

Workshop: „Help, do we have to do everything in the project? How can we involve mummi and dadi and the others in the school?“

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Workshop content/theme

First comes the idea. Everybody is enthusiastic. Then starts the project management and we easily feel overwhelmed by the work load of all those big and small tasks.

That's the point when we should have a clear look at all interested & interesting people involved:

- Which roles could they get?
- How can they become reliable partners and supporters ?

This very useful part of project management work is called **stakeholder analysis**. In the following workshop description you find a way how to do this interactively, as a team, involving your students.

Method(s)/Approach

1) Warm Up: 'Sitting Bull'

Using 4 funny animal characters on pictures (originally developed by Reinhold Rabenstein, Austrian trainer, consultant and book author, as a model of resistance behaviour of organisations) participants have to choose one picture as a symbol for their favorite behaviour in negotiation situations: an attitude they normally show trying to convince somebody that they need help, money, support of all kind,....

'sitting bull'	typical attitude <i>You will support me the sooner or later..... I will never give upIf I have an idea nobody will change my mind.....</i>
'lame duck'	typical attitude <i>You can help me if you want, but you need not..... It would be nice if you – no? don't mind!.....but I fully understand if you can't.....</i>
'pecking hen'	typical attitude <i>...but you promised me toplease, for one last time.....but this is soooo important..... I will remind you tomorrow and the day after tomorrow and.....</i>
'crazy horse'	typical attitude <i>...this is not fair the whole project will fail if you don't support us.... I am really upset I will tell the whole world if you don't 1000 children, 5 schools and 20 teachers will know that you decided not to</i>

After choosing one 'animal' – painted on posters and fixed on the four walls of the room – everybody goes to the chosen poster and tells his/her name & country out of that perspective.

All participants standing at the same poster show their 'typical' behaviour in negotiation situations with a small movement and sound improvisation.

2. Stakeholder Analysis – a group procedure

First of all we split the group in teams of max. 5 persons.

a) Project choice and stakeholder landscape

Each team chooses one project – real or fictive – to analyse possible stakeholders: interested and interesting key organisations or persons around the project environment (parents, management board, school authorities, local governance, universities, media...).

Then they create a kind of landscape on a poster identifying all relevant stakeholders and giving them a place on that map according to their (positive or negative) influence.

b) Presentation in plenary

All teams present their posters in plenary and pin it on boards (or wall). All posters shall be seen in the further work process.

c) Enthusiastic or phlegmatic?

At the next step the teams have to identify the expected will of support of those stakeholders by adding warm red (= very actively involved & interested – ‘enthusiastic’) or cool blue (= not at all involved/interested – ‘phlegmatic’) colours on the poster.

Use ‘textliner’ markers or other transparent colours to illustrate the level of engagement right on the poster.

Discuss the now given picture / impression: ‘sahara or ice age?’

d) What could they contribute? (Consulting Teams)

Teams change projects now: every team works now with the poster of another team and takes over a consulting role. The following task is to add ‘post it’s’ or other self-adhesive, sticky papers with ideas what kind of support these stakeholders on the posters could give (money, good relations to ..., lobbying, press contacts, rooms and other specific material supports, knowledge, cheap prints or copies, transports...)

Presentation in plenary and explanation of all ideas.

e) Choose on specific stakeholder (group)

The original team (project bringers) looks at their poster and choose now on stakeholder which seems to be the most important one for the moment.

f) Role play: ‘Negotiation talk’: ‘What do they need to become active?’

We make a 10 minutes role play involving both teams: the project owner team and the consulting team. Between both groups we put 1 or 2 tables, so that the sitting constellation gives the idea of a negotiation situation.

The consulting team represents now the most important stakeholder that the project owner team has chosen (for example: local authorities, management board of the school ...).

The project owner team plays itself, having an appointment with the fictive stakeholder group. Their task is to find out ‘What they would need (us to do) to support us!’

The consulting team/stakeholder group tells everything that comes to their minds, every little idea is welcome, all associations can be valuable.

The project owner group asks questions to clarify what they mean exactly, how this or that should look like in detail and so on.

Aim of this procedure is to develop very precise pictures what possible supporters would need from us, if we would like them to do something for us!!!

g) Reflection and collection

In a finalising reflection talk all given ideas are collected and the project owners reflect on their opportunities to realise these ideas.

3. Stakeholder Constellation Exercise

In the remaining 30 minutes of the workshop we use 'constellation techniques' as a possible approach to stakeholder work.

The group is asked to bring an actual aces – example where the involvement of stakeholders is an issue. After hearing 3 examples of interested participants we choose one for the constellation procedure:

“Co – Financers Wanted!”

A teacher (case bringer) from the aces conference brings her project as an example for the search for co-financers.

a) Identify relevant stakeholders

She identifies the relevant stakeholders as such:

- *Project Leader (herself)*
- *Headmaster of the school*
- *Friends*
- *Parents*
- *University*
- *Festival of the town*
- *Economy*
- *Media*

b) Choose Role Players

Now she chooses 'role players' who are willing to take over these stakeholders perspectives for the time of the exercise. First of all she has to replace herself by one other participant.

With the help of the facilitator the case bringer gives all role players an adequate position in the room and is asked to sit down (outside the picture) and to watch and to listen carefully.

The facilitator gets now into dialogue with the role players. He/she asks each of them how they feel in this picture, what or whom they can see in this constellation, who is of some interest to them and what kind of relationship they have to the project (leader) and if they would give support / money at the moment or if they have any other ideas, remarks to communicate.

After the first round of interviews the facilitator gives some of the role players the chance to change their position in the room if they would like to follow a certain impulse or idea.

By interviewing regularly all role players the picture is changing until one or more possible solutions come up.

At the end the case bringer can take over her role again and replace her role player. Standing in the new constellation / picture she can reflect on her perception and try to remember the picture.

All 'role players' have to go out of their roles and in the following discussion we care for reflection and transfer.