Pacific Quality Infrastructure (PQI) Initiative

GROUP MENTOR SESSION 3

3rd June 2022

Group Mentoring Session 3

Date: Friday 3rd June 2022

Time: 11-1pm Fiji time / 9-11pm AEST (virtual)

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Please register in advance <u>here.</u>

Agenda

Time	Topic	Details
10 min	Welcome and updates on the PQI Initiative	• Welcoming Remarks • PQI Milestones update
20 min	DfYdUfUh]cb˙Zcf˙7UdUW]hm˙6i˙]Xb[˙K cf˙g\cd˙(˙˙)bhfcXi˙Wh]cb˙hc˙GhUbXUfXg˙flk˙]h\˙˙9I˙hYfbU`˙GhU_Y\c˙XYfgŁ	• Walk through of the Guidance for Standardisation Focal Points • Who should Focal Points invite? • How should Focal Points invite stakeholders?
20 min	Revisiting Last Session's Activity: Hosting Stakeholder Events	• *Activity:* Break out Groups
%) min	Debrief on the Inaugural Meeting of the Regional Standards Committee	• Discussion of Action Items
30 min	Mock Regional Standards Committee Debate	• *Activity:* Role Play Session
10 min	Q & A	• Questions from participants
) min	Workshop Close	• Closing Remarks

Feedback from Planning Workshop

- Sharing information across countries.

- Training on selling the benefits of regional alignment and harmonisation to national stakeholders.

- More information on processes and best practices among other Forum Island Countries.

- Share challenges may help other FICs to consider why they are setting up their National Standards Bodies and how they may avoid the same issues before they establish their NSBs.

Preparation for Capacity Building Workshop 4:

Introduction to Standards

(With External Stakeholders)

Email template invitation

Work with your mentor to identify key stakeholders. You are encouraged to use the below template to invite stakeholders to the PQI Capacity Building Workshop 4.

Dear Ms/Mr_____

I am writing to formally invite you to the upcoming Pacific Quality Infrastructure Initiative's Capacity Building Workshop 4 'Introduction to Standards with External Stakeholders' on the 7th of June 2022.

The Pacific Islands Forum is leading the Pacific Quality Infrastructure (PQI) Initiative, which aims to strengthen quality infrastructure across all Forum Island Countries to increase trade competitiveness.

Quality Infrastructure consists of key pillars like standardisation, metrology, accreditation, and conformity assessment. Collectively these systems help stimulate industrial development, trade competitiveness, innovation, and the efficient use of resources, while protecting human health and the environment. I have been engaging as the national Standardisation Focal Point in the initiative seeking to achieve key quality outcomes in standardisation.

As a key stakeholder in our national quality infrastructure network, I request your attendance to discuss standardisation opportunities in our region and ensure your voice is heard during this open forum event.

I also welcome you to invite any colleagues you think would benefit from engaging with standardisation opportunities in our region.

I have attached the invitation with the agenda for the event for your review.

Please register before the event here.

If you have any questions about the event, please feel free to reach out to PIFS Regional Quality Infrastructure Coordinator, Ulrich Diekmann

What is a stakeholder?

Stakeholders are individuals, groups or organizations who have an interest in any decision or activity of an organization *[ISO.26000:2010]*

ISO

What areas/sectors do your stakeholders come from?

Identifying who to engage

Identifying Stakeholders

Identifying the right stakeholders to engage will ensure that your Technical Committees represent a broad and relevant range of stakeholders. The most effective stakeholders are those who are most likely to be directly affected by the subject matter of the Standard.

One of the methods that a National Standards Body (NSB) may use to ensure they have a broad and relevant range of interests engaged is to use a checklist of sector/stakeholder categories.

ISO has seven stakeholder categories. Can you list them?

Manufacturers; producers; designers; service industries; distribution, warehousing and transport undertakings; retailers; insurers; banks and financial institutions; business and trade associations.

International and regional treaty organizations and agencies; national government and local government departments and agencies, and all bodies that have a legally recognised regulatory function.

National, regional and international consumer representation bodies, independent of any organization that would fall into the 'industry and commerce' category, or individual experts engaged from a consumer. perspective.

International, regional, national and local trades unions and federations of trades unions and similar bodies the main purpose of which is to promote or safeguard the collective interests of employees in respect of their relationship with their employers. This does not include professional associations.

Universities and other higher educational bodies or professional educators associated with them; professional associations; research institutions.

Testing, certification and accreditation bodies; organizations primarily devoted to promoting or assessing the use of standards.

Organizations that usually operate on a charitable, not-for-profit or nonprofit distributing basis and that have a public interest objective related to social or environmental concerns. This category does not include political parties or other bodies whose main purpose is to achieve representation in government or governmental bodies.

03

Engagement strategies

Understanding your Stakeholder

When engaging new stakeholders, it's important for us to get an understanding of their perspective.

- What is their organizations role in the sector?
- Their current understanding of Standards and their local NSB
- How are they currently affected by Standards?
- What are the problems / pain points that Standards can solve for them?
- What are the benefits of them being involved in Standards Development?
- What other concerns might they have?

It is then our job to link solutions that Standards can provide to their problems and concerns and sell them the benefits of being involved in the Standards Development process. This is known as Values Proposition.

Notes

Making the engagement meaningful

*Stakeholder engagement involves dialogue between the organization and one or more of its stakeholders.
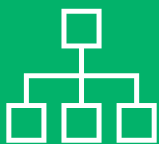[ISO.26000:2010]*

Stakeholder Engagement is more likely to be meaningful when the following elements are present:

- A clear purpose for the engagement is understood

- The stakeholders interests have been identified

- Stakeholders interests establish a relationship between the NSB and the stakeholder that is direct or important

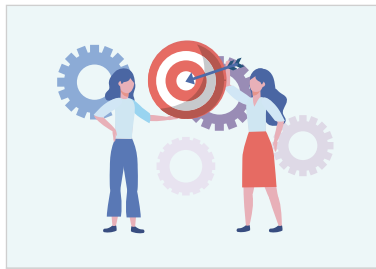- The interests of stakeholders are relevant and significant to Standards Development

- The Stakeholders have the necessary information and understanding to make their decisions

Engaging Digitally

Tailor your message for different audiences

Align with your NSB's sector initiatives

Use your member network to extend your reach

Notes

Tips for Stakeholder Engagement

Involve them as early as possible

- Stakeholders are the parties who contribute to develop the Standard, the end users, and the people who are affected by Standards

- Involving them early in the process allows for consideration to be given to a wider range of views, earlier identification of potential issues, and to shape the key measurable and desired outcome of the Standard

- Having stakeholders involved early will also help with setting and managing expectations around deadline setting

Always provide value

- Stakeholders are asked to contribute a lot (time, resources, effort etc.) when it comes to Standards Development. It is your job as an NSB to provide them something in return, so that they feel a real sense of value for the contribution that they make

- Before engaging with any stakeholder, make sure you do your research. For example - What Standards are they currently involved in or affected by? Are there upcoming events, committees, or Standards Development projects that they would have an interest in?

- Provide support and education regarding Standards - workshops, training programs, information packs, media releases, joint initiates, networking events, etc.

Communicate, communicate, communicate

- Often stakeholders might only be engaged at the beginning and the end of the Standards Development process, or receive their updates from newsletters or websites

- True engagement means talking to, and listening to, your stakeholders. It means communicating in a concise and clear manner and dealing with problems quickly to help resolve them efficiently

- Engagement is an ongoing and ever developing relationship between you and your stakeholder

Adapt as expectations change

- Stakeholder expectations will change and evolve as their needs do from your NSB

- When expectations shift we have to show we can be adaptable to their expectations and still deliver the desired outcomes

Follow up

- Following up on agreed actions or deliverables shows that you are engaged and invested in outcomes that affect your stakeholders
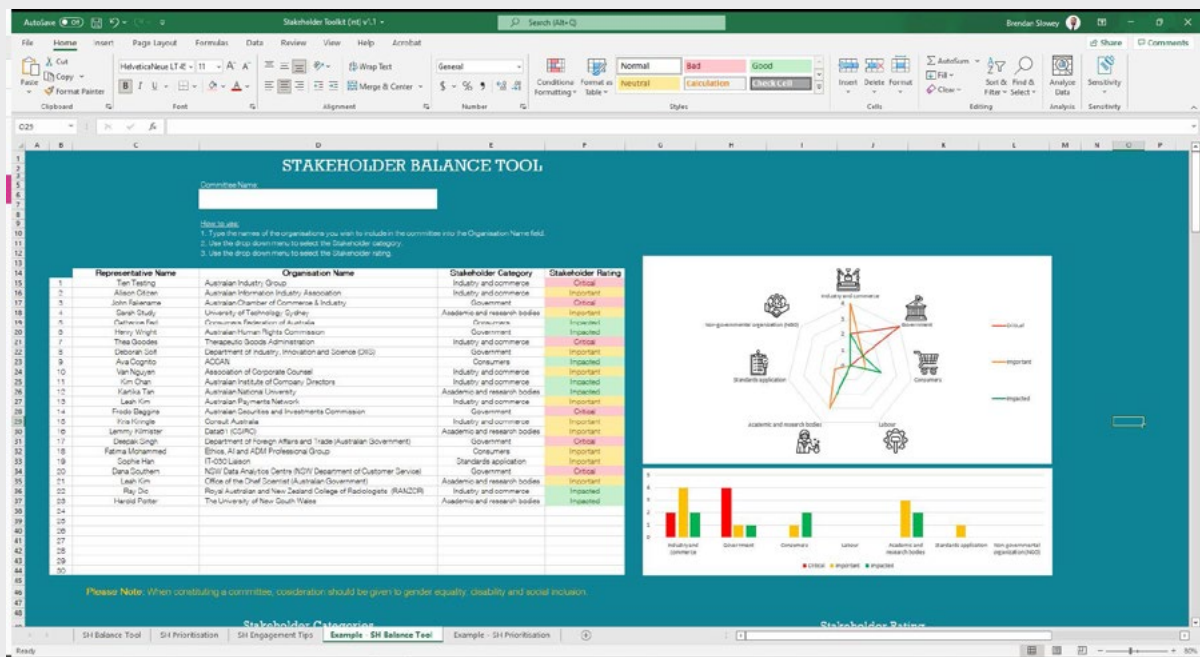
Stakeholder Engagement

ACTIVITY

The Stakeholder Balance Tool is used to ensure a balanced and robust crosssection of stakeholders are engaged in Standards development.

Users are to identify the stakeholders they wish to engage, categorise them based on the ISO stakeholder categories and rate them based on their importance (Critical, Important or Impacted).

The output is displayed in two images:

1. a radar view showing the balance across the ISO categories, and
2. a bar graph showing the balance across Critical, Important and Impacted stakeholders.

Please use the 'Standards Australia – Stakeholder Engagement Toolkit' provided to complete the following activities.

Identify a Standard / proposed Standard where you would like to engage stakeholders.

Using the SH Balance tool in the Stakeholder Engagement Toolkit, list and categorise the different stakeholders that you would potentially engage.

Stakeholder Prioritisation

The Stakeholder Prioritisation Matrix is used after completing the Stakeholder Balance tool; to group stakeholders into quadrants based on their level of influence and interest in Standardisation activities.

This tool allows the user to identify which stakeholders should be prioritised for engagement and provides different engagement strategies for each quadrant.
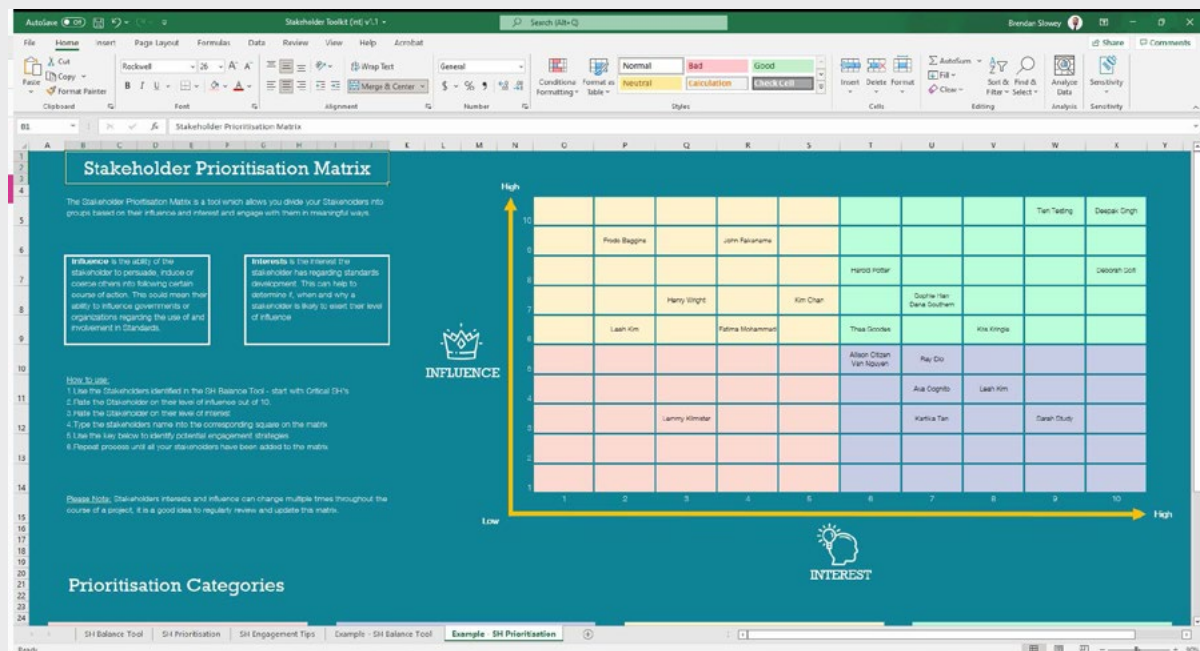
Please use the 'Standards Australia – Stakeholder Engagement Toolkit' provided to complete the following activities. Please use the 'Standards Australia – Stakeholder Engagement Toolkit' provided to complete the following activities.
Using the content shared during the workshop and the Stakeholder Engagement Toolkit, approach two of the stakeholders you identified. You may also choose to invite them to attend Workshop 2 as part of your consultation.

Map the stakeholder you identified in Activity 1, into the Stakeholder Prioritisation Matrix.

Investigate the potential strategies to engage each of the quadrants

Stakeholder Engagement

STAKEHOLDER 1

Who did you approach?

What ISO Stakeholder Category were they?

Where did they fit into the Stakeholder Prioritisation matrix?

What strategy/key messages did you use to engage them?

What was the outcome?

Hosting Stakeholders

Revisiting Last Session's Activity

Hosting Stakeholders for Capacity Building Workshops and Events

George Sfinas is an Engagement Officer at Standards Australia responsible for overseeing the Building and Construction sector.

Standards Australia Forum – Construction in Bushfire Prone Areas

Who did Standards Australia engage?

Why did Standards Australia engage these stakeholders? For what purpose?

How did Standards Australia engage these stakeholders? What were the advantages of engaging them by these methods?

Activity: Hosting Stakeholder Events

AS/NZS 4671: 2003 Steel Reinforcing Materials

CASE STUDY

Industry and the community across several Forum Island Countries have expressed a desire for standards for steel reinforcing materials.

AS/NZS 4671 may be suitable as a regional standard adoption for the Pacific Islands.

Your task is to find the best standard solution to address this need.

Who should you engage?

Why should you engage these stakeholders? For what purpose? What is your value statement to these stakeholders?

How are you going to engage these stakeholders? What were the advantages of engaging them by these methods?
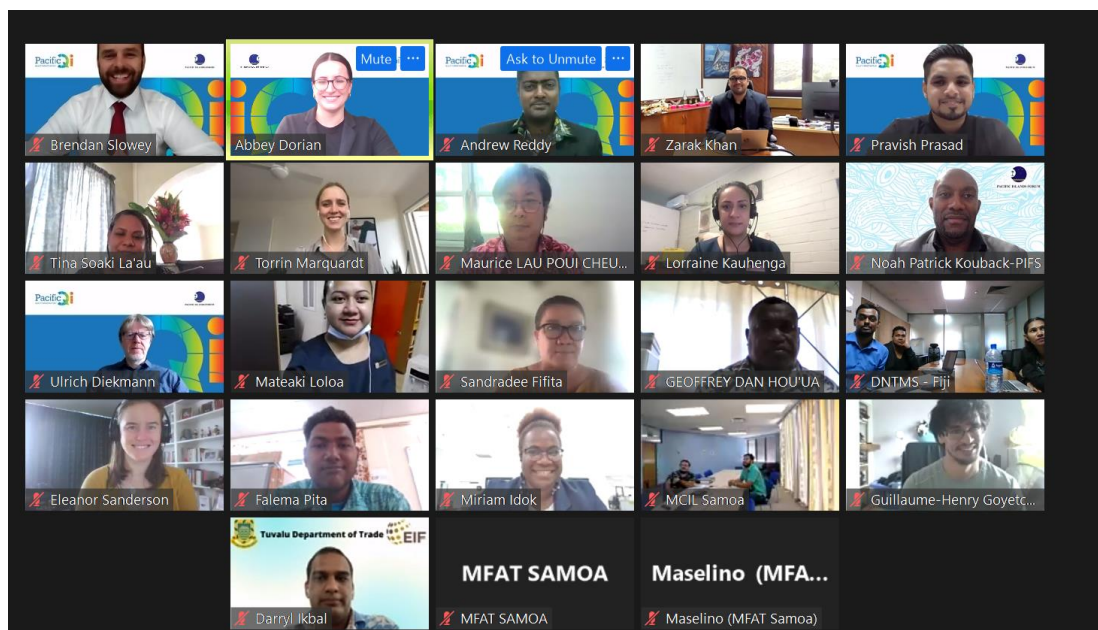
Debrief on the Inaugural Meeting of the Pacific Regional Standards Committee

Action Items

Inaugural Meeting of the Pacific Regional Standards Committee

Action Items

Action Item	Completed?	Notes
1.0: Confirm voting position on decision making		
1.1: Express interests for the role of Chairperson.		
1.4: Submission of any comments on finalised Terms of Reference to participants		

Mock Regional Standards Committee Debate

Mock Regional Standards Committee

Role Playing Task

Scenario:

After observing the success of the regional standard for Kava, the Pacific Regional Standards Committee has commissioned a working group to draft a potential regional standard for young coconuts in the Pacific region. The committee is now meeting to discuss the first draft and consider what they want to keep, what they want to change and if developing a regional standard for coconuts in the Pacific is even a good idea!

Your task:

- On the day of the mentoring session, you will be emailed a character role to play. Your task is to represent your country as that character. The character will have required behaviours and interests. You will need to demonstrate these behaviours and interests during the mock regional standards committee.

The objective of this mock regional standards committee is to demonstrate how regional standardisation navigates different interests and personalities. By the end of the session, you will be more familiar with how regional standardisation works and the strategies you can use to facilitate effective cooperation in standard development.

DRAFT STANDARD FOR COCONUTS IN THE PACIFIC

Note for participants: This is a draft standard for coconuts in the Pacific. Familiarise yourself with the content before the session and consider what elements of the standard your country may agree with, disagree with, or want added.

1. DEFINITION OF PRODUCE

This standard applies to commercial varieties of fresh young coconut fruits harvested from Cocos nucifera to be supplied fresh to the consumer, after preparation and packaging.

2. PROVISIONS CONCERNING QUALITY

2.1 MINIMUM REQUIREMENTS

In all classes, subject to the special provisions for each class and the tolerances allowed, the

young coconut must be:

– whole, trimmed, or polished;

– free of cracks at the shell;

– fresh in appearance;

– sound; produce affected by rotting or deterioration such as to make it unfit for human consumption is excluded;

– clean, practically free of any visible foreign matter;

– practically free of pests affecting the general appearance of the produce;

– practically free of damage caused by pests;

– free of abnormal external moisture, excluding condensation following removal from cold storage;

– free of any foreign smell and/or taste;

– for the whole fruit, spikelet and peduncle should be absent and the calyx should be intact

2.1.1 The development and condition of the young coconut must be such as to enable them:

- to withstand transport and handling; and

- to arrive in satisfactory condition at the place of destination.

2.2 CLASSIFICATION

Young coconuts are classified in three classes defined below:

2.2.1 "Extra" Class

Young coconuts in this class must be of superior quality. It must be characteristic of the variety and/or commercial type. It must be practically free of defects provided these do not affect the general appearance of the produce, the quality, the keeping quality and presentation in the package.

2.2.2 Class I

Young coconuts in this class must be of good quality. It must be characteristic of the variety and/or commercial type. The following defects, however, may be allowed, provided these do not affect the general appearance of the produce, the quality, the keeping quality and presentation in the package:

- slight defects of colour and shape;

- slight defects on the skin/husks/shell due to mechanical damage and blemishes not exceeding 5% of the total surface area.

The defects must not, in any case, affect the flesh and water of the fruit.

2.2.3 Class II

This class includes young coconuts which do not qualify for inclusion in the higher classes, but satisfy the minimum requirements specified in Section 2.1 above. The following, however, may be allowed, provided the young coconuts retain their essential characteristics as regards the quality, the keeping quality and presentation:

- defects in shape and colour;

- defects on the skin/husks/shell due to mechanical damage and blemishes not exceeding 10% of the total surface area

The defects must not, in any case, affect the flesh and water of the fruit.

3. PROVISIONS CONCERNING SIZING

Size is determined by the weight of the fruit, in accordance with the following table

3.1 Whole fruit

Size Code	Weight (grams)
1	>2,400
2	1,901-2,400
3	1,401-1,900
4	901-1,400
5	400-900

3.2 Trimmed fruit:

Size Code	Weight (grams)
1	>1,500
2	1,201-1,500
3	901-1,200
4	601-900
5	300-600

3.3 Polished fruit:

Size Code	Weight (grams)
1	>600
2	451-600
3	300-450

4. PROVISIONS CONCERNING TOLERANCES

Tolerances in respect of quality and size shall be allowed in each package for produce not satisfying the requirements of the class indicated.

4.1 QUALITY TOLERANCES

4.1.1 "Extra" Class

Five percent by number or weight of young coconuts not satisfying the requirements of the class, but meeting those of Class I or, exceptionally, coming within the tolerances of that class.

4.1.2 Class I

Ten percent by number or weight of young coconuts not satisfying the requirements of the class, but meeting those of Class II or, exceptionally, coming within the tolerances of that class.

4.1.3 Class II

Ten percent by number or weight of young coconuts satisfying neither the requirements of the class nor the minimum requirements, with the exception of produce affected by rotting or any other deterioration rendering it unfit for consumption

4.2 SIZE TOLERANCES

For all classes, 10% by number or weight of young coconuts corresponding to the size immediately above or below that indicated on the package.

5. PROVISIONS CONCERNING PRESENTATION

5.1 UNIFORMITY

The contents of each package must be uniform and contain only young coconuts of the same origin, variety and/or commercial type, quality and size. The visible part of the contents of the package must be representative of the entire contents.

5.2 PACKAGING

Young coconuts must be packed in such a way as to protect the produce properly. The materials used inside the package must be clean and of good quality such as to avoid causing any external or internal damage to the produce.

The use of materials, particularly of paper or stamps bearing trade specifications is allowed, provided the printing or labeling has been done with non-toxic ink or glue. Young coconuts shall be packed in each container in compliance with the Recommended International Code of Practice for Packaging and Transport of Fresh Fruits and Vegetables (CAC/RCP 44-1995, Amd. 1-2004).

5.2.1 Description of Containers

The containers shall meet the quality, hygiene, ventilation and resistance characteristics to ensure suitable handling, shipping and preserving of the young coconuts. Packages must be practically free of all foreign matter and smell.

6. MARKING OR LABELLING

6.1 CONSUMER PACKAGES

In addition to the requirements of the Codex General Standard for the Labelling of Prepackaged Foods (CODEX STAN 1-1985, Rev. 1-1991), the following specific provisions apply:

6.1.1 Nature of Produce

If the produce is not visible from the outside, each package should be labelled as to the name of the produce and may be labelled as to name of the variety.

6.2 NON-RETAIL CONTAINERS

Each package must bear the following particulars, in letters grouped on the same side, legibly and indelibly marked, and visible from the outside, or in the documents accompanying the shipment. For produce transported in bulk these particulars must appear on a document accompanying the goods.

6.2.1 Identification

Name and address of Exporter, Packer and/or Dispatcher. Identification code (optional).

6.2.2 Nature of Produce

Name of produce if the contents are not visible from the outside. Name of variety and/or commercial type.

6.2.3 Origin of Produce

Country of origin and, optionally, district where grown or national, regional or local place name.

6.2.4 Commercial Identification

− Class;

− Size code (size code or minimum and maximum weight or diameters in grams or mm, respectively);

- Net weight (optional)

6.2.5 Official Inspection Mark (optional)

7. FOOD ADDITIVES

Postharvest treatments such as sodium metabisulfite, ascorbic acid and other antioxidants when used as anti-browning agents shall comply with those levels established by the Codex Alimentarius Commission under the provision of the General Standard for Food Additives and/or competent authority for this commodity.

8. CONTAMINANTS

8.1 PESTICIDE RESIDUES

Young coconuts shall comply with those maximum residue limits established by the Codex Alimentarius Commission and/or by authority for this commodity.

8.2 OTHER CONTAMINANTS

Young coconuts shall comply with those maximum levels for contaminants established by the Codex Alimentarius Commission and/or by authority for this commodity.

9. HYGIENE

9.1 It is recommended that the produce covered by the provisions of this Standard be prepared and handled in accordance with the appropriate sections of the Recommended International Code of Practice – General Principles of Food Hygiene (CAC/RCP 1-1969, Rev. 4-2003), Code of Hygienic Practice for Fresh Fruits and Vegetables (CAC/RCP 53-2003), and other relevant Codex texts such as Codes of Hygienic Practice and Codes of Practice.

9.2 The produce should comply with any microbiological criteria established in accordance with the Principles for the Establishment and Application of Microbiological Criteria for Foods (CAC/GL 21-1997).

10. METHODS OF ANALYSIS AND SAMPLING

Analytical and sampling methods to be used for ascertaining conformance to the requirements of this specification shall be in accordance with relevant text in Codex Methods of Analysis and Sampling, Volume 13

ANNEX 1

Illustration of Whole, Trimmed and Polished Young Coconut

Whole

Trimmed

Polished

Mock Regional Standards Committee Role Playing Task

Scenario:

After observing the success of the regional standard for Kava, the Pacific Regional Standards Committee has commissioned a working group to draft a potential regional standard for young coconuts in the Pacific region. The committee is now meeting to discuss the first draft and consider what they want to keep, what they want to change and if developing a regional standard for coconuts in the Pacific is even a good idea!

Your task:

- On the day of the mentoring session, you will be emailed one of the following characters to role play. Your task is to represent your country as that character. The characters have required behaviours and interests. You will need to demonstrate these behaviours and interests during the mock regional standards committee.

THE DEVIL'S ADVOCATE

The Devil's Advocate enjoys taking an adversarial role in a debate regardless of their own feelings on the subject, to test others positions and see how they will react.

BEHAVIOURS TO DISPLAY

- Extroverted
- Curious
- Confident
- Comfortable challenging others
- Interested to see if other committee members can back up their own opinions
- When major points are being discussed agreed on the they will seek to ensure that all sides of the argument have been heard
- Not afraid of annoying people

USE PHRASES LIKE

- "<insert name> you've been awfully quiet; I know you've got to have an opinion on this…"
- "Interesting point <insert name>, what makes you think that?"
- "How many times are you going to beat that dead horse?"
- "<insert name> hadn't you said previously that this <point> wouldn't work?"

What you want to achieve for a Regional Coconut Standard:

- **You are supportive of the development of a Regional Coconut Standard, but you want it to be attainable and realistic for all Pacific Island Countries.**

THE INTERRUPTER

The Interrupter is so self-assured of their importance to the committee that they must interject whenever they hear something that they feel strongly about (both positively or negatively).

BEHAVIOURS TO DISPLAY

- Extroverted
- Opinionated
- Comfortable challenging others
- Will stop a person mid-sentence when they feel strongly about a point of discussion.
- Will listen to reason if they feel that they have been listened to

USE PHRASES LIKE

- "As a foundational member of this committee. I think…"
- "I 100% agree with <insert name> and vehemently disagree with <insert name>"
- "Listen that's all well and good but what we really need if <point>"
- "I've been involved with ISO standards for 30 years; this isn't how it works"

What you want to achieve for a Regional Coconut Standard:

- **You are primarily focused on developing a Regional Coconut Standard so that your country can export coconuts to other Pacific Island Countries, you are not focused on safety or product assurance.**

THE METICULOUSLY PREPARED

The meticulously prepared is full of self-confidence and stoic in their beliefs. This is because they have spent the time pouring over all the available information, looked at things from every perceivable angle and reached their conclusions.

BEHAVIOURS TO DISPLAY

- Maybe introverted or extroverted
- Opinionated
- Uses facts, figures and evidence to support their arguments (for the purposes of the exercise, you can make these up!)
- Comfortable challenging others
- Comfortable being challenges as they have already considered many perspectives

USE PHRASES LIKE

- "There's a test method specified in clause 3.2 of AS/NZS 1234.5 that can exactly measure the quality of the coconut ready for export"
- "I've run the algorithm twelve times and presented the trend in this table…"
- "So I put something together on this *pulls out notes*"

What you want to achieve for a Regional Coconut Standard:

- **You want a Regional Coconut Standard at all costs and are happy to make any concessions to get one.**

THE OVERTALKER

The Overtalker is a slave to their own confirmation bias. They look for information which only supports their argument, once they hear it they can't contain themselves and must interject immediately to let everyone know how what is being said only helps to further support their opinions.

BEHAVIOURS TO DISPLAY

- Extraverted
- Use verbal notes to show their agreement
- Finish other people's sentences
- Looks to expand and enhance on other ideas or thoughts before they are finished
- Uses confirmation bias to use/link others' opinions to support their own

USE PHRASES LIKE

- "What <insert name> is trying to say is…"
- "That's exactly what I was talking about when I mentioned…"
- "This just enhances what I was trying to say before"

What you want to achieve for a Regional Coconut Standard:

- **You are supportive of a Regional Coconut Standard if it makes coconuts cheaper. Your primary focus is cost.**

THE PEOPLE PLEASER

The People Pleaser just wants to make sure everyone is happy, they will at times compromise or back down from their own opinions if it saves them from tense or unresolved situations.

BEHAVIOURS TO DISPLAY

- Introverted
- Goals along with others' opinions ESPECIALLY when challenged
- Seeks approval from others

USE PHRASES LIKE

- "Yeah, look I guess that makes sense"
- "I'll defer to <insert name> as they seem to know what they are talking about"
- "If that's what everyone thinks, I'm happy to go along with it"

What you want to achieve for a Regional Coconut Standard:

- **You are supportive of a Regional Coconut Standard on the condition that coconuts in the Pacific maintain their high quality and are not subject to loose requirements which will negatively impact the reputation of Pacific coconuts.**

BEHAVIOURS TO DISPLAY

- Introverted
- Contemplative
- Uncomfortable being the centre of attention
- Does not interject unless of if they feel like they have something important to say.
- Must be brought into the conversation by other committee members asking for their thoughts of opinions
- Can become visibly frustrated if they are not engaged or given a chance to speak

USE PHRASES LIKE

- "Although <insert name> raised some good points. I think that these have been addressed by <insert name> because of <x, y and z points> and I would agree that we can endorse this item"
- "Can I just jump back to <topic that was addressed earlier in the meeting>"

What you want to achieve for a Regional Coconut Standard:

- **You are primarily focused on safety and quality assurance. If a Regional Coconut Standard is to be developed, you want it to ensure coconuts are safe for consumption and of a high quality for customers.**

THE WANDERER

The Wanderer is an engaging conversationalist with the uncanny ability to create connections between the conversation that's going on and something completely off-topic. They are contemplators and creative thinkers who find it difficult to operate within the structure and scope of committee meetings.

BEHAVIOURS TO DISPLAY

- Extroverted
- Opinion to new ideas and concepts – likes to explore them in depth
- No concern for structure or scope of committee meeting

USE PHRASES LIKE

- "What if we expanded the scope to include all types of foods and not just coconuts?"

What you want to achieve for a Regional Coconut Standard:

- **You do not want a Regional Coconut Standard. You think it is unnecessary and unwanted in the Pacific.**

Notes

Key Project Contacts

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