Management Course 4:
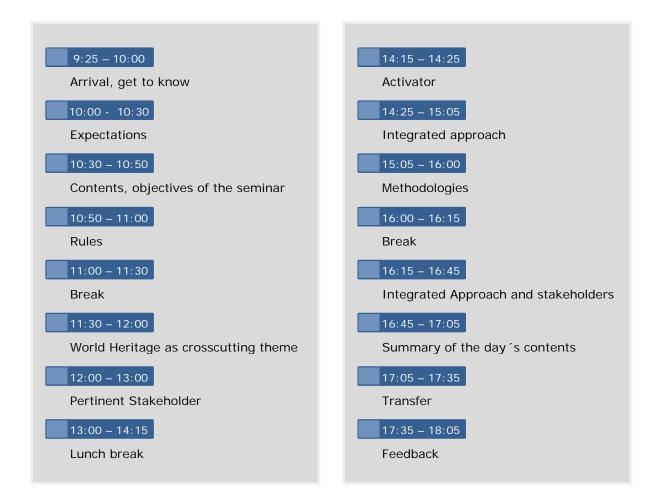
Collaborative Management Methods for Stakeholders

Benefits of the Integrated Approach

Day 1 – 24 June 2014

9:25 – 10:00	14:15 – 14:25
Arrival, get to know	Activator
10:00 - 10:30	14:25 – 15:05
Expectations	Integrated approach
10:30 – 10:50	15:05 – 16:00
Contents, objectives of the seminar	Methodologies
10:50 – 11:00	16:00 – 16:15
Rules	Break
11:00 – 11:30	16:15 – 16:45
Break	Integrated Approach and stakeholders
11:30 – 12:00	16:45 – 17:05
World Heritage as crosscutting theme	Summary of the day´s contents
12:00 – 13:00	17:05 – 17:35
Pertinent Stakeholder	Transfer
13:00 – 14:15	17:35 – 18:05
Lunch break	Feedback

Benefits of the Integrated Approach

Day 1 – 24 June 2014

Arrival, get to know

After welcoming the group to the Management Course the trainer asked the participants to group together as pairs and interview each other. The purpose of this activity is that the participants get to know each other better and therefore form a group within the Management Course. The following questions had been used, and after about 10 minutes interview time the participants introduced each other to the group:

The first question: You are a journalist of a newspaper. Interview your partner with special reference to the following questions: What is your personal and professional background?

The second question: If you have to go on an isolated island, what would you take?

Expectations

After this first task, the trainer wanted to know the participants' expectations about the course. He did this with a classic card question, which he pinned onto a board showing a picture frame. This symbolises the frame of the course and will be visible and used also on the following days to review, what already was achieved. Some of the answers were:

- Know how to increase the skills in reaching out to stakeholders – getting their interest.
- How to scale stakeholders' importance?
- How to identify stakeholders that would want to cooperate?
- How to manage the whole network?
- To experience participatory techniques
- How to cooperate successfully with stakeholders?

Contents, objectives of the seminar

The trainer explained to the participants what the Management Course is about, he mentioned the contents and the objectives of the seminar. After this review, he discussed the coming activities and the day's schedule.

Rules

In a call-out question the participants together with the trainer decided on the rules to follow within the coming days. To agree commonly on these rules will again help to form the group and will secure a good working atmosphere. These are the rules the group decided on:

1. We are all responsible for the success.
2. Be on time
3. Active participation
4. Be focused
5. Accept other ideas
6. Be positive
7. No mobile phones

World Heritage as crosscutting theme

As an introduction into the topic of the seminar, the trainer made a presentation in which he talked about different actors in Cultural Heritage, with particular regard to cities. In World Heritage Sites it is important to include different perspectives and points of view; it is a multidisciplinary task to manage these sites. In the management of a World Heritage Site it is necessary to recognise all the people involved and know what their needs and motivations are.

Pertinent stakeholder

During this activity the trainer asked the participants to work in teams and give some answers to the question "What are your local Stakeholders that are relevant for Heritage Management activities". The participants wrote down on cards their different answers. Then they classified them in accordance to their importance and if they were public or private stakeholders. The variety of responses was impressive, and it was an interesting exercise for the participants.

Activator

After the lunch break the trainer welcomed back the participants. To get again their attention and to reinforced team communication and team building, he asked them to do a "Flipchart race". This race consisted in forming teams, each team had two flipcharts and they needed to cross from one side of the room to the other but always with the whole group standing up on the flipchart.

Integrated approach

After the participants made clear which were their stakeholders, the trainer asked two questions "What ideas do you have when you look at the large variety of stakeholders?" and "How do you handle them?" The trainer then explained that it is necessary to use an integrated approach with the stakeholders to manage everything more efficiently.

The Integrated approach combines all aspects that are relevant to tackle the problems.

- Combines: Depending on area, site, context you can use different aspects together or parallel to each other.
- All aspects: socio-economic aspects (like urban development, communication, financial and legal aspects), techniques, time, space, environment, actors (active & passive) and contexts.

Methodologies

After talking about the integrated approach and the different stakeholders involved in the management of a World Heritage site, the group talked about the role a coordinator should have in this process and which role he/she should NOT take. The participants defined what would be the activities and functions that a coordinator has.

Integrated approach and Stakeholders

Accordingly to the previous activities, the participants needed to make a link between the integrated approach and the named stakeholders. In a write & walk they created two mental maps. In one they expressed what the advantages for them are; in the second what the advantages for the stakeholders are to work within an integrated approach.

Summary of the day's contents

The trainer did a summary of the day. He talked about all the subjects that he and the participants discussed during this first day.

Transfer

The participants had about ten minutes to write down into their "Learning Diary" what they learned on this day of the seminar.

Feedback

At the end of the day, the trainer asked the participants to analyse and think about what they were taking from the seminar for their daily work. The following statements had to be completed by the participants. Some examples are:

"Today, it was helpful for me that…"

- I think more about motivations and no needs
- Understand the role of the coordinator
- No specific model for stakeholders involvement

"It was especially interesting for me…"

- That different countries have different procedures
- Fast methodology to identify a vision and interesting tools for management
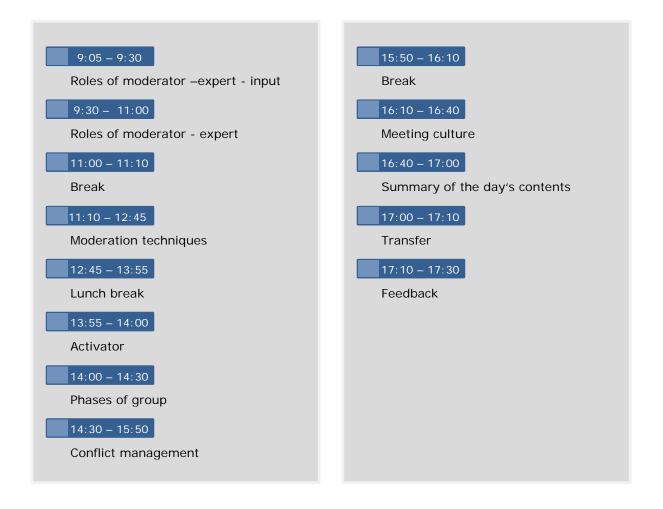- Involvement of stakeholders depends on the project

"Today, I was surprised when…"

- There are different levels of stakeholders
- Integrated approach can be implemented

Training of Personal Skills for Collaborative Management

Day 2 – 25 June 2014

9:05 – 9:30

Roles of moderator –expert - input

9:30 – 11:00

Roles of moderator - expert

11:00 – 11:10

Break

11:10 – 12:45

Moderation techniques

12:45 – 13:55

Lunch break

13:55 – 14:00

Activator

14:00 – 14:30

Phases of group

14:30 – 15:50

Conflict management

15:50 – 16:10

Break

16:10 – 16:40

Meeting culture

16:40 – 17:00

Summary of the day's contents

17:00 – 17:10
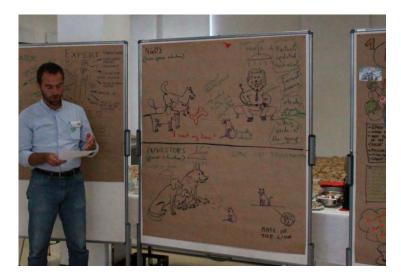
Transfer

17:10 – 17:30

Feedback

Training of Personal Skills for Collaborative Management

Day 2 – 25 June 2014

Roles of moderator – expert

The first activities of the day dealt with the roles of the moderator. The first part was a group session with input by the trainer. He explained the differences between the role of a moderator and the role of an expert. The trainer presented the Communication Model by Schulz von Thun, which states that in each declaration of a person four messages simultaneously are contained. These four messages are the:

- Factual information (which I am informing about),
- A self-statement (what I show of myself),
- A relationship indicator (what I think of you and how I relate to you),
- An appeal (what I want you to do).

In the second part the trainer asked the participants to work in groups and discuss the parameters that define a moderator or an expert; find examples and stereotypes and describe in detail the characteristics of the role keeping in mind aspects of oral and non-oral communication, voice, behaviour, wording, and so on. After having all the information analysed, they produced a drawing or painting of the role of the moderator/expert and presented it to their colleagues.

Moderation techniques

To deal properly and efficiently with the stakeholders, it is advantageous to know about some useful techniques. The trainer requested the participants to form groups of four people and each group to select three packages, each package

containing one moderation technique. After analysing the information they should prepare a presentation taking in consideration the following aspects: benefits, potential problems, suitable for, difficulty, time of preparation. The moderation techniques that were analysed by the participants were:

- Inquiry of expectations
- Call- out question
- Card-question
- Topic-magazine
- One-dot-vote/ multiple-dot-vote
- Two-field-table
- Ishikawa/ cause-and-effect-diagram
- Mind-map
- Action Plan

Activator

After the lunch break the participants did an activity to reinforce the communication and to let them work together as a group. The activity consisted in forming a circle with chairs and standing up behind them, each participant should hold their own chair in an inclined position and don't let it fall down, until the next colleague hold it and they were supposed to move one place forward until they complete the whole circle.

Phases of group

To discuss the different Phases of grouping, the trainer worked with the Teambuilding Model of Bruce Tuckman. This method consists in five phases: forming, storming, norming, performing and adjourning. The participants were asked to define each of these phases, but also to tell which the main activities and performance are and also what could be troubles in each phase.

Conflict management

While dealing with a group of stakeholders, it is possible that conflicts may arise. The following task therefore was dealing with how to recognise and manage these kind of situations. "What are early signs of an upcoming conflict in a group?", "Do you know any strategies to prevent/react?". These were some of the questions that the trainer asked the group in a card-question. The participants wrote down some ideas on how to prevent the problems, the reaction and also the early signs of trouble.

Meeting culture

For a good meeting it is necessary to give special attention to some factors, in consequence the trainer asked the whole group what elements for a successful meeting they could think of. The answers were focused on elements like choosing a proper place for the meeting, the arrangement of the furniture, proper light, the system to display the information, a good digital presentation with a clear content and so on.

Summary of the day's contents

The trainer did a summary of the day. He talked about all the subjects that he and the participants discussed during this second day of seminar.

Transfer

The participants in an individual activity had about twenty minutes to write down into their "Learning Diary" what they learnt on this day of the seminar.

Feedback

At the end of the day, the trainer asked in a call out question the participants to analysed and think about what they were taking from the seminar for their daily work.

Day 3 – 26 June 2014

9:00 – 9:15	
Introduction	
9:15 -11:00	
Group work	
11:00 – 11:35	
Break	
11:35 – 12:45	
Decision making	
12:45 – 14:00	
Lunch break	
14:00 – 14:10	
Activator	
14:10 – 15:57	
Citizen participation	
15:57 – 16:05	
Break	

16:05 – 16:20
Summary of the day's contents
16:20 – 16:30
Transfer
16:30 – 17:00
Feedback

Introduction

The trainer welcomed back all the participants for the last day of seminar, he asked them to change seats so they sit beside other group members and see the group and their work from a different perspective.

Group work

As it was said before, it is a multidisciplinary task to manage a World Heritage Site so it is necessary to collaborate and work in group with the stakeholders. The trainer assigned groups of three and asked each group to create a map, explaining how they collaborate with their Stakeholders. For this activity the participants had 60 minutes of preparation and 15 minutes each team for the presentation of their work. The participants identified their stakeholders and for each category they found different ways to approach them and to collaborate with them, e.g. with regular meeting, local events, educational activities, internet tools, social media, radio and press.

Decision making

In the group who is in charge of the management of World Heritage Sites, there are included the Decision Makers. So it is important to learn and to analyse which are the most successful strategies to integrate those decision makers and the people that work on the political level. Also it is a prime to learn from the strategies that didn't work to not repeat them again.

In this activity the group wrote down on cards their ideas about how to include the decision makers in the management process. The participants took the cards and classified them on the board according to their ease or difficulty of execution and their time consumption.

Activator

After coming back from the break the trainer made an activity, so the participants were concentrated again to work on the last tasks.

Citizen participation

The participants chose one package each consisting of three methods of citizen participation and they had the task to read and analyse them in groups of four people and do a presentation using the flipchart, pin boards or other methods. They should focused on finding some important information like the advantages or disadvantages, size of the group, cost, time of preparation. The methods that were chosen by the trainer were:

- Charette
- Fishbowl
- Ideas Workshop
- Planning for Real
- World Café
- Conference Agenda
- Future Workshop
- Open Space
- Round Table

Summary of the day's contents

The trainer did a summary of the day. He talked about all the subjects that he and the participants discussed during the third day of seminar.

Transfer

The participants in an individual activity had about ten minutes to write down on their "Learning Diary" what they learnt on this day of the seminar.

Feedback

At the end of the day, the trainer asked in a call out question the participants to analysed and think about what they were taking from the seminar for their daily work, but he also asked the participants to think about their expectations they had at the beginning of the course and if they were covered. He took the board showing the picture frame from the first session and check-marked the expectations that were achieved during the management course.

The participants were given a questionnaire to rate the course. At the end of the course they were given their participation certificate.