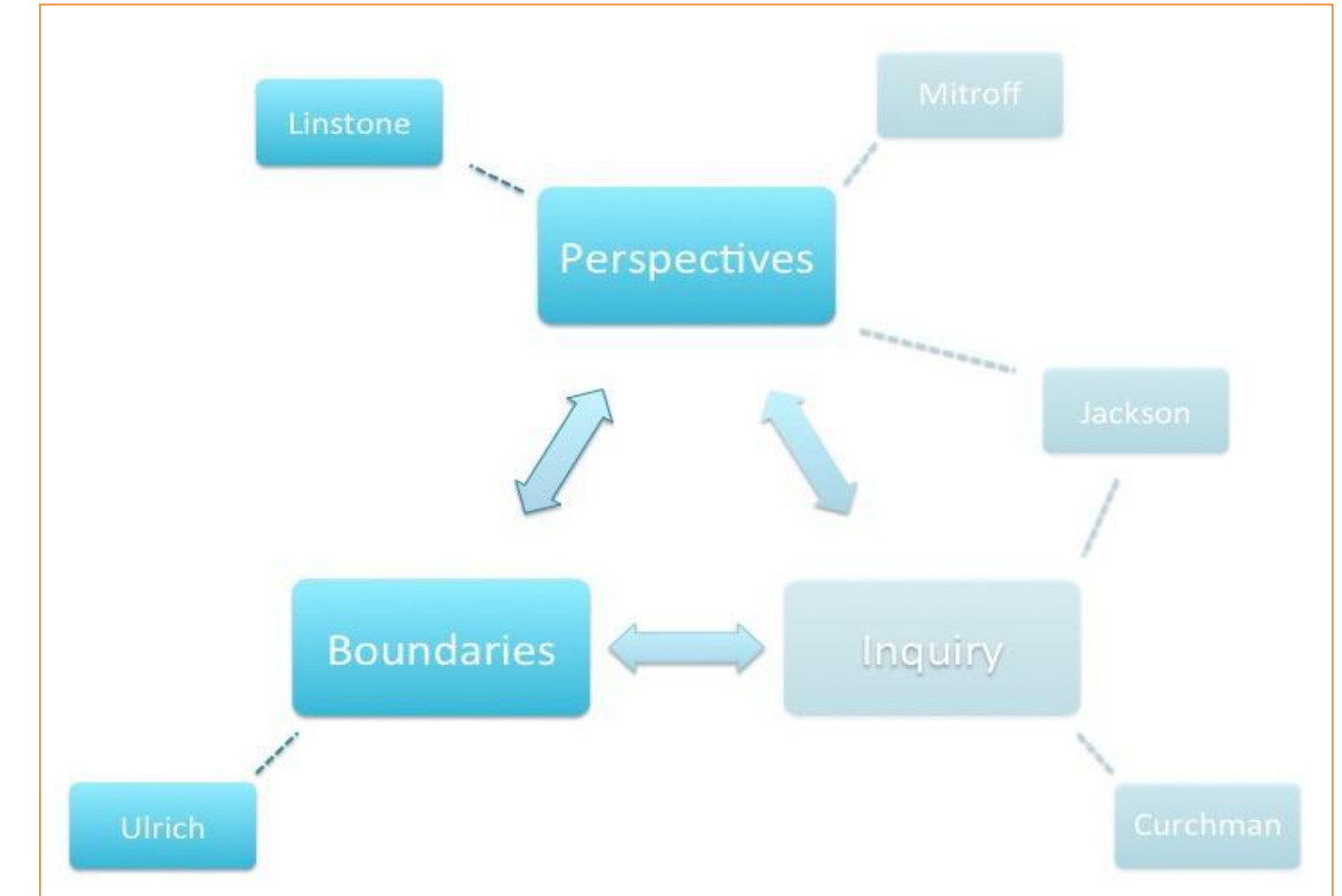# Boundary Inquiry & Perspectives

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Focus area

How do we ensure that we have appropriate levels of **engagement and participation** by those who will be impacted by systems interventions?

The Task

Read your role description
Try to think of a strategy how to convince others

Your team has 10 minutes to come up with a decision
  - will the tunnel be built or not?

P.S. Winners will be rewarded!

Tallinn Tunnel
YES or NO?

Planning Meeting

11 million people a year (estimated users)

13 billion euros to build (~32.5 years to pay off plus operational costs)

40% EU Funding

estimated ticket price 36 euros one way (400 million a year)

just half an hour trip (currently 1,5 to 2 h)

Outcomes of the roleplay

- What happened in your team?

- Was it hard to discuss this problem?

- Did you manage to have a dialogue?

- How did you try to convince others?

Did you manage to convince others?

Citizenship Vs. Professionalism

Marshall's society:
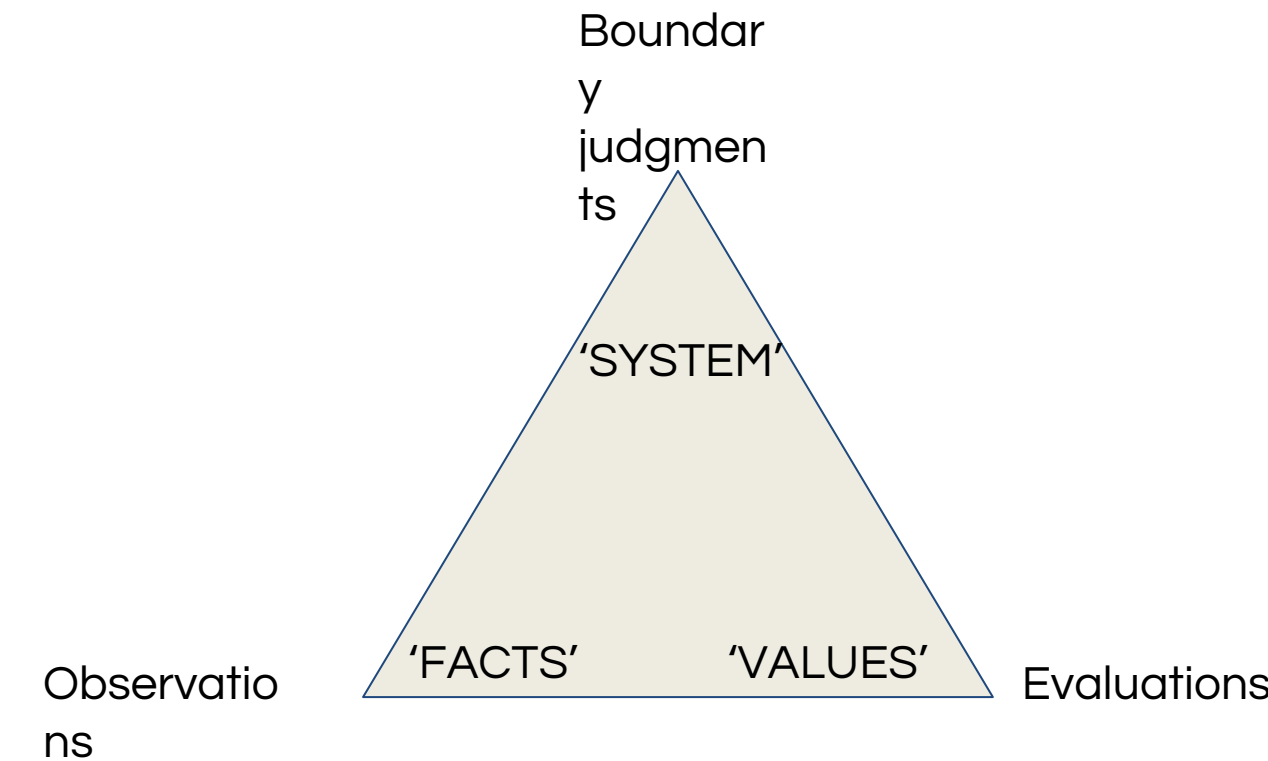Civil rights; political rights; social and economic rights

Ulrich's conclusion:
Citizen competencies support individual and group participation.

Revive Idea of Civil Society

- Act first as responsible citizens, not as group members.

- Rationalism vs. Citizenship

- RIGHTS VS. COMPETENCIES

- Common reflective competence

Ulrich's Value Triangle

Boundary judgments

'SYSTEM'

Observations

'FACTS'   'VALUES'   Evaluations

A Tool for better dialogue.

1. Self-reflective boundary questioning: `What are my boundary judgements?'

2. Dialogical boundary questioning: `Can we agree on our boundary judgements?'

3. Controversial boundary questioning: `Don't you claim too much?'

Usual perspective & limitations

- Assumption that problems can be solved
- Search for the best solution
- Reductionism
- Reliance on data and models
- Quantification
- Objectivity
- Avoiding the individual
- Linear perception of time

Multiple Perspectives

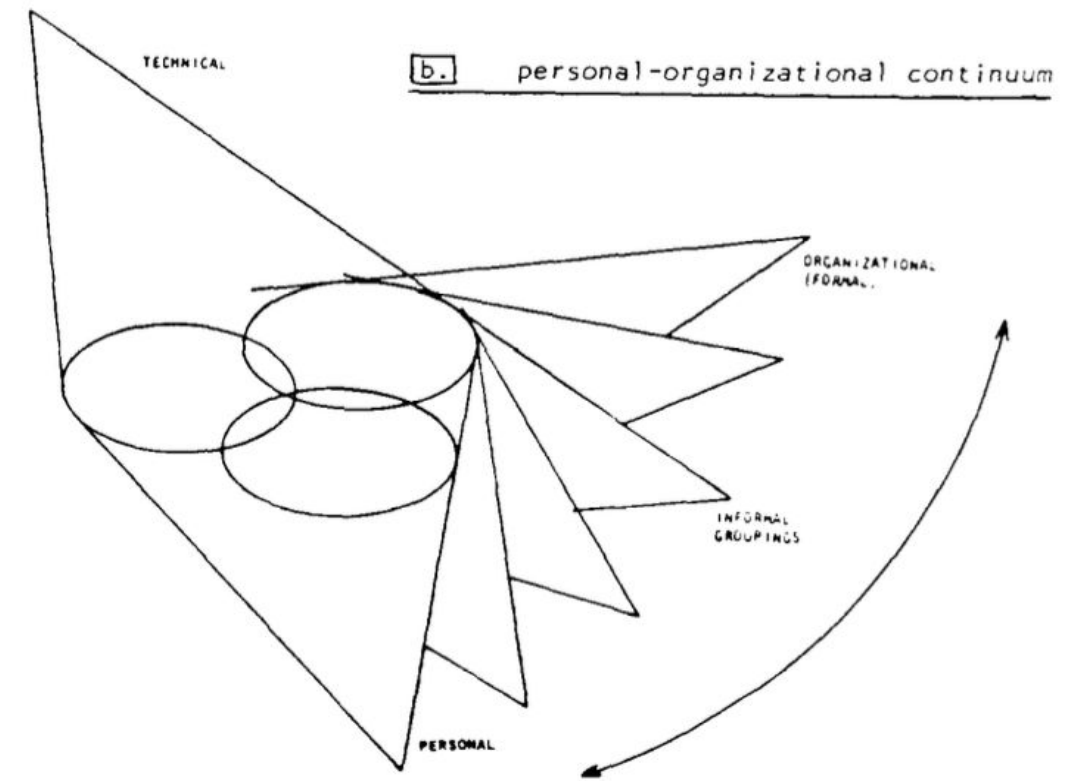"Decision makers cannot rely solely on technical analysis and modeling when dealing with complex real-life systems"
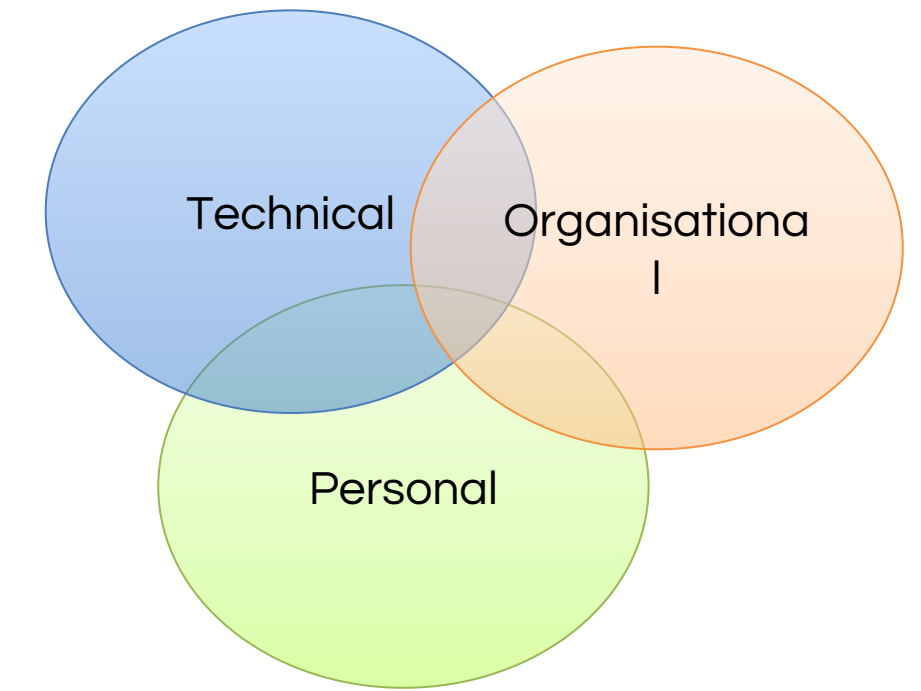
Technical

Organisational

Personal

b. personal-organizational continuum

Fig. 6. Multiple perspectives

12 critically heuristic boundary categories

Follow these guidelines in your first attempts at boundary critique:

Boundary categories

1. Client
2. Purpose
3. Measure of improvement

4. Decision-maker
5. Resources
6. Decision environment

7. Professional
8. Expertise
9. Guarantee

10. Witness
11. Emancipation
12. World view

Boundary issues

Sources of motivation

Sources of power

Sources of knowledge

Sources of legitimation

Those involved

Those affected

Here we ask questions in order to understand different boundaries:

Sources of Motivation

(1) Who is (ought to be) **the client?** That is, whose interests are (should be) served?

(2) What is (ought to be) **the purpose?** That is, what are (should be) the consequences?

(3) What is (ought to be) **the measure of improvement?** That is, how can (should) we determine that the consequences, taken together, constitute an improvement?

Sources of Power

(4) Who is (ought to be) **the decision-maker**? That is, who is (should be) in a position to change the measure of improvement?

(5) What **resources** are (ought to be) controlled by the decision-maker? That is, what conditions of success can (should) those involved control?

(6) What conditions are (ought to be) part of **the decision environment**? That is, what conditions can (should) the decision-maker not control (e.g. from the viewpoint of those not involved)?

Sources of Knowledge

(7) Who is (ought to be) considered a **professional?** That is, who is (should be) involved as an expert, e.g. as a researcher, planner or consultant?

(8) What **expertise** is (ought to be) consulted? That is, what counts (should count) as relevant knowledge?

(9) What or who is (ought to be) assumed to be the **guarantor of success**? That is, where do
 should) those involved seek some guarantee that improvement will be achieved–for example, consensus among experts, the involvement of stakeholders, the experience and intuition of those involved, political support?

Follow these guidelines in your first attempts at boundary critique:

Sources of Legitimation

(10) Who is (ought to be) **witness** to the interests of those affected but not involved? That is, who is (should be) treated as a legitimate stakeholder, and who argues (should argue) the case of those stakeholders who cannot speak for themselves, including future generations and non-human nature?

(11) What secures (ought to secure) the **emancipation** of those affected from the premises and promises of those involved? That is, where does (should) legitimacy lie?

(12) What **worldview** is (ought to be) determining? That is, what different visions of `improvement' are (ought to be) considered, and how are they (should they be) reconciled?

Here we ask questions in order to understand different boundaries:

1. Internalise the boundary categories.

2. Learn to hear and see boundary judgements.

3. Appreciate the normative implications of boundary judgements.

4. Question boundary conventions.

5. Question both `is' and `ought' boundaries.

6. Vary your boundary judgements.

7. Don't talk of boundary judgements; talk about what they mean to different parties.

8. Read and think about boundary critique.

The Rainforest as multi-perspective understanding