

Developing a rubric for social licence to operate - an interactive session

Will Allen - willallennz@gmail.com

Andrea Grant – andrea.grant@scionresearch.com



A toolkit for the urban battlefields research programme

Social strand focus: developing tools and frameworks to help us improve our planning and assessment of complex social and socio-technical systems



Assessing hard to measure systems ...

e.g. general surveillance systems

e.g. partnerships

e.g. social licence to operate



Rubrics – a way to plan and assess how we work

Rubrics help us understand, assess and improve complex tasks and behaviours like SLO, partnerships, etc. Developing a rubric involves 3 main steps:

1. Define task and/or behaviour
2. Define criteria (dimensions)
3. Develop assessment scales and performance levels

Task definition ...			
	Great	Good	Not so good
Criteria 1		✓	
Criteria 2	✓		ⓑ+
Criteria 3		✓	

1. Define task/behaviour - social licence to operate (SLO)

A concept to describe the **informal approval** or **acceptance** that communities grant to a resource development company or industry.

(Thomson and Boutilier, 2011)

SLO defined in literature as ...

- **ongoing** and fluid
- level of **acceptance**
- stakeholders, at **multiple levels**
- **may be revoked**
- (responsive to) changes in **perceptions**
- reflective of **relationships**

(Mapstone et al. 2017)

2. Define key SLO criteria (dimensions)



... thinking about how they flow through to good practice

3. Developing assessment scales (10 minutes)

In your tables ... for your criteria think about:

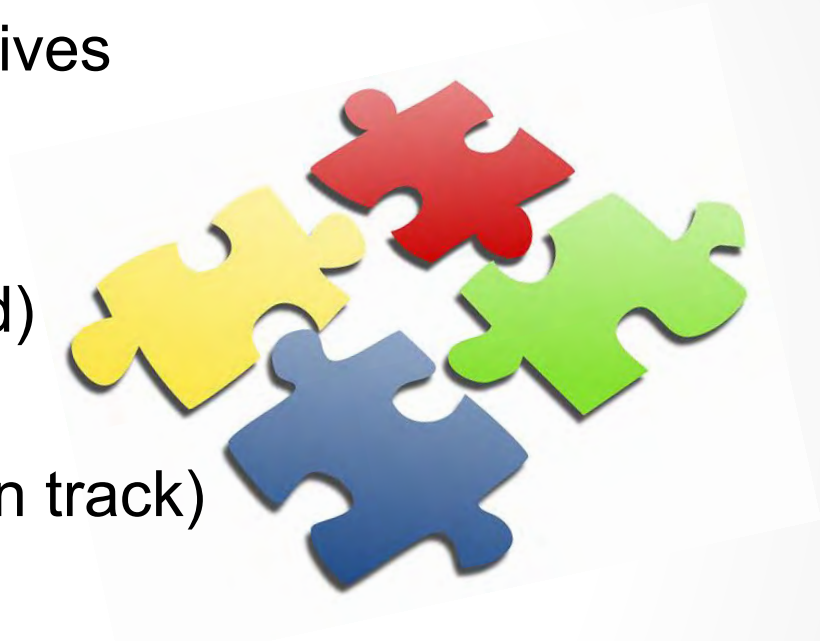
- what evidence you might expect to see in a setting where the task is being done in an exemplary fashion – the top category. Brainstorm 4-5 ideas.
- what evidence you might expect to see in a setting where the task is being done in an unsatisfactory manner – the bottom category. Brainstorm 4-5 ideas.

Prioritise and feedback.

Task definition ...			
	Great	Good	Not so good
Criteria 1			
Criteria 2			
Criteria 3			

Split into groups ... then in your groups choose:

- A facilitator (ensures all perspectives heard)
- A notetaker (captures what's said)
- A timekeeper (keeps everyone on track)
- Someone to report back (concisely!)



Template to complete rubric table from feedback

Criteria	Great	Not so good
Creating awareness & shared purpose			
Trust			
Communication and engagement			
Relationships			
Respect and fairness			
Managing SLO across different levels/scales			
Response to community concerns			
Reflection (how are we doing?) M&E			

Using rubrics to help you manage SLO can provide a number of benefits:

- Helps you develop a plan ... and some goals to work towards
- A range of perspectives can be heard and accommodated
- Rapidly identify where to focus – and guide - efforts
- Helps you assess progress (guides monitoring and evaluation)

They provide a way to assess how we work

Task definition ...			
	Great	Good	Not so good
Criteria 1		✓	
Criteria 2	✓		ⓑ+
Criteria 3		✓	

and they require us to use supportive evidence

Task definition ...

e.g. Awareness & engagement

Why we rate it as "Good"

e.g. ... A stakeholder engagement plan has been developed – and is used. An awareness programme is being run. 12 biosecurity-focussed groups have been set up – covering about half the target audience

Good

Not so good



B+



For more information

- Learning for Sustainability webpage: [Social licence to operate](#) – links to on-line papers and reports
- [A rubrics information sheet](#) – A Toolkit for the Urban Battlefields programme



An international clearinghouse – <http://learningforsustainability.net> – to on-line resources around collaboration and adaptation.

Thank you

Presentation to FOA/MPI Biosecurity Conference 2018
Ramping up our biosecurity: Licence to use tomorrow's toolbox
14-15 March, Scion, Rotorua

This work is supported through the MBIE-funded, Scion-led research programme: “Protecting New Zealand’s primary sector from plant pests; a toolkit for the urban battlefield” [2016-18]

