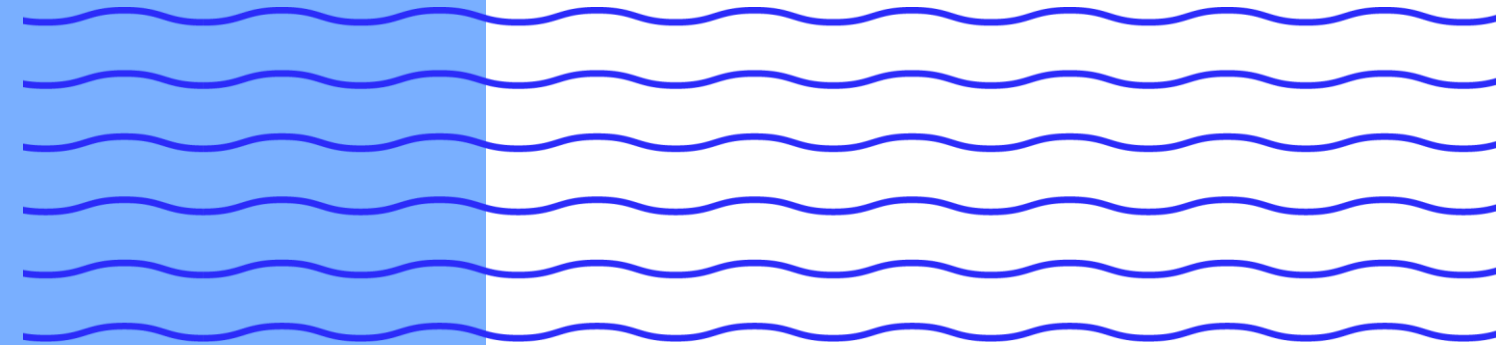
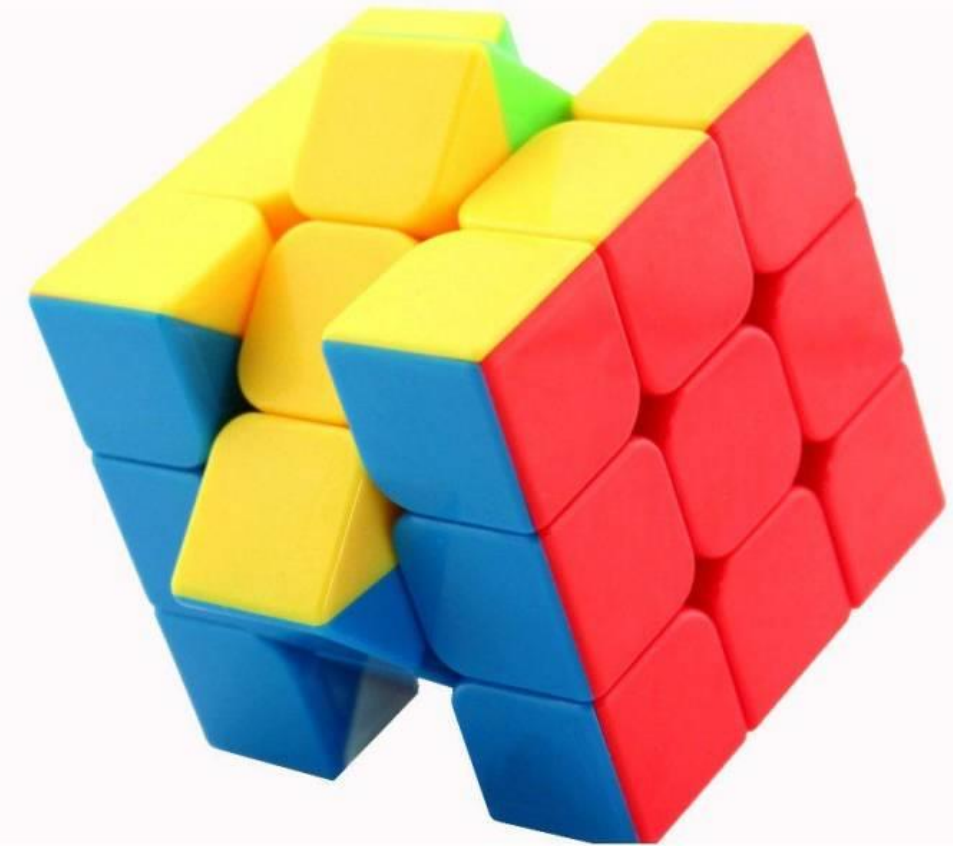


Think like a policymaker

A session exploring some
stuff about policy

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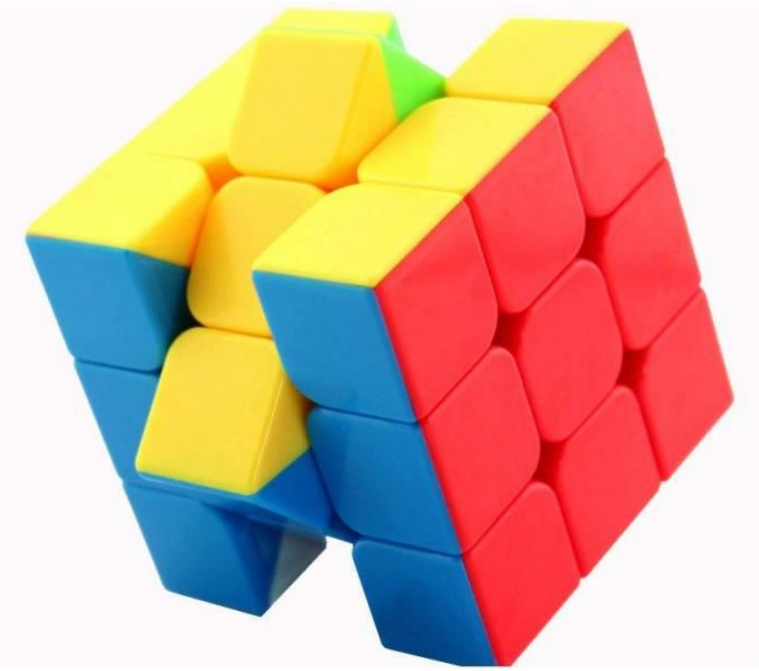
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The problem with policy

- Proposals?
- Rules?
- Intentions?
- Hopes?
- Guidelines?
- Laws?
- Descriptions of interests?
- Resource allocation?
- Analyses of external events?
- Support for officers sat in endless committees?
- Putting meat on the bones of officer manifestos?
- Or all of those?
- Or none of those?

Policy...

- What is designed to do?
- Who decided it?
- Who fed into it?
- Who does it affect?
- Has behaviour been modelled?
- How is it communicated?
- How is it implemented?
- How is it monitored?



Problems

- Wonks are all about solving problems, aren't we?
- Policy isn't supposed to be an end itself – policy as solutions to problems
- In a little group identify a problem that needs solving at your university

Access and participation

- Which problem (HE, Universities, Russell Group)
- Which problem (Poor, Less likely, mature, carer)
- Which type of solution
 - Inspire them to apply
 - Rig admissions to take into account
 - Change the provision's O&M and support
 - Change the provision itself

Tame

- Tame problems are those which may be complicated but which are contained and easily solved using discreet interventions.
- They only entail a limited degree of uncertainty and can be addressed by rolling out the same solutions that were used to combat the problem previously.
- A puzzle “for which there is always an answer”
- There is often a book / manual / best practise that can explain how to fix a tame problem

Critical

- Urgent
- Crisis
- Risk
- Harm
- Danger

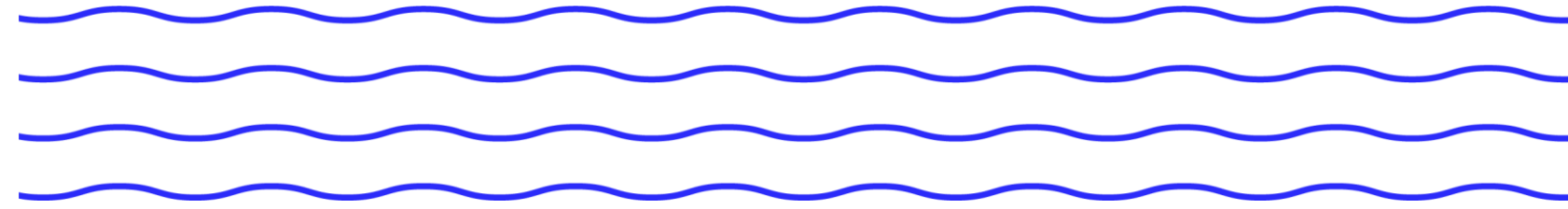


Wicked

- Old. People often think the solution is easier than it is.
- There is no definitive formulation of a wicked problem.
- No criteria for when the problem is fixed.
- Solutions to wicked problems are not true-or-false, but good or bad.
- Success or failure judgments are subjective.
- There is no immediate and no ultimate test of a solution to a wicked problem.
- Every solution to a wicked problem is a "one-shot operation"; because there is no opportunity to learn by trial and error, every attempt counts significantly and impacts on people.
- Every wicked problem can be considered to be a symptom of another problem.



Categorising policy problems



TAME

Familiar. Common. Easily solved. Follow instructions. Best practice. Allocate resources. Plan. Monitor implementation.

CRITICAL

Urgent. Crisis. Threat. Danger. Command. Require. No “debate”. Survival.

WICKED

Old. Hard to define. Impossible to solve. Bleeds. Shapeshifts. “Who” changes a lot. Hard to identify when it’s “fixed”. Other problems and forces swim around them.

How leaders define problems

Tame

There's a simple solution
Programmes
Planning, checking, target setting
"Level headed" response
Often misses issues/detail
Can be hard to change - professionals

Critical

Urgent, rapid, prioritisation
Emotional issue/response
Significant injection of time/money
Big "single solution" responses

Wicked

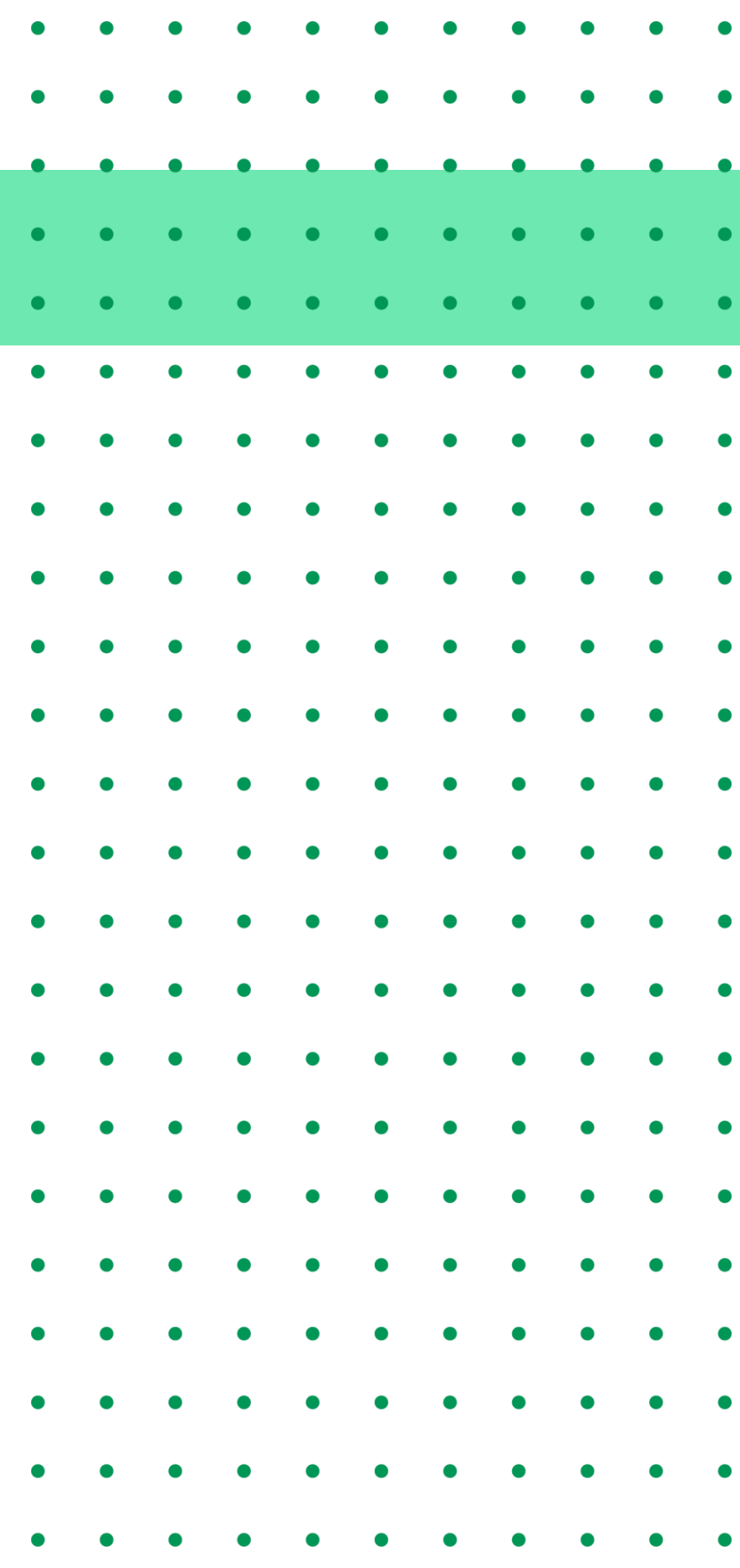
Complicated
Different views on who, what, how and when
Requires lots of people to do things
Requires those affected to be involved

Not a problem

Denial that it's an issue
It is an issue but it's someone else's issue
(NHS, State, Parents, Media)
It is an issue but much more of an issue elsewhere

Behaviours

- **Critical-** Commanding, Directing, Insisting, Urgency, Threat
- **Tame-** Managing, Planning, Evaluating, Task Allocation
- **Wicked-** Questioning, Convening & Experimenting, Involving



Asking Questions

- Discovering things

Suggesting Hypotheses

- Running & Evaluating Experiments

Identifying stakeholders

- Engaging people in process

Securing emotional commitment

- Keeping people motivated

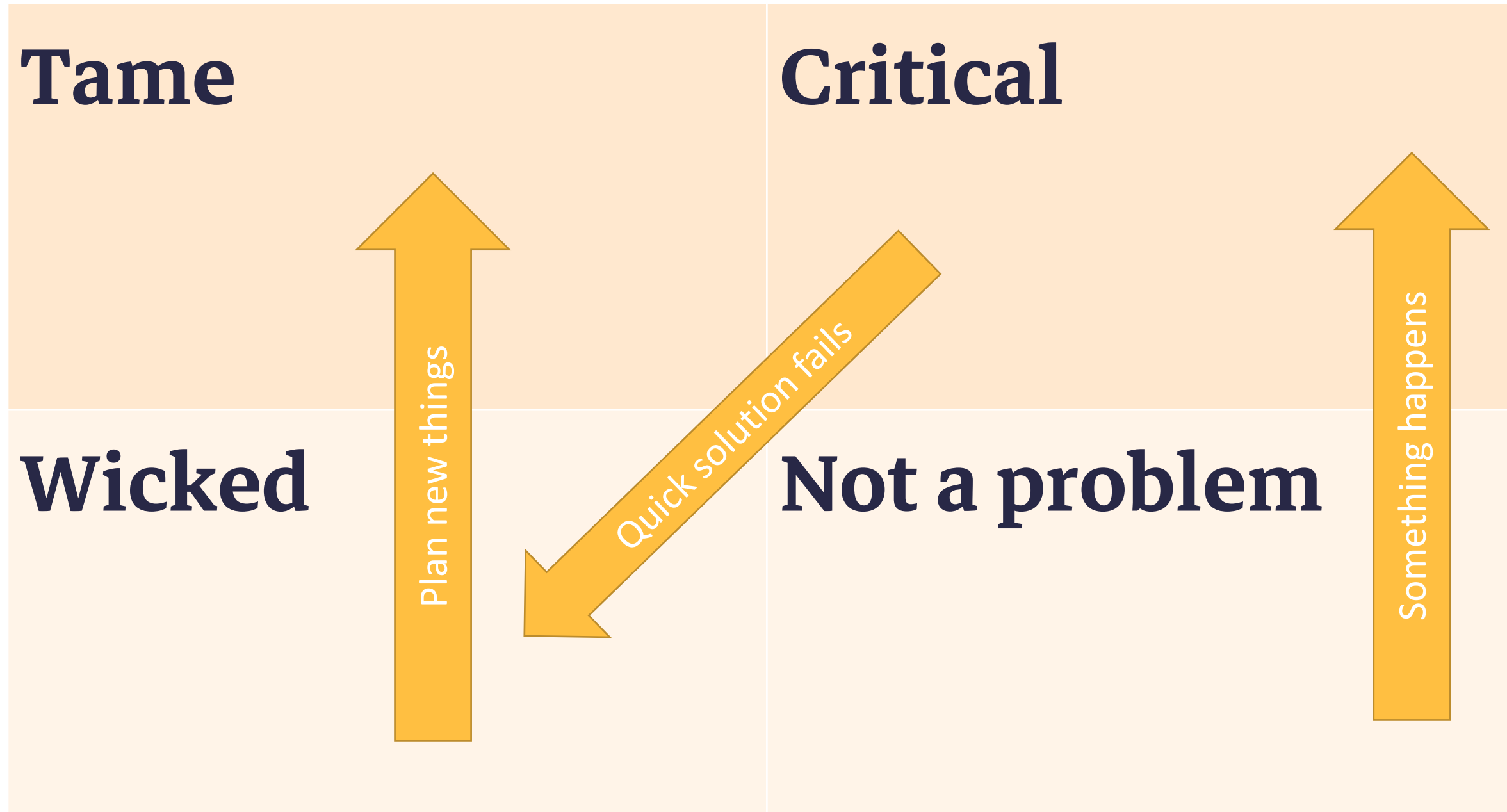
Chunking up and down

- Commodification and Packaging

Problems that move

- Critical problems can become tame once the crisis passes
- Wicked problems can become tame once people work out what works (and what doesn't)
- Tame problems can become wicked through discovery of unintended consequences
- Leaders and actors can shift a problem
- If a problem shifts leaders and actors might need to change behaviours

Moving around



Three approaches to social problems

- Egalitarian: Establish understanding and awareness. Policy as **education**. Normative.
- Individualist: Establish incentives to behave “better”. Policy as **rewards**. Aspirational.
- Hierarchical: Establish power (often to punish). Policy as **deterrent**. Preventative.
- All three have significant limitations



Three approaches to social problems

- Egalitarian: Establish understanding and awareness. Policy as **education**.
- Limitations esp where tradition, hierarchy and close relationships exist
- Cognitive dissonance – that meant that not this
- Survivors disregard harms arguments
- Emotional experience overrides data/evidence

Three approaches to social problems

- Individualist: Establish incentives to behave “better”. Policy as **rewards**.
- Primary incentives are BUCS points
- Secondary incentives relate to tradition, hierarchy and rites of passage
- Very few meaningful incentives schemes have been developed that can override

Three approaches to social problems

- Hierarchical: Establish power (often to punish). Policy as **deterrent**.
- No-one thinks they'll get "caught". Few do get caught
- Weak system of penalties.
- "Clip on the ear" / "Boys will be boys"
- Definitions on a spectrum
- Forced <> Required <> Expected <> Happened
- There is, as it turns out, tolerance

Three approaches to social problems

- Egalitarian: Establish understanding and awareness. Policy as **education**.
- Some need it more than others
- Years of prior education that is in conflict
- The “induction” issue in UK HE

Three approaches to social problems

- Individualist: Establish incentives to behave “better”. Policy as **rewards**.
- Does marking reward individuality?
- Lack of focus on “new thinking” and the conflict with an “occupational standards” approach
- (Lack of) creativity in assessment output expectations

Three approaches to social problems

- Hierarchical: Establish power (often to punish). Policy as **deterrent**.
- No-one thinks they'll get "caught". Few do get caught.
- Weak system of penalties.
- "Clip on the ear" / "We need to keep them"
- Definitions not clear

Take a wicked policy problem...

- **Egalitarian:** Establish understanding and awareness. Policy as **education**. Normative.
- **Individualist:** Establish incentives to behave “better”. Policy as **rewards**. Aspirational.
- **Hierarchical:** Establish power (often to monitor or punish). Policy as **deterrent**. Preventative.

- What is done now?
- What could be done in the future (by you or uni)

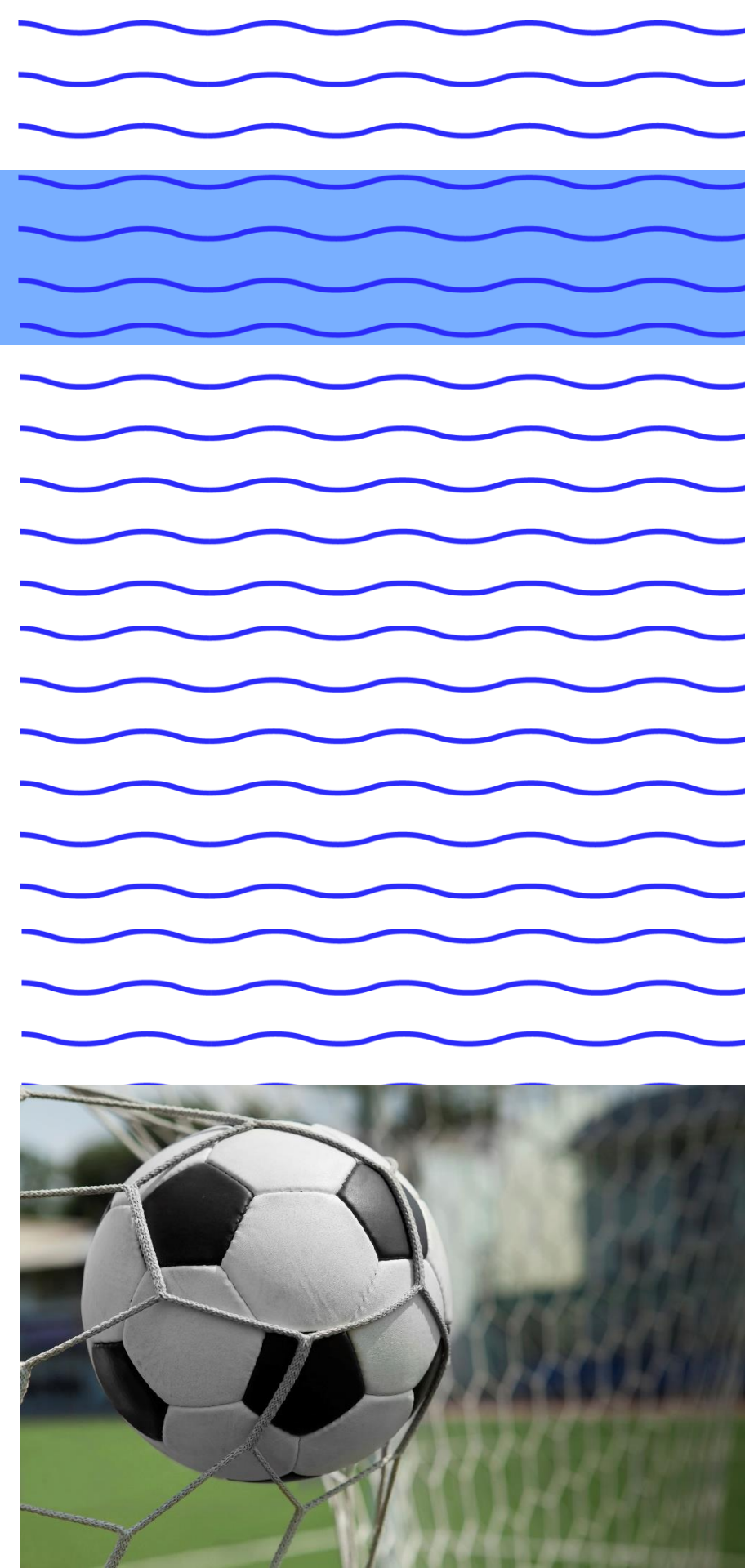
Classic goals

Equity and equality

Efficiency

Safety/Protection

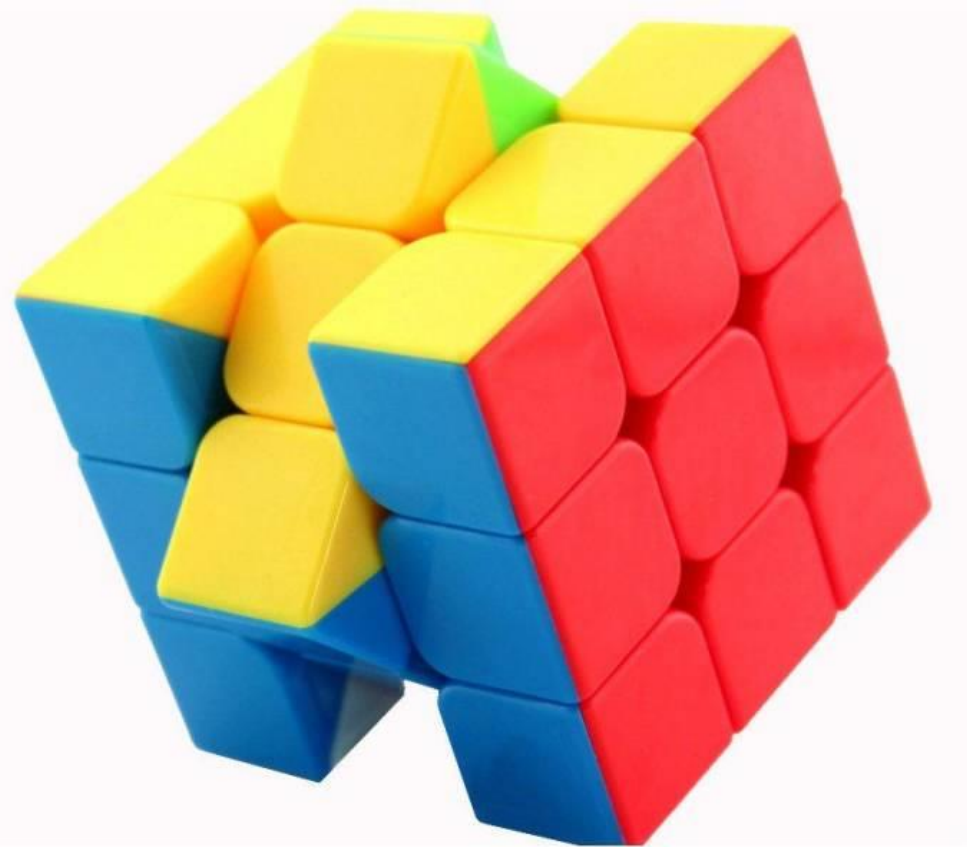
Freedom/Opportunity



Take a thing

1. How can we make it **fairer**? Evening out winners and losers.
2. How can we make it more **efficient**? Process maps, blockages, coping “at scale”?
3. How can we ensure (more) people are (better) **protected** – safety nets?
4. How can we free people up to **get involved**, not be put off, be creative, take risks, etc?

Goal!



1. Equity / Equality
 - Who wins and loses? Can we shift the situation?
2. Efficiency
 - What are the human and financial costs. Can we (re) scale stuff?
3. Safety and protection
 - Are there harms? Who's most vulnerable?
4. Freedom and opportunity
 - Are people restricted? Can we free them up to be brilliant?

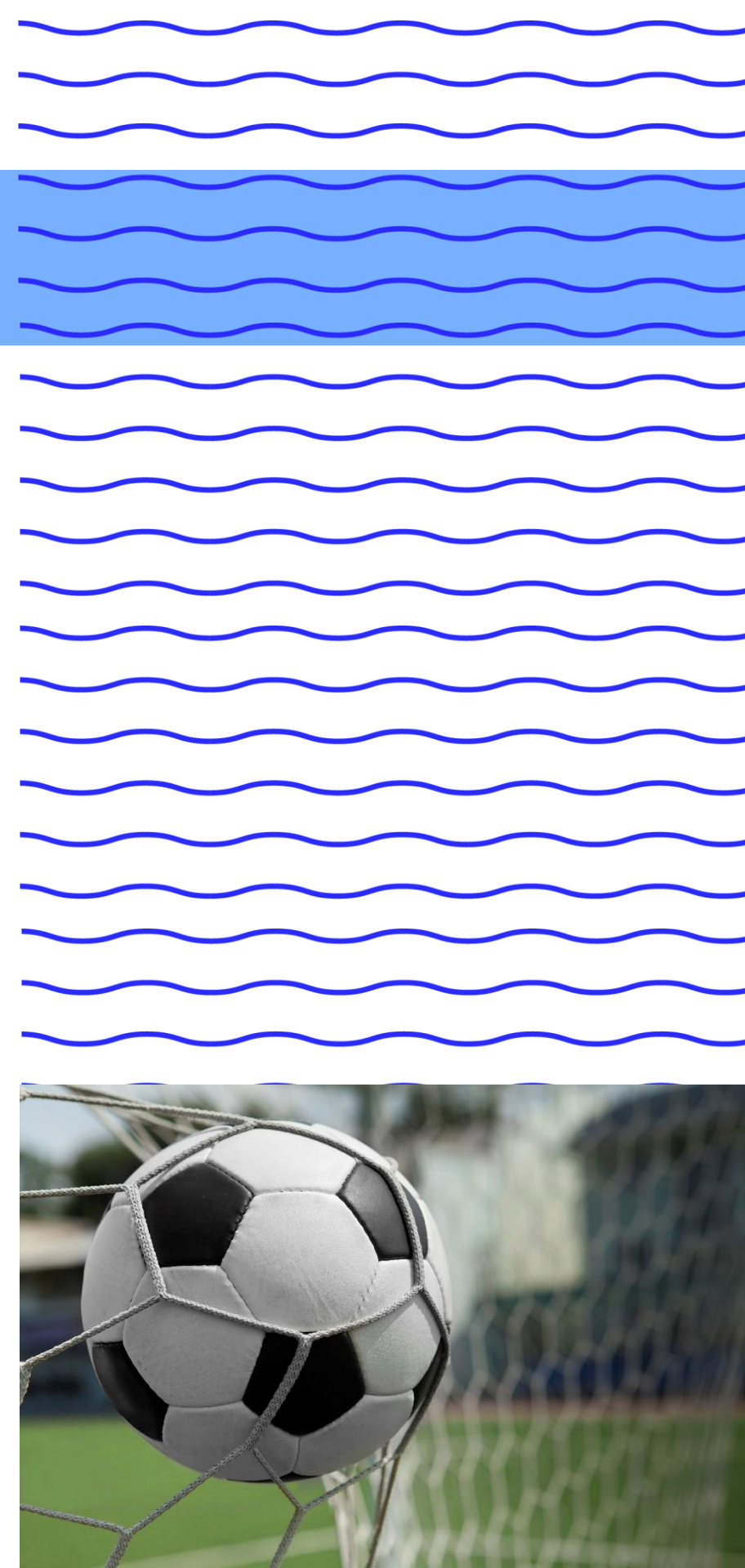
Classic goals

Equity and equality

Efficiency

Safety/Protection

Freedom/Opportunity



Five key goals lessons

1. Using goals as optics is a short cut to helpful wonkery
2. Equity shifts are (becoming more) important where goods are centralised and when populations grow
3. HE tends to focus in on protection but considering the other aspects matters (whack-a-mole)
4. Students tend to be more focussed on “freedom and opportunity” than their students’ unions
5. We tend to avoid “efficiency” but that often is crucial re human costs – and next decade...

Thank you

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