The realisation of a participatory approach consists of a variety of stages, namely stakeholder identification, defining levels of participation as well as frequency and the decision upon participation techniques.

The key challenge in applying a participatory approach in order to increase energy consciousness is that environmental behaviour can be considered a high-cost behaviour. This means that individuals constantly undertake cost-benefit analyses for decision-making processes and are unlikely to engage when the outcome is unfavourable. The challenge is to overcome the costly hurdles, namely several types of internal and external control beliefs. Internal control beliefs consist of emotional and cognitive barriers (collective action problem, loose support networks) whereas external control beliefs depend on the context, in this case mainly institutional barriers, i.e. lack in capacity for change and understanding from co-workers. An strengthening self-efficacy of university members through opportunities of participation has been identified as the most effective ways of overcoming such obstacles. This is what Kiel University aims to accomplish through its Energy Conservation Campaign.

LES SONS LEAR NT AND SUCCESS FACTORS

The Energy Conservation Campaign at Kiel University has provided different insights into the application of participatory approaches at universities. So far, energy consumption levels in two of the three institutes have been reduced and a stable participation process according to the guidelines mentioned above has been implemented. There have been three essential insights from the project so far that can provide learning opportunities for other universities:

1. Firstly, for a participation process in a large organisation it is incremental to secure the support from the leadership. In the case of Kiel University we were fortunate to be granted full support early on, which was continuously communicated from the university’s chancellor to other management levels. This process of communication is particularly important to ensure that all organisational members who would like to contribute are not held back by lack of understanding or support from superiors.

2. A second important insight is that there is a large difference between academic staff and non-academic staff regarding participation, as for scientists the time spent on meetings would essentially be their free time, while administrative and technical staff could count these hours as working time. Thus, it might be appropriate to test different strategies for these two groups in order to increase their motivation to participate.

3. The final insight from this project is the importance to have all hierarchy levels represented in the first stakeholder group, in order to make the construct work in terms of representativeness and multiplier-functions. It was demonstrated that the barrier to contacting a person from a different hierarchy level about energy saving advices was higher than contacting someone from another working group.

OBJECTIVES

The Energy Conservation Campaign at Kiel University has two main aims. Firstly, quantitative targets of a reduction of electricity consumption by eight per cent and a heat energy consumption reduction by four per cent over a three-year period ending October 2016. Secondly, it aims to incorporate ecological awareness into organisational and personal behaviours, in order to achieve long-lasting changes in perception amongst the university’s members. This participatory approach will generate an organisational change process which takes account of energy-relevant behaviour and the respective underlying values.

For this project, external stakeholders, funders, members of each of the three participating institutes, and their respective management levels belong to the organisation but are not directly associated with the three institutes, such as technicians or members of the environmental working group.

STAKEHOLD ER IDENTIFICATION

When identifying stakeholders for a participatory approach at organisations, it is important to consider that such approaches require large amounts of time and financial resources. Therefore, it is necessary for organisational purposes to keep the number of individuals involved low and to focus on intense participation with small groups. However, in order to include all stakeholders according to their level of interest and capability, it is essential to identify different stakeholder group (SGs) which will all contribute in different ways.

For this project, four different SGs have been identified:

- **SG 1** are members of each of the three partners-institutes for this project who have been selected to represent all members from their institute in respect of work groups and hierarchy differences.
- **SG 2** are the remaining organisational members of the three partners-institutes, however, their participation will be less intense than they are represented by SG 1 members.
- **SG 3** consists of the university’s management level and additional organisational stakeholders who belong to the organisation but are not directly associated with the three institutes, such as technicians or members of the environmental working group.
- **SG 4** are external stakeholders such as funders, advisers and interested members of the public, who have an interest in monitoring the progress of the project.

STAKEHOLDER PARTICIPATION AND ENERGY CONSERVATION

THE ENERGY CONSERVATION CAMPAIGN AT KIEL UNIVERSITY

NORA NORDING

DEGREE OF PARTICIPATION

The second step is to identify the degree of stakeholder participation. There are five degrees of participation, each with its own advantages and disadvantages. The degree of participation is defined by the level of on-going stakeholder participation and ad-hoc participa-

The next step in realising a participation project is to identify the frequency with which stakeholders participate. As there is a difference between ongoing stakeholder participation and ad-hoc participation, there is a need for combining both in order to create a realistic picture of the participation process. Ongoing stakeholder participation has a different nature as it requires a stronger commitment from participants. Furthermore, through this increased intensity it is possible to generate deeper insight into stakeholders’ values and attitudes. On the other hand, ad-hoc participation has the advantage of being resource efficient in terms of reducing the time which needs to be invested and also financial resources only need to be spent whenever there is a reason to participate. For the purpose of realising a stakeholder project, it is beneficial to establish a correlation between degree and frequency of participation.

FREQUENCY OF PARTICIPATION

PARTICIPATION METHODS

According to a classification of respective participative methods for the varying degrees of participa-

tion of stakeholders, five levels of participation are used: consultation, information, delegation, ad-hoc participa-

tion and collaboration. Each level is defined in terms of the degree of participation of the stakeholders.

The frequency of participation determines the method chosen. SG 1 is a focus group approach, as the central participation method, and workshops as the peripheral approach, applying to de-legation and co-decision respectively. For SG 2 the fitting participation methods consist of surveys and interaction events for the collaboration aspect while also the for SG workshops apply as part of the co-decision participation level. For SG 3, as consultation is their primary degree of participation, regular presentations need to be given in order to keep these stakeholders informed and also to collect feedback for the future process. For information purposes SG 3 should furthermore be kept up-to-date by sending newsletters and reports. SG 4 received the same newsletters, reports and information needs to be provided for them on the website.

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