

A Guide to Stakeholder Engagement for Chartered Project Management Surveyors

Information Paper

1st edition



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Foreword & Acknowledgements

Project Management is the management of people, time and costs by an individual or a team to achieve the efficient commencement, progress and conclusion of a project. All of these elements apply to construction projects.

Chartered Project Management Surveyors (CPMS) in the construction industry are responsible for planning and managing building and infrastructure projects. Their responsibilities often include the management of design, procurement, statutory consents including planning, fire, DAC and BCAR, budget, contractors, clients, the lifecycle of the project, document management and other areas; to ensure that the construction project achieves the Client's objectives.

Project Management in the construction industry also must comply with sustainability, insurance, health & safety, and legal requirements.

This Information Paper (IP) is aimed primarily at project and programme managers, and those working in a project environment that must influence, work with and consider the views of other people.

This non-technical capability is increasingly recognised as a key success factor on projects of all sizes and across all sectors, with numerous project reviews indicating these 'human factors' are the most likely causes of problems or failure.

This paper provides the latest information and/or research, describing what happens in the 'real world' through a series of case studies, and aims to offer approaches proven as effective. With the specific intention of demystifying this topic, a series of key principles and related examples are used to illustrate the themes contributors have consistently encountered in their professional experience. Yet while the information paper covers some of the key principles of stakeholder engagement, it should not be regarded as an exhaustive 'recipe for success'.

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SCSi Information Paper

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It is, however, relevant to professional competence to the extent that members should be up to date and have knowledge of information papers within a reasonable time of their coming into effect.

Members should note that when an allegation of professional negligence is made against a surveyor, a court or tribunal may take account of any relevant information papers published by SCSi in deciding whether or not the member has acted with reasonable competence.

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SCSI produces a range of standards products. These have been defined in the table below. This document is an Information Paper.

Document status defined		
Type of document	Definition	Status
Standard International standard	An international high level principle based standard developed in collaboration with other relevant bodies	Mandatory
Professional statement SCSI/RICS professional statement (PS)	A document that provides members with mandatory requirements or a rule that a member or firm is expected to adhere to. This term also encompasses practice statements, Red Book professional standards, global valuation practice statements, regulatory rules, SCSI/RICS Rules of Conduct and government codes of practice.	Mandatory
Guidance and information SCSI/RICS code of practice	Document approved by SCSI/RICS, and endorsed by another professional body/ stakeholder, that provides users with recommendations for accepted good practice as followed by conscientious practitioners.	Mandatory or recommended good practice (will be confirmed in the document itself). Usual principles apply in cases of negligence if best practice is not followed.
SCSI/RICS guidance note (GN)	Document that provides users with recommendations or approach for accepted good practice as followed by competent and conscientious practitioners.	Recommended best practice. Usual principles apply in cases of negligence if best practice is not followed.
SCSI/RICS information paper (IP)	Practice-based information that provides users with the latest technical information, knowledge or common findings from regulatory reviews.	Information and/or recommended best practice. Usual principles apply in cases of negligence if technical information is known in the market.
SCSI/RICS insight	Issues-based input that provides users with the latest information. This term encompasses thought leadership papers, market updates, topical items of interest, white papers, futures, reports and news alerts.	Information only.
SCSI/RICS economic/market report	A document usually based on a survey of members, or a document highlighting economic trends.	Information only.
SCSI/RICS consumer guide	A document designed solely for use by consumers, providing some limited technical advice.	Information only.
Research	An independent peer-reviewed arm's length research document designed to inform members, market professionals, end users and other stakeholders.	Information only.

1. Introduction

This information paper aims to answer the following simple questions:

1. What is stakeholder engagement?
2. Why is it important?
3. What are the key principles of successful stakeholder engagement?

A standard definition of a stakeholder is: ‘...anyone that can affect or is affected by what you are trying to achieve’. In a project environment, the list of stakeholders might include: client staff, colleagues, team members, local communities, investors, funders, internal business departments, regulators, the media, end users, etc. Another term for stakeholders therefore could be ‘the people that count’. Keep in mind that stakeholders may not necessarily be people you personally believe are important or who have hierarchical power – in fact you may not even be aware of their existence.

‘Engagement’ signifies all the things we might do with stakeholders: consult, listen, understand, communicate, influence, and negotiate, etc., with the broader objectives of satisfying their needs, gaining approval and support, or at least minimising their opposition or obstruction. In certain circumstances, such as when encountering unrealistic requirements or interests that contradict majority interests, we might actually choose to ignore or discount some stakeholders, although this is not really signified by the word ‘engagement’, but rather the broader term ‘stakeholder management’.

While the list of stakeholders should include the project team members, the focus of this information paper is on those people over whom you might have little or no authority, but whose support, acceptance or co-operation is likely to be critical for the success of the project. This is sometimes described as ‘upwards and outwards’ leadership, as opposed to ‘downwards’ or team leadership.

An example of typical stakeholder mapping is shown in Figure 1.

Stakeholder engagement should not be seen as a separate activity from ‘real’ project management, and in most cases it should not be outsourced or, worse still, regarded as an activity only for public relations or communications departments. It is vital for project teams, especially the senior members, to continuously develop their understanding of their stakeholders’ evolving objectives, interests, constraints and expectations, whether these are reasonable or not.

Ultimately, it is the way these people perceive the project and react to it that will dictate to a large extent how successful the project will be. This understanding of, for example, client requirements, is essential for making good decisions throughout the project lifecycle, including decisions about project scope, contract strategy, scheduling, resourcing and risk management. Stakeholder engagement is therefore an integral discipline within project management – not an add-on or a separate activity.

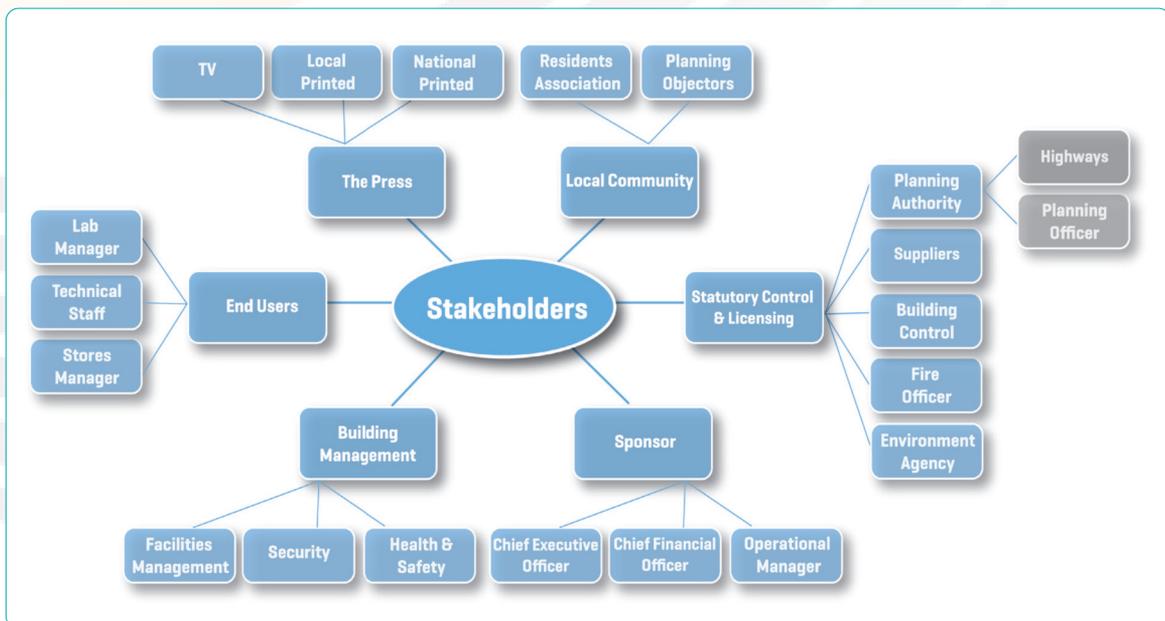


Figure 1: A stakeholder map adapted from RICS *Managing communications*, 1st edition (2013)

2. Academic Review

Consistent with findings that suggest the causes of failure usually occur in the very early stages of a project, effective stakeholder engagement is perhaps most important in the initial phases where the objectives and success criteria are being established.

Improving capability in such a complex skill area is fundamentally difficult and requires a change of mindset, especially as this is not always a 'natural' skill for people from technical backgrounds.

Phrases like '*It's all about the people*' are increasingly used by those involved in the delivery of projects as they realise that ultimately nothing happens unless it is made to happen by people, i.e. by each of the individuals contributing directly or indirectly to the project. Therefore, what people do, and crucially how they do it, should be the primary concern and focus of those managing and leading projects. With an energised team considerable successes can be achieved; without it, the simplest of changes can turn into disasters for those involved.

Inevitably, it is hard to quantify and measure this human dimension of any project, perhaps part of the reason why project managers usually focus on the easier to quantify measures, such as time and money. However, it is increasingly recognised that the aggregate of feelings and attitudes of all parties involved in a project *define* whether the project is successful or not.

Stakeholder engagement is a core part of today's project lexicon and while it is a comparatively new term, its roots go far back. The concept of stakeholders is encapsulated in 'principal-agent' theory. This is concerned with the difficulties in motivating one party (the 'agent'), to act in the best interests of another (the 'principal') rather than in their own.

In a project context, stakeholders might be in the principal or agent roles, either being affected by the outcome of the project, or able to affect that outcome. In both situations, actions and strategies need to be developed to maximize the upsides and minimise the downsides. This information paper provides core principles that the principal (e.g. project manager) can use to better engage with the agent (or stakeholders).

There are several studies on the subject of stakeholder engagement without a narrowing view of the subject. Given the apparent confusion, it is important to clarify terminology as far as possible. A simple definition was provided by Freeman in 1984, and is: 'any group or individual who can affect or is affected by the achievement of the organisation objectives'. This approach presumes that stakeholders can either be:

- internal or external
- positive or negative
- individuals or groups.

It also presumes that stakeholders:

- have a relationship with the organisation's objectives
- that their 'stake' or 'vested interest' is 'affected' by the outcome of the intended objectives, whether directly or indirectly.

In this context 'affected' is the key word, which is associated with similar verbs such as 'impact', 'influence' and 'interact'. By inference, they are central players in any change management initiative and success of the initiative is in the 'eye of the beholder', hence perceptions and reality being equally important to understand.

The definition of stakeholders in a project or programme context is also relatively new. For example, in 2001 the PMI PMBOK™ didn't include reference to 'stakeholders' in its list of definitions or index. Yet by 2013 in its fifth edition, it has four related definitions (stakeholders, stakeholder analysis, stakeholder management plan and stakeholder register).

Stakeholder engagement is complex, given the potential uncertainty and ambiguity of how each stakeholder views and reacts to a project.

3. Ten Principles

The following ten principles are not meant to act as a manual describing what to do in every situation, but are instead designed to embody best practice. In this regard, they are offered as what practitioners should strive for, while a series of brief 'real world' examples in the Appendix illustrate how some of the principles can or should be applied.

- Principle 1: Communicate**
- Principle 2: Consult early and often**
- Principle 3: Remember they're only human**
- Principle 4: Plan it**
- Principle 5: Relationships are key**
- Principle 6: Simple, but not easy**
- Principle 7: Just part of managing risk**
- Principle 8: Compromise**
- Principle 9: Understand what success is**
- Principle 10: Take responsibility.**

Principle 1: Communicate

“Before aiming to engage and influence stakeholders, it’s crucial to first seek to understand to ensure the intended message is understood and the desired response achieved.”

There have been numerous studies into why projects fail, with 'bad communication' often pointed to as the most common reason. Across all sectors and sizes of project, ineffective or insufficient communication is at the root of project problems such as: unclear objectives, misunderstanding the brief, poorly co-ordinated teamwork and ineffective risk management.

In a project context we all know that people are different, but often ignore this when focused on delivery. Before aiming to engage and influence it is crucial to first seek to understand – by considering how the person may be different from you and listen to what they have to say. Everyone has communication media preferences, whether it be email, office phone, mobile, text, social media, etc., but we tend to use our own preferred method as opposed to those of the recipients.

One recommendation, therefore, is to investigate people's preferred method of communication with a question such as: 'Do you have any communication preferences?' and then adopt these accordingly. And instead of just assuming that intended recipients have read or heard (and understood) your message, check how they have understood the information sent.

The fundamental challenge of effective communication is based on the clear evidence that 'what you say is not the same as what they hear', even with people you know very well. It is therefore easy for communications to be misinterpreted. Good communication requires relentless and time-consuming effort to ensure the intended message is understood and the desired response achieved, which, especially on large projects, sometimes justifies the assistance of communication professionals.

A valuable reference is the RICS information paper *Managing communications*, 1st edition (2013).

Principle 2: Consult early and often

“Ask the right questions so as to gain useful information and ideas. To engage their support, ask stakeholders for their advice and listen to how they feel.”

While project managers are unlikely to ever have ‘perfect’ information about their stakeholders (especially given that stakeholders do not always understand their own preferences), wherever possible project managers should try to reduce the extent to which project management is a guessing game.

The rewards of early and efficient stakeholder consultation should be clear to anyone that has worked on a project where this has not been done well. If you have ever felt ‘I wish I’d known that at the start of the project,’ then consider that even just a few, well-timed questions can be very valuable. Questions about who the relevant stakeholders are (e.g. ‘Who else’s views should we be considering?’), and, once these have been identified, questions about the stakeholders’ objectives, success criteria, constraints, key concerns, their stakeholders (e.g. customers), etc., usually provide information that easily justifies the time spent investigating.

Despite the obvious benefits of trying to avoid surprises and uncovering information before it is too late, stakeholder due diligence often falls short. One reason can be the reluctance to ask questions for fear of being perceived as someone who does not have all the answers.

Consulting with stakeholders should not only provide useful information and ideas, but also the act of asking people for their advice and how they feel, etc., is usually an effective method for gaining their support. Stakeholders, even those that stand to gain from the change, will often oppose a project simply because they were not consulted. Stakeholders are humans with all of the same emotional needs as anyone else.

While consultation in the early phases of any project is crucial for identifying all the stakeholders, so too is ongoing consultation in order to keep a check on stakeholders’ feelings and reactions. Accordingly, stakeholder consultation and the development of corresponding stakeholder analyses should also be ongoing.

Principle 3: Remember they’re only human

“Operate with an awareness of human feelings/potential personal agendas. Accept that humans do not always behave in a rational, reasonable, consistent or predictable way.”

It might sound obvious, but it is vital to keep in mind that stakeholders are likely to come primarily in the form of human beings. As such, unlike the mostly predictable behaviour of the physical elements of a project, human beings do not always behave in a rational, reasonable, consistent or predictable way. It is also important to operate with an awareness of human feelings, and that these feelings (whether of support, indifference or opposition) will usually determine the success or failure of the initiative.

While it is important to understand each stakeholder’s primary objectives for the project, many stakeholders are likely also to have personal agendas that might contradict what they should be prioritising. When encountering a stakeholder who appears to be unreasonable, their behaviour often becomes more understandable when their ‘real’ agenda is discovered, e.g. they were about to change jobs, their professional reputation or status was threatened, or they were on bad terms with another stakeholder, etc.

As described earlier, it is important to understand the underlying intention and behaviours of different people and how they wish to be engaged with.

Principle 4: Plan it

“A more deliberate approach to stakeholder engagement is encouraged. Careful planning and investment of time in this area has significant payoff.”

Consider the detail and rigour with which the technical dimension of projects are usually planned and contrast this with the planning typically done for stakeholder engagement (often very little, and sometimes not at all). On many projects the actual function of managing the project is not explicitly identified within the work breakdown structure and therefore to an even lesser extent the activity of engaging and managing stakeholders.

Even on some large projects, stakeholder engagement plans do not exist in any form, apart from the intuitive approach in the heads of the project leaders. So instead of a ‘make it up as we go along’ approach, there is increasing recognition that this element needs to be planned and resourced very carefully and deliberately. It also needs to be done with some flexibility, given the unpredictable nature of the subject matter – i.e. people.

However, attempting to enforce a stakeholder engagement methodology, e.g. the use of stakeholder analysis tools and frameworks and communication plans, is liable to fall into the trap of becoming a ‘box-ticking’ exercise. This will be regarded mainly as a chore by project leaders, as opposed to it instilling the habit of honest dialogue.

Encouraging a more deliberate and rigorous approach to stakeholder engagement across an organisation is actually more likely to come from project managers leading by example, showing their peers that the careful planning and investment of time in stakeholder engagement activities has significant payoff.

Principle 5: Relationships are key

“Commit energy and time to building high-level relationships – this engenders trust. Seek out networking opportunities.”

The importance of developing and sustaining good working relationships (with clients, suppliers, etc.) is essential not just in winning bids and gaining broad stakeholder support for projects, but also in designing and delivering the right solutions.

Losing out to competitors when you have a superior offering underlines the importance of developing relationships. In many cases, contracts will be awarded to bidders that have stronger relationships as opposed to stronger proposals, and some companies are especially good at building high-level relationships for this reason. They commit energy and time as they realise its importance. Building relationships also makes for a more pleasant working experience.

This does not just apply to client contracts, but also to job promotions and in-company projects that get the go-ahead for ‘relationship’ reasons as opposed to a hard analysis of the technical and financial merits. Relationship strength is closely related to the level of trust between the parties, so understandably contracts are awarded to parties that are trusted. You should reflect on what makes you trust someone and then consider whether you are demonstrating these behaviours to your stakeholders.

Developing relationships can be a time-consuming activity and it is a capability that comes more naturally to some people than others. Project managers, especially those coming from a technical discipline, are not always natural ‘ambassadors’, but it is this upward and outward leadership capability that often distinguishes the very best project leaders. It is worthwhile asking the following questions:

1. Am I engaging with the stakeholder in a way that works for them? (How I communicate, what I communicate and when I communicate.)
2. How much time and resource (e.g. travel expenses) am I willing and able to commit to building the relationship?
3. What value am I providing from the stakeholder's perspective – what are they getting out of the relationship and what else could I provide?

Time, therefore, needs to be set aside for this activity and some organisations are better than others at recognising this, for example, on their timesheet activity categories. Principle 4 also applies to this point in terms of the need to plan your efforts.

Principle 6: Simple, but not easy

“Effective stakeholder engagement requires subtle skills such as being empathetic. Engage, Interact, Listen – show you care.”

Despite a broad awareness of the principles of stakeholder engagement and the self-evident nature of this capability, in practice it is still only rarely done very well.

Why is it that people keep making the same mistakes and how is it possible to change old habits? Being effective at stakeholder engagement relies mostly on a set of characteristics, such as being empathetic and it requires subtle skills such as being a good listener, which are difficult to learn from textbooks or traditional training courses.

Despite the difficulty of prescribing stakeholder engagement methodologies, there is still a need to inject rigour and a more deliberate approach in this crucial aspect of project leadership, rather than simply leaving it to the intuition of individual project managers. One such method is providing stakeholder analysis tools that encourage project managers to gather and record intelligence about all of their stakeholders.

Principle 7: Just part of managing risk

“Stakeholders can be treated as a category of (and/or a mitigation of) risk and opportunities that have probabilities and impacts.”

Stakeholder engagement can be regarded as an important element of risk management, with many projects risks being associated with stakeholder behaviour and attitudes, e.g. ‘unhappy’ sub-contractors, regulators, unions and local communities.

Even those who accept that stakeholder engagement is more than a PR exercise may sometimes struggle to justify the time and effort spent on the activity (and the ‘compromises’ being made). They may also have problems in judging ‘How much is enough?’ Stakeholders, and what they might do to affect the realisation of your project, can be treated as a category of risks and opportunities that, like ‘normal’ project risks, have probabilities and impacts.

It is recommended that managers draw up a grid of all stakeholders and everything they might do (i.e. their ‘expected impact’) as a function of their level of rejection or support for the project. In extreme cases, these risks can strike a fatal blow to the project; powerful stakeholders who are upset can not only cause delay and extra costs, they might ‘pull the plug’. In this way, an estimate can be put on the expected project outcomes (using time/cost/quality measures) for a given ‘plan’ and the expected level of support for that ‘plan’ from all the stakeholders. This should be monitored regularly for those stakeholders considered high risk.

Principle 8: Compromise

“Find the best compromise across a set of stakeholders’ diverging priorities. Assess the relative importance of stakeholders to establish a weighted hierarchy.”

Project leaders are typically faced with several dilemmas and trade-offs. e.g. the typical trade-off between time, cost and quality. Project leaders are also likely to be pulled in different directions by stakeholders with diverging and sometimes diametrically opposing views and interests.

Accordingly, it can be difficult to reconcile situations where one stakeholder wants one thing, while another wants the exact opposite. This scenario assumes that there is a material difference between the two positions and it is not a case of poor communication or a difference in the way something is achieved rather than what is achieved.

‘Textbook’ project management theories typically do not offer much guidance in a difficult area like this, preferring to focus on the more scientific disciplines of project management, such as scheduling techniques. Finding the best compromise across a set of stakeholders’ diverging priorities is often done intuitively, but making this sort of judgment based on ‘gut feeling’ is likely to be risky.

A more scientific approach to finding the 'best compromise' should start with a thorough appreciation of who the stakeholders are, and also an assessment of their relative importance. If stakeholders are 'the people that count', it can be useful to categorise them further into a stakeholder hierarchy; for example, the people that count and the people that really count.

Having ranked the stakeholders in order of importance, their differing interests can then be weighed accordingly with the best compromise solution being at the 'centre of gravity'. As the leader of the project, it is your judgment as to what this solution is with the rationale and decision being communicated to all parties where appropriate.

The project manager also has to consider the fundamental objectives of the project and has to balance these against the stakeholders' interests, which potentially are out of line with the objectives; for example, if they are only considering their personal agendas and interests.

Principle 9: Understand what success is

“Examine the value of the project to the stakeholder. Ask what their success criteria are. Seek to clarify expectations - perception of success is influenced by the who, what and how?”

Project success is often assessed by considering final cost, time and quality outcomes, usually against the planned figures (whether these were realistic or not). Project success can also be assessed by examining the value the project contributed to the organisation(s) that invested in it, essentially answering the question: 'Was it worth it?'

Yet potentially the most important way to measure project success is via an aggregate of the value created for all stakeholders, i.e. a measure of how satisfied all stakeholders are, whether individuals or groupings of people. Take, for example, a new office building delivered on time and budget, but that from the customer's perspective is not seen as a success as relationships were fraught throughout the project and, therefore, the organisation perceives it gained little apart from a new physical space and bad memories. Accordingly, it is recommended that project managers identify and distinguish their stakeholders' success criteria, and the most obvious method for doing this is to ask them directly.

Figure 2 is designed to help in understanding how different stakeholders view a project. It is first important to consider: The attributes of the project which could affect the stakeholders view of success, namely what is delivered, how it is managed and the relationships created with the people who delivered it. The perception of success will be influenced by all three – for some stakeholders a project could be viewed as a success even if what is delivered is not to the original requirements due to the quality of the relationships developed and the way it was managed. It may be perceived as being a rewarding and valuable experience for those involved with little disruption to the customer's business, potentially factors that are critical to the customer.

The different layers of perspective brought by individual stakeholders and the different stakeholder groupings such as teams, organisations and ultimately society. Each has an impact on the other as individuals are influenced by the teams they work in, organisations that employ them and the society they live in.

Figure 2 provides a structure for practitioners to reflect on how each stakeholder layer is influenced by the different attributes of the project. This is one way of describing the complex interplay that can make delivering a successful outcome on a project such a challenge. Even when this interplay is understood it can still change over time, often from only a single occurrence.

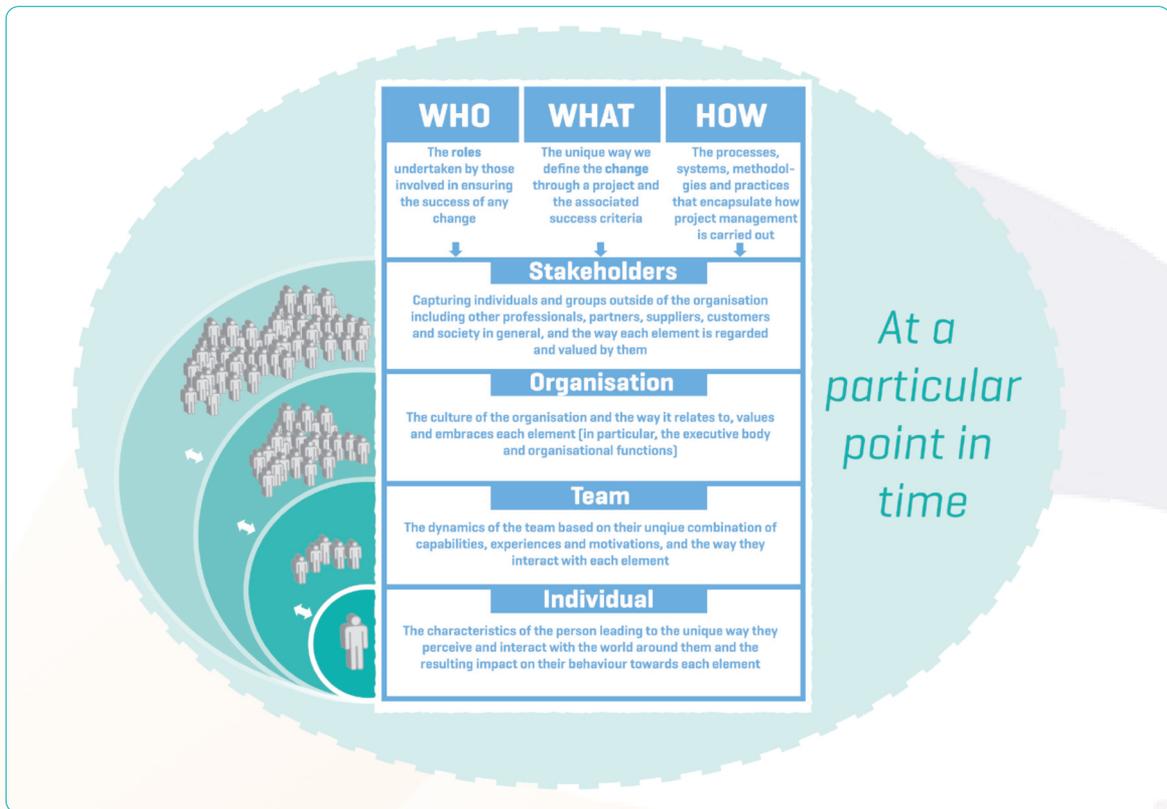


Figure 2: A stakeholder map adapted from RICS *Managing communications*, 1st edition (2013)

Principle 10: Take responsibility

“Good project governance is key to any project. It’s the responsibility of everyone to maintain an ongoing dialogue with stakeholders.”

On large projects there can be specific stakeholder engagement roles and job titles such as head of community relations and even head of stakeholder engagement. However, on many projects these roles are not designated specifically and it is often left to senior members of the project team to take on this responsibility less formally.

Whether it is in their job title or not, it is vital for at least some members of the project team to take on the potentially time-consuming responsibility for stakeholder engagement. Also, stakeholder engagement is mostly a proactive discipline, which adds to the need for establishing responsibility for it.

Good project governance, which provides clarity of responsibility and accountability, lines of communication and decision making, is now seen as key on any project. The necessary structures are there not from a process but rather from a human requirement to have clarity over what is expected of people on the project.

This requires the project leader to develop a responsibility/ accountability/consult/inform (RACI) matrix based on a comprehensive and robust identification of the key activities relating to project management responsibilities. Mapping these together provides the basis for a project RACI, which will help clarify who should be doing what in relation to stakeholder engagement and the associated communication activities.

Appendix 1: Case Studies

Case Study 1

Project: 40,000 sq.ft. Tenant Cat A and Cat B Fit out from shell and core for international company

Building Type: Existing 1970's building multi tenanted building

Location: Dublin City centre

Principals: Communicate, Consult early and often, Relationships are key, Understand what success is, Take responsibility

Abstract: A case study on stakeholder engagement when engaging with design team members and client team members in multiple global locations.

Background: The client was expanding their operations in Ireland and due to growing headcount there was a need to take let additional space in their existing building which is a 1970s concrete frame building. The firm is an international firm with multiple offices across the globe which are also expanding. The requirement was to ensure that the office look and feel as well as functionality was uniform in all locations so that staff feel connected when communicating via videoconferencing creating a single team ethos.

An Architect based in the US was selected to define a single design brief that would be delivered in multiple locations as well as Ireland. The project managers and design teams were appointed in their local locations. The client's key decision makers on the design brief were also located in the US.

Issues: The local project management team were dealing directly with the local client in Ireland who had knowledge of existing building and problems faced with the space. The Client was developing the brief for the Irish office in the US for implementation across the globe without consultation of local staff. It became apparent that different offices had different ways of operating and that an extended brief definition period was going to impact programme.

Challenges: The project management team would have meetings with local client team where they would present the list of requirements to ensure that their new space was flexible and met their local needs. The global brief was not coordinated with these requirements and a different set of requirements would be issued by the US team. As a result there was a confused message and progressing to concept design stage was being delayed.

Solution: The solution that was needed was single point of contact within the client's organisation who would communicate decisions for both the local and international teams. The project management team compiled a schedule of design parameters for the local space and organised and chaired weekly design brief video conference calls, set key milestones for decisions by the client combined team. A single point of contact within the client organisation was identified for all project communication and who would communicate all client decisions.

Learning: As Project Managers it is imperative that a clear communication plan with all stakeholders is established at project initiation and that it is included within the project execution plan which is reviewed and agreed by all parties. A clear understanding of decision making and approval process within a client organisation is imperative for ensuring that the project programme is achievable.

Case Study 2

Project:	Neighbourhood retail
Location:	Dublin, Ireland
Building Type:	Low density infill retail development
Principals:	Communicate, Consult early and often, Plan it, Compromise, Understand what success is

- Abstract:** A case study on the development of a small retail development on a disused site in a predominately elderly populated residential area in Dublin.
- Background:** This development sought to establish trading facilities on a site that had been hoarded off and disused for a good number of years. The intended occupants of the retail development consisted of three well established and well branded retailers. Research had established a need for such a facility in the wider area of this Dublin suburb.
- Issues:** The developer recognised that construction costs were starting to rise, hence a growing need to proceed with the development. Local knowledge identified that there was some negative history related to this site from a previous owner and that local residents, (many of whom were now aging) had an inherent resistance to any development of the site, not just related to historical issues but also modern day concerns such as noise, congestion, their safety, anti-social behaviour, property devaluation etc. The feasibility / concept stage of this project required a genuine recognition of these local issues, otherwise obtaining planning permission could prove very difficult.
- Challenges:** The developer in recognising the issues / concerns of these stakeholders set about engaging with his professional team to address the issues and identify methods by which the issues could be aired, assessed, reviewed and a solution put forward. In many cases the families of the elderly residents were contacted and invited to partake with their parents in information evenings held at a local public house where refreshments were provided.
- Solutions:** Through the discussions, a better understanding of the concerns and fears of the local residents was established. Through a process of communication, listening and reversion, the design team were able to factor in design criteria which, without compromise to the development took steps to address and resolve the local concerns. An example of these criteria included, a) Positioning of car parking away from neighbours boundary walls, b) Designing and orientating the buildings to act as a noise shield to the private dwelling that surrounded the site on three sides, c) Some of the rear boundary walls were increased in height to increase back garden privacy. d) An old pedestrian access laneway to the rear of the houses on the south side of the site was upgraded and tarmacked and a controlled access gate fitted with the keys handed over to a residents committee, e) Opening hours for the retail units were discussed and an appreciation and understanding gained by all parties. f) A pedestrian link was designed complete with lighting and CCTV cover that allowed two thirds of the residents to access the new shops without having to go onto the main road.
- Benefits:** Residents were listened to and their concerns were acknowledged. Through engaging with them and their families a genuine understanding evolved between the parties that the outcome of this development would be a win-win solution for all stakeholders. By adapting this need to engage with these stakeholders at the outset and by effective communication and compromise, gaining the support of the local residents was the first and major step towards obtaining planning permission for the development.
- Learning:** At the review stage of this project it was recognised and accepted that engaging with the residents at such an early stage and not undermining the potential of their influence on the project was a significant contributor to the overall success of the project.

Case Study 3

Project:	Large Scale Retail Shopping Centre (160 stores)
Location:	Dublin, Ireland
Building Type:	Shopping Centre
Principals:	Communicate, Consult early and often, Relationships are key, Simple but not easy, Compromise, Take responsibility

Abstract: A case study on the development of a large scale shopping centre in Dublin's suburbs.

Background: The development was of significant scale (260,000 sq.m) and was being developed in a suburban environment with a significant hinterland of low density housing and town centre commercial use

Issues: The developer and the project management team recognised the need, following an initial period into the construction programme, for closer collaboration between the various stakeholders. It was recognised that with closer collaboration and alignment towards a common goal, would come an opportunity for the team to reach optimised performance.

Challenges: There were significant number of team members involved in the project from a variety of disciplines, each with their own internalised agenda's. Finding a way to enable the team to recognise and agree on an ideal model for collaboration was challenging. Some issues had occurred, that with better collaboration, could have been avoided or minimised.

Solutions: A structured approach to enabling closer collaboration was considered the only way forward. A programme was undertaken whereby the team were taken through the following steps: Independent facilitators conducted the programme. They became familiar with significant issues through a series of interviews with participants in advance of the programme. The design of the programme guided participants in discovering and revealing the causes of problems, which was a critical prerequisite to bringing about improvements in relationships. The time required for the programme varies depending on the number of groups and complexity of problems. Three consecutive days with a one day follow-up after three months is considered appropriate. Prior to the programme individually completed pre-work in which they identified relationship issues. The programme began with a joint orientation session of all participants during which objectives, the structure of activities, ground rules and methods used during the session were discussed. Thereafter, a carefully designed sequence of sessions began with each group meeting separately to identify elements that would be present if the soundest, ideal relationship existed.

Groups then met together to present their list of elements and agree to a consolidated list of elements of an ideal relationship. Initially, communication in joint sessions was through spokespersons who were representatives of the groups and discussion was limited to the exchange of questions and answers for clarification. The use of a spokesperson neutralised the flow of information.

Next, again working separately then jointly, the groups agreed on descriptions of what each relationship element would look like if the relationship was sound.

At this point, the focus of the programme turned to an examination of the actual relationship. Activities followed in which each group described their perceptions of the actual relationship through several steps such as events in history which may have caused friction, describing existing relationships from several perspectives etc. Each group then prepared recommendations for achieving a sound relationship.

Information was then presented and discussed in joint sessions. Together the groups developed concrete action plans to improve their collaboration. As a final activity, participants made plans to commit to follow-up and evaluation was carried out after three months.

Benefits:

Following completion of the programme it was recognised that there was a significant improvement in the level of demonstrated commitment and a genuine enthusiasm for the goal that was jointly agreed by all the groups:

“We are open and honest in our dealings. We listen to and respect the inputs, expertise and priorities of the other groups. All parties are committed to carrying out, resourcing and delivering decisively their respective responsibilities and commitments in achieving the common goal. All groups will deal proactively with change, issues and problems in a positive manner. Teamwork and effective communication within and between groups mean agreed decisions will be actioned in a cohesive and unified manner. Allied to the common goal, all recognise the complexity and importance of tenant requirements and fit-out.”

Learning:

It was recognised and accepted that undertaking the structure programme was a significant contributor to the overall success of the project.

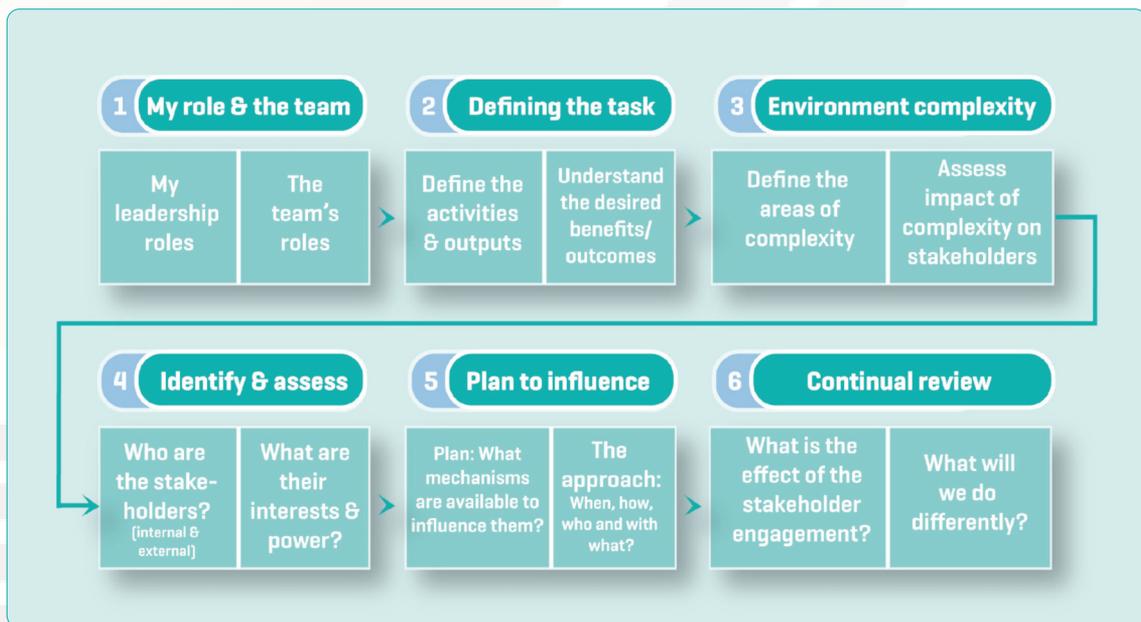
Appendix 2: Framework of good practice CASE model

Engagement is primarily an art focused on relationship building. To support this and provide a framework within which it can happen most effectively, it is important to have a process which can assist people to work in a structured manner.

The following section describes the ‘CASE 6 Step Approach’ (© Paul Mansell) that will provide a robust analysis of your particular stakeholder engagement challenges. It is not a ‘one-size-fits-all’ method. What is provided is a high level overview to give the practitioner a structure around which they can base their stakeholder engagement effort. The CASE 6 step process is based on an underlying model that provides the practitioner with a usable tool to guide them through the identification, categorisation and planning of stakeholder engagement, cognisant of the inherent complexities of the project environment.

The tool is founded on the assumption that prior to engaging with stakeholders we must first understand what drives us (starting from ‘I’ and then moving to ‘we’). Secondly, an assessment is made of what we are trying to achieve. The third step provides the typical stakeholder analysis (Who are they?; What is their power and interest?; Where are they today?; Where do we need to get them to?; How can we achieve the change?). The fourth step considers the complexity of the environment and adapts the communications plan. The fifth step identifies the plan for engagement, while the sixth assesses the benefits and improvements that can be made to the ongoing process.

Note: Steps 4 and 5 should suffice in a simple, more linear project or programme environment.



The following table identifies the key outputs to consider developing within each step.

Step	Objectives to consider
1 My role and the team	<ul style="list-style-type: none"> • A roles description matrix that has analysed my (and my team's) set of project roles and identified which roles are most apposite for the positive influencing of stakeholders.
2 Defining the task	<ul style="list-style-type: none"> • A clear definition of the activities, outputs and outcomes that define the success of the project. • To recognise that the stakeholders will have different perceptions of what success means for the project and what it means for themselves.
3 Environment complexity	<ul style="list-style-type: none"> • To define the environmental complexities and the likely impact on the project's benefits delivery (multiple models available). • To assess the impact of how the complexities will affect the perceptions and attitude of the stakeholders to the project. • The categorisation of the level of complexity and the likely stakeholder resources required.
4 Identify and assess	<ul style="list-style-type: none"> • To list the stakeholders and categorise them by power and interest or similar approach. • To align the stakeholders to outputs of steps 1–3. • To prioritise effort in preparing a plan to address issues and risks that this assessment identifies.
5 Plan to influence	<ul style="list-style-type: none"> • To categorise the stakeholders and identify what tools, mechanisms and processes are available to influence them. • To develop a plan that details a comprehensive approach to the optimal effect on the stakeholders to deliver the project more successfully (time, cost and scope).
6 Continual review	<ul style="list-style-type: none"> • To review effects on the stakeholders of the integrated plan. • To identify what we could be doing better. • To adapt the plan as necessary.

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In addition, it may be helpful to ask yourself the following questions during the first two steps:

Step 1:

1. What are my interests in the project?
2. How will I be affected by it?
3. What are the team's interests?
4. How will they be affected by it?
5. How are we perceived by others?

Step 2:

1. What defines success?
2. What are the activities and outputs?
3. What are the outcomes, especially changed behaviours?
4. What are the benefits – how are these defined?
5. Do we understand different perceptions of benefits?

SCSI resources

APM Body of Knowledge, 6th edition (2012)

APM Competence Framework (2008)

Appointing a project manager, 1st edition, RICS guidance note (2013)

Conflict avoidance and dispute resolution in construction, 1st edition, RICS guidance note (2012)

Developing a construction procurement strategy and selecting an appropriate route, 1st edition, RICS guidance note (2013)

Inclusion, equality and the built environment: a glossary of terms, 1st edition, RICS information paper (2012)

Managing communications, 1st edition, RICS information paper (2013)

Managing organisational change – Part 1: developing the plan for change, 1st edition (2010)

Managing organisational change – Part 2: implementing change, 1st edition (2011)

Managing Successful Programmes (MSP®), 4th edition, TSO (2011)

Managing the design delivery, 1st edition, RICS guidance note (2012)



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