caroline  
Juho K.

## Group B

Cathelijn  
Linh  
Esther  
Suvi

## Group C

Daria  
Chen  
Glenda  
Charlotta

## Group D

Hannah  
Sara  
Eemeli  
Fanni

## Group E

Heini  
Peter  
Henri  
Jasmin

## Group F

Sebastian  
Marie  
Juho H.  
Jouni

**Groups in their respective Teams  
channels (A-F)**

QUESTIONS,  
COMMENTS?



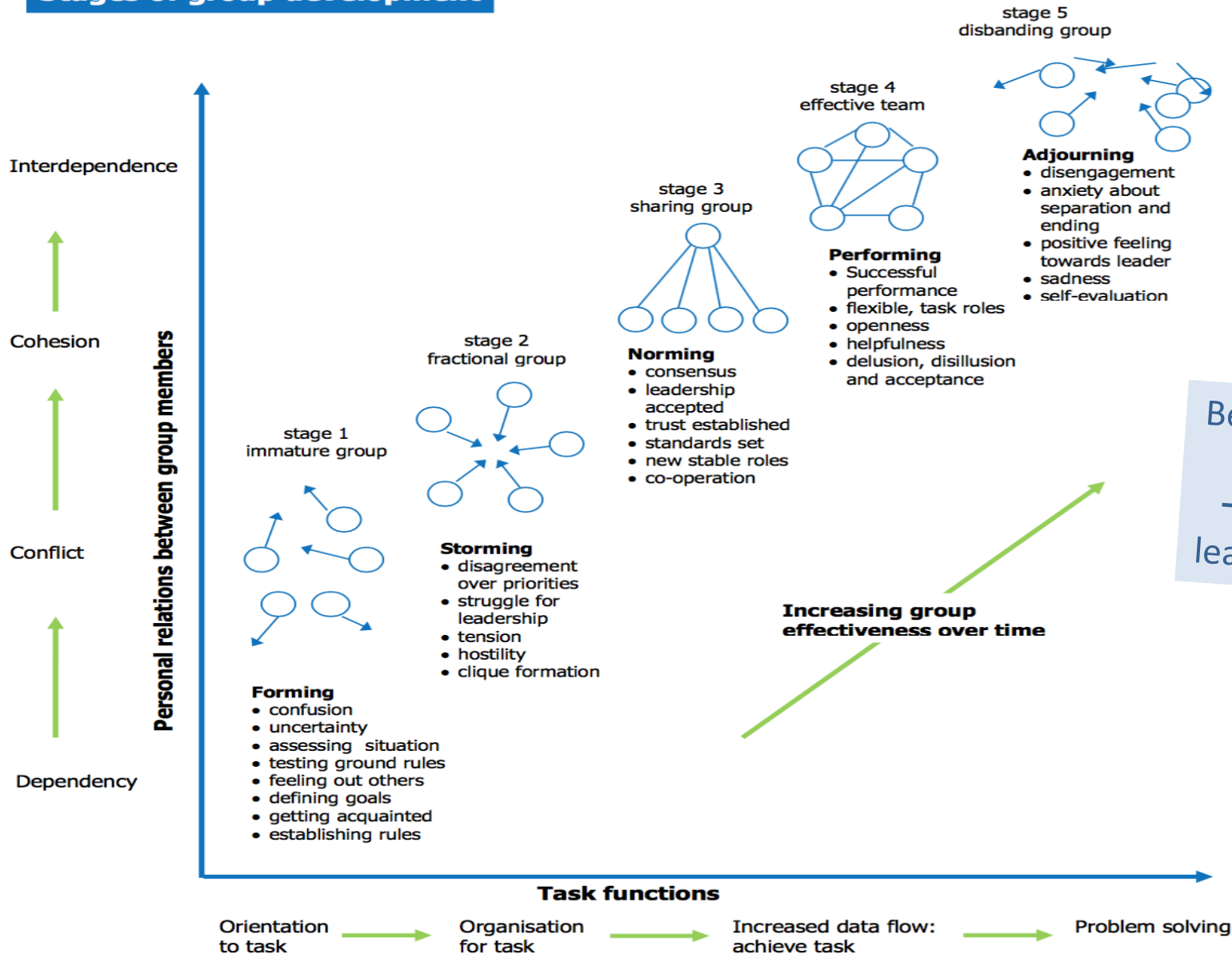
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**ANY QUESTIONS?**

# STAGES OF GROUP WORK

## Stages of group development



Be ready for the storms, too!  
→ Part of the learning process

Source: Aurora / Tuckman  
<http://bit.ly/2cPGiFa>

Based on Tuckman (1965)

RECEIVE &  
GIVE FEEDBACK

# GROUP FEEDBACK

You all will fill in Peer & Self Assessment, giving grade & short written feedback to all group members (incl. yourself)

Now possibility to give feedback face-to-face on your group through light 'I like, I wish' (<https://ilikeiwish.org>)

→ Write down three "I wishes" for your group

5 minutes

→ Write down three "I likes" for your group

***Then discuss these in your group, one person at a time: first 'wishes' round i.e. everyone saying their wishes, then finish with 'likes' round***

***No harm if you repeat what others said  
= shows that point is important for many***

RECEIVE &  
GIVE FEEDBACK

# GROUP FEEDBACK










## Think alone:

What was my role for our groups' 'likes'?

What about the 'wishes'?

- 1. Is there something I could have differently?*
- 2. What kind of role I took? (see next slide)*
- 3. What did I learn for future group work?*

# TEAM ROLES by Belbin

	Team role	Strengths	Allowable weaknesses
Action oriented roles	 <b>Shaper</b>	<ul style="list-style-type: none"> <li>• Challenging, dynamic, thrives on pressure</li> <li>• The drive and courage to overcome obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Prone to provocation</li> <li>• Offends people's feelings</li> </ul>
	 <b>Implementer</b> (company worker)	<ul style="list-style-type: none"> <li>• Disciplined, reliable, conservative and efficient</li> <li>• Turns ideas into practical actions</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat inflexible</li> <li>• Slow to respond to new possibilities</li> </ul>
	 <b>Completer finisher</b>	<ul style="list-style-type: none"> <li>• Painstaking, conscientious, anxious</li> <li>• Searches out errors and omissions</li> <li>• Delivers on time</li> </ul>	<ul style="list-style-type: none"> <li>• Inclined to worry unduly</li> <li>• Reluctant to delegate</li> </ul>
People oriented roles	 <b>Co-ordinator</b> (Chairman)	<ul style="list-style-type: none"> <li>• Mature, confident, a good chairperson</li> <li>• Clarifies goals, promotes decision-making, delegates well</li> </ul>	<ul style="list-style-type: none"> <li>• Can often be seen as manipulative</li> <li>• Offloads personal work</li> </ul>
	 <b>Teamworker</b>	<ul style="list-style-type: none"> <li>• Co-operative, mild, perceptive and diplomatic</li> <li>• Listens, builds, averts friction</li> </ul>	<ul style="list-style-type: none"> <li>• Indecisive in crunch situations</li> </ul>
	 <b>Resource investigator</b>	<ul style="list-style-type: none"> <li>• Extrovert, enthusiastic, communicative</li> <li>• Explores opportunities</li> <li>• Develops contacts</li> </ul>	<ul style="list-style-type: none"> <li>• Over-optimistic</li> <li>• Loses interest once initial enthusiasm has passed</li> </ul>
Cerebral roles	 <b>Plant</b>	<ul style="list-style-type: none"> <li>• Creative, imaginative, unorthodox</li> <li>• Solves difficult problems</li> </ul>	<ul style="list-style-type: none"> <li>• Ignores incidentals</li> <li>• Too pre-occupied to communicate effectively</li> </ul>
	 <b>Monitor evaluator</b>	<ul style="list-style-type: none"> <li>• Sober, strategic and discerning</li> <li>• Sees all options</li> <li>• Judges accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks drive and ability to inspire others</li> </ul>
	 <b>Specialist</b>	<ul style="list-style-type: none"> <li>• Single-minded, self-starting, dedicated</li> <li>• Provides knowledge and skills in rare supply</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes only on a narrow front</li> <li>• Dwells on technicalities</li> </ul>

# FINAL REMARKS!

- 1. Remember to submit Final Report, Take-Home Messages & other possible tasks by the end of the course (Sun Feb 27th)**
- 2. Fill in Peer & Self Assessment (comes through email)**
- 3. Respond to Course Feedback (sent to you by email)**



# 5% = 50%

*WHAT  
IS THIS?*

As water and environmental engineer, you are not supposed to become governance guru.

Yet, putting bit of your time and effort (max. 5%, even 1%) occasionally (e.g. when starting a new job or project, re-thinking your work profile) into understanding the governance setting of your work, helps a lot – can even make your output 50% better!

*(Note: This claim is not based on scientific analysis, but purely entertaining and thought-provoking equation for you to remember)*

That's all  
folks,  
thank you!







**ADDITIONAL SLIDES**

# GOVERNANCE ≠ MANAGEMENT

WHY?

VS.

HOW?

**THREE MANAGEMENT DIMENSIONS**  
**Operational management** = most practical management dimension; focus on predefined technical day-to-day routines, commonly at the project level.  
**Tactical management** = broad, longer-term view to the existing management context; focus on essential processes and trends affecting management routines, commonly at the program and policy level.  
**Strategic management** = most strategic management dimension; often with little technical focus and strong political nature; focus on long-term planning and decisions including radical changes - externally and internally induced - in the management context, commonly at the policy level.

**GOVERNANCE** is broad & critical

- Maintains a critical view = tries to understand why things are as they are, and how they could be improved
- Don't take e.g. laws as granted, but critically view them and their actual implementation (and lack of).
- Includes a broader set of actors than those included in actual management

**MGT** is about operationalisation

- Takes a certain governance contexts and its actors and institutions as given: starting point for operationalising the governance.
- Management is thus often quite technical task and the realm for engineers: 'making things happen' (and not asking questions).
- Yet, successful management should be based on understanding and reflection of the governance context.

# Differing settings to governance

- There are differing governance settings/approach
  - Differing settings and approaches available from literature, ranging e.g. from centralised/hierarchical to networked, and from strongly (publicly) regulated to market-driven
  - Most contexts are mixed, but thinking of their dominant 'setting/approach' may help to understand how it is structured and how it works (or not)

**Table 2**  
Integrated regime and governance analytical framework.

Regime element	Governance approach		
	Hierarchical	Market	Network
Actors	<p>Little autonomy, follow predefined orders</p> <p>Dependent relationships</p> <p>Rational</p> <p>Considered as 'subjects'</p> <p>Subordinate actors motivated by fear of punishment</p> <p>Superordinate actors motivated by career advancement, bureaucratic stability</p> <p>Common motivation is to minimise risk</p>	<p>Exercise self choice</p> <p>Independent relationships</p> <p>Rational</p> <p>Considered as 'customers' or 'consumers'</p> <p>Subordinate actors motivated by material benefit</p> <p>Superordinate actors motivated by profit</p> <p>Common motivation is to maximise advantage</p>	<p>Depend on others; trust others, empathetic</p> <p>Interdependent relationships</p> <p>Considered as 'partners'</p> <p>Subordinate actors motivated by belonging to a group</p> <p>Superordinate actors motivated by the esteem of followers</p> <p>Common motivation is to satisfy identity</p>
Processes	<p>Clearly defined and applied across locations</p> <p>Decisions based on authoritative, formal adjudication</p> <p>Accountability exercised through political system</p>	<p>Emphasis on private sector management practices – efficiency, competition</p> <p>Decisions based on consumer preference</p> <p>Accountability exercised through consumer choice</p>	<p>Context dependent</p> <p>Emphasis on cooperation and negotiation</p> <p>Decisions based on general consent, unanimous agreement</p> <p>Accountability and transparency difficult to identify</p>
Structures	<p>Strong vertically, formalised, static</p> <p>Low flexibility</p> <p>Establishes clear actor roles and responsibilities</p>	<p>Provide guidance to actors</p> <p>Establish explicit standards for performance</p> <p>High flexibility</p> <p>Establishes principal with local actors</p>	<p>Strong horizontally, informal</p> <p>Moderate flexibility</p> <p>Context dependent</p>
Influences	<p>Centralised power</p> <p>Power exercised through coercion, administrative and legal expertise, procedural correctness</p> <p>Collective goods are produced and distributed</p>	<p>Centralised power with autonomous actors</p> <p>Resource allocation linked to performance</p> <p>Power exercised through entrepreneurship</p> <p>Private goods are produced and distributed</p>	<p>Distributed power and resources</p> <p>Power exercised through respect and trust</p> <p>Solidaristic goods are produced and distributed</p>

Source: Adapted from: Elzen and Wiczorek (2005), Hood (1991), Meuleman (2008), Pierre and Peters (2000), Powell (1990), and Streek and Schmitter (1985).