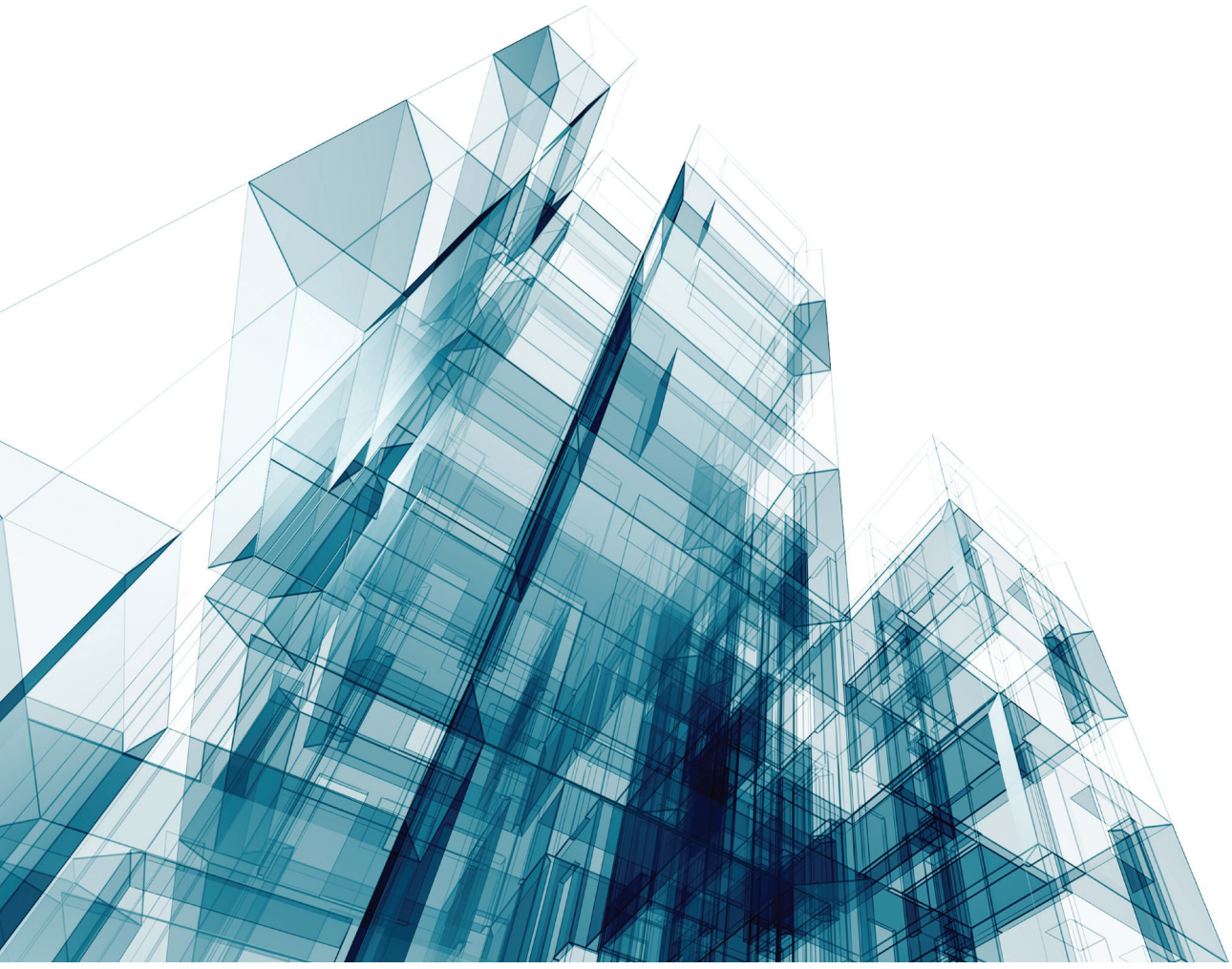
RICS guidance note

RICS Professional Guidance, UK

Stakeholder engagement

1st edition



Commissioned jointly with

apm

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Acknowledgments

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Published by Royal Institution of Chartered Surveyors (RICS)

Parliament Square, London, SW1P 3AD, UK

www.rics.org/shop

Produced by the QS and Construction Professional Group of Royal Institution of Chartered Surveyors.

ISBN 978-1-78321-075-6

Contents

RICS professional guidance

International standards

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RICS guidance notes

This is a guidance note. Where recommendations are made for specific professional tasks, these are intended to represent 'best practice', i.e. recommendations which in the opinion of RICS meet a high standard of professional competence.

Although members are not required to follow the recommendations contained in the note, they should take into account the following points.

When an allegation of professional negligence is made against a surveyor, a court or tribunal may take account of the contents of any relevant guidance notes published by RICS in deciding whether or not the member had acted with reasonable competence.

In the opinion of RICS, a member conforming to the practices recommended in this note should have at least a partial defence to an allegation of negligence if they have followed those practices. However, members have the responsibility of deciding when it is inappropriate to follow the guidance.

It is for each surveyor to decide on the appropriate procedure to follow in any professional task. However, where members do not comply with the practice recommended in this note, they should do so only for a good reason. In the event of a legal dispute, a court or tribunal may require them to explain why they decided not to adopt the recommended practice. Also, if members have not followed this guidance, and their actions are questioned in an RICS disciplinary case, they will be asked to explain the actions they did take and this may be taken into account by the Panel.

In addition, guidance notes are relevant to professional competence in that each member should be up to date and should have knowledge of guidance notes within a reasonable time of their coming into effect.

Document status defined

RICS produces a range of standards products. These have been defined in the table below. This document is a guidance note.

Type of document	Definition	Status
Standard		
International standard	An international high-level principle based standard developed in collaboration with other relevant bodies	Mandatory
Practice statement		
RICS practice statement	Document that provides members with mandatory requirements under Rule 4 of the Rules of Conduct for members	Mandatory
Guidance		
RICS code of practice	Document approved by RICS, and endorsed by another professiona 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)
RICS guidance note (GN)	Document that provides users with recommendations for accepted good practice as followed by competent and conscientious practitioners	Recommended good practice
RICS information paper (IP)	Practice-based information that provides users with the latest information and/or research	Information

Executive summary

Commissioned jointly by RICS and the Association for Project Management (APM), *Stakeholder engagement,* 1st edition is intended to provide guidance to anyone who encounters human, as well as technical challenges in their working lives. It is aimed primarily at project and programme managers, and those working in a project environment that have to 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 publication provides practical guidance, describing what happens in the 'real world' through a series of case examples, 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 guidance note covers some of the key principles of stakeholder engagement, it should not be regarded as an exhaustive 'recipe for success'.

Partly because this subject can be viewed as more of an art than a science, it should be relevant for people new to the topic as well as very experienced practitioners. It might confirm that your current approach is mostly right, but it should also highlight some areas in which you could be more effective.

To ensure the guidance reflects current best practice, a comprehensive series of workshops and surveys took place to engage with leading practitioners across different sectors. In particular, many APM and RICS members have given feedback and this has helped ground the recommendations in the real world. The brief case studies (more anecdotal than a detailed review) are an example of how this practical perspective has been accounted for. The evidence gathering was especially fulsome from the online survey conducted between May and July 2013 that provides insight into the following areas:

- the value of stakeholder engagement
- the practice of stakeholder engagement
- the level of understanding of stakeholders
- the need for training and development.

Results from the survey support findings and recommendations presented elsewhere in this guidance, with the key conclusions of the survey included in *Appendix 1*.

1 Introduction

This guidance aims to answer the following simple questions:

- What is stakeholder engagement?
- Why is it important?
- 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, 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 guidance note 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, originally published in the RICS information paper *Managing communications*, 1st edition (2013).

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, customer 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)

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. Some hints on developing this capability are included in section 4.

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.

2 Emerging stakeholder terminology

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 in a position to affect that outcome. In both situations, actions and strategies need to be developed to maximize the upsides and minimise the downsides. This guidance note provides core principles that the principal (e.g. project manager) can use to better engage with the agent (or stakeholders).

Edward Freeman developed stakeholder theories in the book *Strategic Management: A Stakeholder Approach* (first published in 1984 and updated in 2010). Freeman's theories of engaging stakeholders were developed in a managerial and business ethics context that addresses morals and values in the management of an organisation. Freeman suggests that understanding stakeholders is about addressing the 'principle of who or what really counts'.

Despite Freeman's clarity in general, the specific nature of what a stakeholder is remains highly contested. Andrew Friedman and Samantha Miles in *Stakeholders, Theory and Practice* (2006) analyse hundreds of definitions that seem to confirm that there is no narrowing towards a single accepted view of the subject despite significant coverage.

As well as being the subject of many studies, stakeholder engagement is also spawning serious debate across respected business journals, such as *Harvard Business Review*, which has produced a series of books and articles in 2013 related to the value of identifying and working with stakeholders.

Given the apparent confusion, it is important to clarify terminology as far as possible. The current definition given by the APM and Project Management Institute (PMI) was introduced 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).

Even more revealing is the change in emphasis that the PMI has now placed on stakeholders in a programme context. For example, the third edition of the *Standard of Program Management* (2013) now includes 'program stakeholder engagement' as one of the five 'performance domains'. These radical changes were made '…through discussions with a wide group of knowledge experts and reference to other global standards and the critically important literature on the subject of program management … [that] … incorporates tested insights and experiences from subject matter experts and organisational leaders'.

Current definitions

APM Body of Knowledge, 6th edition (2013)

- *Stakeholder:* individuals or groups who have an interest in the project, programme or portfolio because they are involved in the work or affected by the outcomes.
- *Stakeholder management:* the systematic identification, analysis, planning and implementation of actions designed to engage with stakeholders.

PRINCE2™: Glossary of Terms (2009)

- *Stakeholder*: any individual, group or organisation that can affect, be affected by, or perceive itself to be affected by, an initiative (programme, project, activity, risk).

3 Key principles of stakeholder engagement

This guidance note identifies ten principles which, if applied, should have a positive impact on the engagement of stakeholders. As previously indicated, this is not an attempt to describe the mechanisms (or tools and techniques) of stakeholder management; this is adequately described in other publications.

Each principle identified has an overlapping relationship with the others and this interplay reflects the nature of trying to understand stakeholders, namely:

- there is no single answer or approach
- the influence of one cannot be considered without impacting the other
- stakeholder engagement is complex, given the potential uncertainty and ambiguity of how each stakeholder views and reacts to a project.

The following principles are not meant to act as a manual describing what to do in every situation, but are instead designed to embody best practice, harnessing feedback from the survey and workshops held with RICS and APM members. In this regard they are offered as what practitioners should strive for, while a series of brief 'real world' examples illustrate how the principle can 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.

Each accompanying case study is written by an experienced practitioner who has provided their own unique experiential evidence, which may be of value to the project/programme managers. The case studies come from a wide range of sectors including IT and education.

Principle 1: Communicate

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).

Case study 1: Information technology

'I work for a large software company, and over the years we have increasingly recognised that while we are technically very competent, most of the problems we encounter boil down to communication failures or 'soft' issues. We recently conducted a series of 'after action reviews' that examined a number of important client engagements. One of the most revealing conclusions from these reviews was that the most commonly cited reason for project failure was that we had not really asked the client what they wanted.

We didn't expect to be able transform our people overnight; we couldn't just tell them to be 'better communicators'. However, we took some steps to instil a better approach; for example, by investing in a stakeholder analysis tool that helped our account managers share information about the key contacts in our client organisations with the project delivery teams.

What started to make a real difference, however, was the example set by a few of our most effective project managers. It became more and more clear that the technical challenges that we encountered were much more easily resolved with clients where there was an open and structured communication approach (e.g. regularly scheduled progress/review meetings). Some of our project managers became really focused on this aspect – the result being that their projects were invariably regarded as the most successful, i.e. projects that we could reference as client success stories, even if they had encountered all the usual technical challenges. Accordingly, it is recommended that stakeholder consultation and the development of corresponding stakeholder analyses should be an ongoing activity.'

Principle 2: Consult early and often

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.

Case study 2: Transport infrastructure project

Major public infrastructure projects are usually controversial and inevitably involve many stakeholders with differing perspectives, objectives and requirements. If there is one thing that I have learned over 30 years helping clients with the definition and early stage development of projects, it is the importance of winning 'hearts and minds' by meaningful early engagement and ongoing consultation with stakeholders throughout the project life cycle.

We have to communicate a compelling vision of a better future to the greatest possible number of stakeholders in order to gain and retain their support, especially where there are likely to be negative impacts as well as positive benefits.

Engaging with stakeholders early – asking the right questions, listening to their concerns, responding to them, and being prepared to adjust proposals to address valid concerns – is critical to success.

The effectiveness of this approach was demonstrated by the recent commissioning of a major new piece of railway infrastructure in London. The overall scheme had been the subject of consultation and engagement over several years to win 'hearts and minds' culminating in a public enquiry which resulted in the scheme being authorised under the *Transport and Works Act* 1992. However, elements of the scheme were still controversial, including the demolition and reconstruction of a large Victorian railway bridge in East London. This very noisy and disruptive demolition work required a ten-day 'possession' of the operational railway which was planned, after consultation with stakeholders, to take place over the Christmas and New Year period. This presented a major reputation risk to the client organisation and a project was commissioned six months in advance of the works to address this risk and mitigate it as far as possible.

The first priority for the project manager was to establish the client's objectives by asking the right questions. How would the success of the project be judged? What was the scale of the likely impacts (noise, vibration, disruption) and what measures were available to minimise them? Who are the stakeholders that need to be consulted? What resources are available to provide mitigation? How will the mitigation proposals fit into the overall programme? This enabled the scope of the project to be confirmed, the budget and programme agreed, and the resources allocated.

Studies were carried out and noise maps were prepared to identify the properties and residents who would be most affected by the works. Early engagement with the local authority was carried out, to allow them to comment on the environmental criteria and the mitigation measures being proposed.

An agreed programme of consultation and engagement with the local community stakeholders (residents and business) was carried out over the six-month period prior to the works to provide the opportunity for them to comment on the proposals and identify any specific issues that needed to be addressed by the project. This included a consultation leaflet, group meetings with community bodies and face-to-face meetings with individual residents. As well as these usual communication channels for stakeholder engagement, and in response to concerns from local residents who were unable to appreciate what the noise levels would be like at different times of day, a noise and vibration sound model was produced and used as part of a local community exhibition event to demonstrate the noise levels that individual residents would experience. Residents and business owners were then able to judge for themselves whether the mitigation proposals were adequate.

The extensive consultation and community engagement provided the opportunity for the overall benefits of the

scheme to be more widely communicated, and the feedback received from local community enabled the design of a package of mitigation proposals to be refined to meet individual requirements.

The works were successfully carried out with no disruption or delay, and no adverse publicity. This demonstrated the success of the policy of stakeholder engagement and communication that was adopted.

Principle 3: Remember they're only human

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.

Case study 3: Sports and heritage sector

The refurbishment of a local authority Grade II-listed Victorian baths in London was a long awaited project. For decades, an apparent policy of minimal upgrade and limited maintenance had resulted in disenchantment with the leisure facility and its operator, low usage, and a growing community voice to stem the decay and save the facility from irreversible decline.

The refurbishment of the facility became a cause for a wide range of stakeholder groups, all keen to influence the decision-making process. Some cherished the fabric of the building and its architectural features; some took great interest in the performance of the building solely as a leisure facility; others saw the project as a catalyst for change in the area and local community, while some saw a successful transformation as a political totem to ward off critics and opponents.

With a limited budget to achieve the transformation, key to the success of the project was establishing mechanisms for capturing, then prioritising, the broad range of requirements, while understanding that each stakeholder could bring value, and often at no cost.

Stakeholder influences were mapped, and interested parties actively sought out to become part of a stakeholder database. Regular forums were timetabled to engender a sense of continued involvement, with every viewpoint being noted and recorded for consideration.

The database itself ensured contact was smart, targeted and provided a useful structure for regular feedback on progress. An original shortfall in budget was overcome through collaboration with a local campaign group at one of the forums. Given the highly personal and emotional commitment of stakeholders, the process was invaluable in communicating and ensuring the group understood the opportunities and constraints, raised the profile of the project, and actively contributed to a successful joint bid to the Heritage Lottery Fund.

The value of stakeholder opinion was not only driven down into the deliverables of the project, but – in the knowledge that they had been listened to and accommodated wherever practicable – outwards, as positive public perception and involvement in the local community. As a result, support for change was high and planning objections and complaints through construction disturbance were low.

The project demonstrated that from the local baker to the local MP, each person's agenda can be valid and worthy of incorporation.

Principle 4: Plan it

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. *Appendix 2* provides a brief overview of one of the most commonly used analysis tools, one that can often fall foul of meeting the requirements to tick a box.

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.

Case study 4: Transport planning

'As the stakeholder manager on the London Congestion Charge (LCC) project management team, I learnt one of my most enduring project delivery lessons … never underestimate the importance of proactive and consistent stakeholder engagement.

On 17 February 2003 the LCC went live, not in total chaos and pandemonium as had been predicted by the 'nay sayers' but with traffic flowing in conditions of relative calm and order that had not been experienced in our lifetime. Prior to the 'go-live', the project team had faced judicial enquiry and the threat of major city disruption from rioters and widespread strikes.

In the event, the significant risks were managed by a stakeholder team that had strong leadership, cascading from the mayor, and a proactive plan for managing the many risks and issues across the spectrum including technical (IT), traffic management, financial, political, social and environmental areas. The mitigation of most risks were dependent on astute stakeholder management which was given a huge priority from day one.

Detailed stakeholder analysis, followed by public reviews, consultations, meetings, debates and multi-media communications required a large amount of time and effort – but all proved to be a worthwhile investment. There were of course extreme views and many sensitive issues that had to be managed, including: boundary issues; the widespread use of CCTV; residents' rights, and concerns about the ability of people in low-paid but highly important roles (e.g. teachers and nurses) being able to access the LCC affordably.

In the end, the consultation process proved invaluable in ensuring that facts were shared and objections listened to. The ultimate success of the project was firmly rooted in the fact that there was a very detailed and thorough stakeholder engagement plan over the full life cycle of the project.'

Principle 5: Relationships are key

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:

- Am I engaging with the stakeholder in a way that works for them? (How I communicate, what I communicate and when I communicate.)
- How much time and resource (e.g. travel expenses) am I willing and able to commit to building the relationship?
- 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.

Case study 5: Building relationships

'I am 28, I have a degree in civil engineering, and I work for an engineering consultancy. One of our directors recently made a presentation to a group of young engineers like myself, indicating that the main reason that we had been employed (over less expensive people from other parts of the world with the same technical qualifications) was our ability to 'develop relationships'. The director also indicated that he had not realised the importance of this capability until he was about 40 years old when he began to make a more conscious effort to develop his network, especially internally within our organisation, and that this was at the heart of why his career had subsequently progressed.

This made me realise that while my professional qualifications are in a technical discipline, my career progression will be much more dependent on my ability to develop the right relationships and 'allies', and the person in my network with the most obvious ability to further my career is my current boss.'

Postscript:

This is not only applicable to those at the start of their career but also those wishing to progress towards leadership roles within their own organisations or indeed the industry. The ability to build relationships to achieve successful outcomes, however these may be defined, is a critical differentiator of those who achieve success in their careers. To some this comes naturally but for the vast majority it is a skill that must be developed deliberately and proactively, for example, by seeking out networking opportunities and setting aside time specifically for this purpose.

Principle 6: Simple, but not easy

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. A simple and common approach is provided in *Appendix 2*.

Case study 6: Education sector

'On my first project as lead surveyor – a relatively small school extension – I learned a valuable lesson of how simple activities can make a big difference on a project. Working with a small design team we decided to do more than take a brief, design and cost and then deliver the project. Initially, at the insistence of the designer, we involved the client and key stakeholders (which included parents and staff) in all aspects of scoping the project. Although we had a broad concept and budget to work within, there was considerable flexibility around what could be delivered.

It would have been very easy, as with previous projects, to superficially involve them but provide a relatively off-the-shelf solution. This was uncomfortable to begin with as it took time and added complexity to the early stages of the project, but over time the benefits became apparent.

Engagement means multiple forms of interaction and a lot of listening. Once we had identified the key stakeholders we were able to identify what was important to them and, with some innovative thinking and flexibility around the design and specification, deliver what would work best for them. We obtained the full support of the stakeholders, who included the local community and council, making decision making and the approval process easier than on any previous project. It was not without its challenges as not everyone's views had to be taken into account. However, it was accepted that we had heard what they had to say and were clear about why we were not able to take on board their preferences.

The term 'caring' was used on a number of occasions, which motivated not only the professional but also the delivery team and multiple trades who made it possible. The project was a success, not only from a traditional perspective, but more importantly from a broader stakeholder perspective. The practice, although not always possible and appropriate, stood me in good stead in my career and I would encourage anyone with the opportunity to work in this way to take it.'

Principle 7: Just part of managing risk

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 (see the power vs. interest tool described in *Appendix 2*). 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.

Case study 7: Education sector

When a leading research university in East London decided to create a landmark facility for its growing postgraduate population, not only would they and their appointed project team have to battle against the normal constraints of budget, programme and quality, but also a myriad of site-based constraints and business critical operations to maintain.

The university operated from a constrained urban site, with both historic and modern departmental buildings. In order to accommodate the footprint of the new graduate centre, the university had little choice but to demolish two existing structures in the heart of their campus, and build higher and wider in their place.

Serious risks threatened the viability of this approach – the possibility of ground and nuclear laboratory contamination, a London Underground tube line directly beneath the proposed footprint, complex and unmapped services in the immediate area, and a historic graveyard nearby. The risks also came from within the institution itself, via business critical operations such as scheduled examinations, public events and externally funded research laboratories requiring stable and consistent conditions.

The mitigation of these risks became intrinsically linked to the manner in which stakeholders were engaged. Regular engagement became synonymous with risk workshops, which had become a starting point to identify potential project hazards and the vulnerability of critical operations to them. Subsidiary consultations then engaged key stakeholders with the knowledge to determine the risk, reduce its likelihood, and prioritise mitigations in line with the project strategy. As with every successful risk strategy, the review was continuous and not limited to a momentary snapshot of the risk profile. This allowed the institution to be responsive to project changes, systematic and structured. It also allowed stakeholders to become part of the decision-making process, and ultimately created value – the gain through intelligent preparation outweighing the pain of the implementation process.

Principle 8: Compromise

Project leaders are typically faced with a number of 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 makes the assumption 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. This is the start of the power vs. interest analysis, as referenced in *Appendix 2*.

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.

Case study 8: Hostel for homeless people

Local residents in Central London formed a lobbying group to oppose the redevelopment of a derelict former nursing home into a hostel for homeless people. The scheme was to provide temporary overnight accommodation, as well as short to medium stay rehabilitation services.

The group of residents were very strongly opposed to the hostel's development, while the charitable foundation promoting the scheme had clearly identified a substantial need in the vicinity and had the backing of the local area's social services and support groups. The particular building also lent itself to a comparatively easy and cost-effective refurbishment, resulting in the scheme being affordable when other accommodation would have required considerably more work and incurred higher costs.

A series of stakeholder meetings were held, initially with all the residents, in order to understand views and to explain the exact nature of the accommodation being provided. While these placated a few of the residents, many remained strongly against the scheme and there was a real threat that planning permission would be refused due to their concerns.

In parallel to the ongoing general stakeholder meetings that continued throughout the scheme, a smaller 'elected' group of residents formed and met with the foundation. These more strategic stakeholder meetings were the key to unlocking an informed dialogue which led to amendments to the scheme, expanding it in some areas through the introduction of a café run by hostel residents as part of their rehabilitation.

Coupled with other revisions this was sufficient to satisfy some residents to a point where planning authorities were able to grant planning permission. Those residents who remained opposed to the development continued to be offered the opportunity to be involved in ongoing stakeholder liaison.

Principle 9: Understand what success is

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.

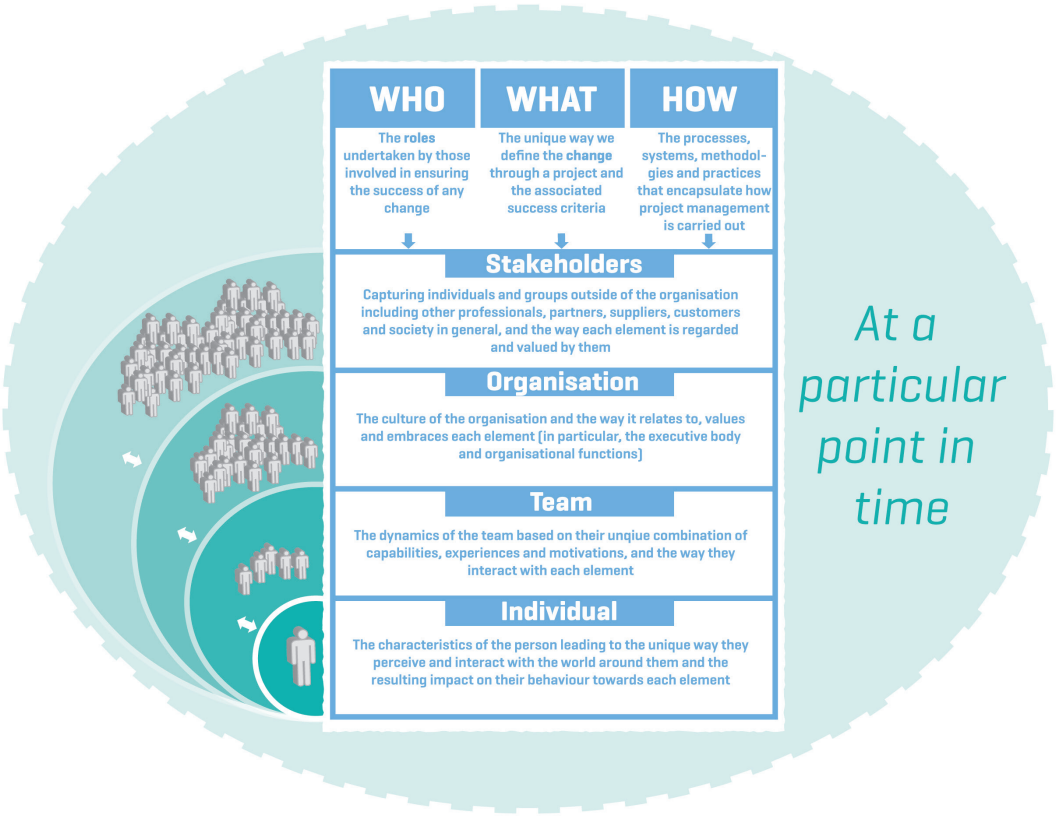


Figure 2: How stakeholders are influenced by different project attributes
(Original figure courtesy of Team Animation Ltd.)

Case study 9: What success looks like to others

Understanding stakeholders' perception of success was one of the greatest areas of conflict in UK's largest IT programme, the NHS National Programme for IT (NPfIT), famously cancelled in 2010. The initiative by the Department of Health (DoH) was to move the NHS in England towards a single, centrally-mandated electronic care record for patients and to connect 30,000 general practitioners to 300 hospitals, providing secure and audited access to these records by authorised health professionals. Inevitably, at the outset, the vision was embraced by almost all stakeholders, but as so often happens, the devil was in the detail.

As the programme progressed from successful procurement through to delivery, a series of technical, political, social, economic and health issues materialised. The number of stakeholders increased in both size and scope. Part of the challenge for the Connecting for Health (CfH) team was to understand and deal with a large number and variety of issues. To manage this workload, comprehensive stakeholder management tools, processes and FTE resources were put in place, but this never was going to be enough. There were too many issues and the issues were too deep to enable quick resolution. However, despite the ultimate cancellation of the programme, there were some outstanding examples of proactive stakeholder engagement.

Areas of excellence included the handling of the sensitive data privacy issues, where a number of workshops with stakeholder groups were held to understand concerns and jointly identify solutions. Also, the use of respected clinicians to represent views on clinical impacts, as an interface between the NPfIT/CfHNHS/DoH was well designed. These clinical representatives worked tirelessly to seek, report, discuss and resolve the issues. Another area of excellence was dealing with the CfH team itself. As with all organisations, the impact of programme's success or failure can ultimately lead to job losses both for some people external to the programme as well as within it. These situations need to be identified and dealt with early. Clear, timely and open communication is often the starting point for sensible management of the issues.

One technique for ensuring a mutual understanding of what success means for the different parties is to seek clarification of what expectations each member has. Whether in a workshop environment, or through a formal review, the NPfIT programme was constantly seeking opportunities for people to express what their view of success meant. While the programme failed, there are many good lessons from their stakeholder management successes.

Principle 10: Take responsibility

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.

Case study 10: 'It's not in my job title'

'I work for a large mining company and stakeholder engagement is increasingly seen as the responsibility of everyone working on our projects. Our external stakeholders include contacts in central government, local government, the unions, the local community and NGOs.

One of the challenges this creates is that we need to co-ordinate our stakeholder engagement approach; for example, making sure that we are consistent with the information we are giving out about each mining project. Stakeholder engagement used to be regarded as being mainly the responsibility of our external affairs department, but we have gradually realised that it is the responsibility of everyone in the organisation to maintain an ongoing dialogue with our stakeholders and to continuously develop our understanding of their interests and concerns.

Many of my colleagues have scientific backgrounds, with qualifications in geology or engineering, but various positions including my role as a technical director, or whether it be roles in procurement, training, logistics, etc., increasingly require our people to take responsibility for engaging and communicating with the parties that have a stake in our projects, even if this is not necessarily referred to in their job title.'

4 Developing stakeholder management capabilities

While great effort has been made to capture and articulate knowledge about project management, this knowledge has historically focused on the explicit, procedural and technical skills that are only a part of what is required.

Stakeholder engagement, in contrast to a technical skill such as scheduling, involves making numerous difficult decisions and judgments where often there is no right answer. It thus requires skills that are primarily tacit, i.e. it is more art than science, so developing this capability is fundamentally difficult.

Stakeholder engagement involves:

- juggling a mix of technical, financial and human challenges simultaneously
- influencing others and balancing conflicting stakeholder interests
- communicating effectively
- applying intuition, emotional intelligence and empathy
- building relationships and maintaining trust
- dealing with ambiguity, uncertainty, risk and unknowns
- working over long timescales and with evolving objectives, constraints and environments.

Efforts to create knowledge resources to help managers develop stakeholder engagement skills are in their infancy. Books, research papers and training courses have only begun to address the needs of complex project management skills such as stakeholder engagement.

In addition, the knowledge resources that have been gathered are not ensuring success, because there is a 'knowing-doing gap' (Pfeffer & Sutton 1999); wisdom is not always being translated into practice.

Project learning reviews consistently produce the same list of reasons for problems and failure. The fact that project managers keep making the same mistakes implies that there is too much emphasis on research and gathering wisdom, and not enough on how to ensure that practitioners actually apply the wisdom. We know what we should do to engage stakeholders effectively; the challenge lies in actually doing it.

To learn by doing, project managers have to use their real projects as their practice grounds. Accordingly, the learning-by-doing process can be very expensive. Moreover, projects are likely to take place over long periods of time, and numerous factors contribute to the final outcomes, so it can be hard to 'see' cause and effect. Real-world experience accordingly does not always ensure learning.

The stakeholder/human element of any complex project is a dynamic system, and written documents (e.g. articles, papers, books, reports) have limitations for helping people understand complex systems.

So project managers need help in 'seeing' projects, especially the stakeholder dimension, as complex, adaptive systems. They also need help in seeing and dealing with the unforeseen consequences of their actions, and in dealing with projects holistically.

In many areas of human activity, simulations are used for performance improvement, generating insight and decision support. Pilots, surgeons and soldiers have all long understood the importance of practising their activities in order to improve their performance and reduce the risk of failure in the real world. Flight simulators, cadavers and battlefield simulators are all essential tools for applying the most basic principle of performance improvement: the need to test, practise, and perform 'dry-runs'. Like pilots and soldiers, project managers need to learn through experience, and the most efficient way to do so is with sophisticated simulations.

Also, the tacit skills needed for dealing with multiple stakeholder situations where there are not necessarily any right answers are best developed through *transparent* experience. This requires participants to take decisions, see the outcomes of these decisions and discover the causal links between the two. Participants thus complement the knowledge acquired using traditional methods, by putting theory into practice, and making mistakes in the safety of a simulated environment. Another extremely valuable approach is mentoring and coaching – both providing different forms of support chosen for the individual's needs and the context in which they are developing.

To enable this transparent experience, sophisticated project simulations that model stakeholder behaviour and replicate the key decision-making and communication challenges during projects are needed. Like flight simulators, they provide an immersive, realistic environment, in which what happens can be explained and understood.

By giving participants compressed and transparent project management experiences and the chance to 'live' and visualise the sorts of decisions, issues and outcomes they are about to encounter in the real world, these simulations can provide efficient and effective performance improvement opportunities.

Appendix 1: Survey results

As noted earlier, to ensure this guidance note is grounded in current best practice a series of workshops and surveys took place with leading practitioners. This appendix highlights the main points of feedback given as part of the survey, which was conducted by the RICS and APM between May and July 2013. Once again, the survey sought to provide insight into the following areas:

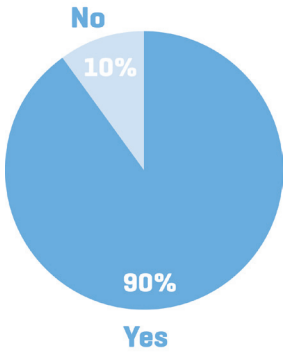
- the value of stakeholder engagement
- the practice of stakeholder engagement
- the level of understanding of stakeholders
- the need for training and development.

The questionnaire was completed by 90 people, primarily practitioners from Europe. Just under half were from the construction/building sector with an equal spread of seniority. The projects people worked on were primarily worth below £50m with 80 per cent of the projects being in the local area or national rather than international.

Value of stakeholder engagement

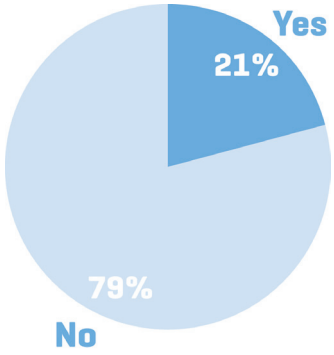
There was overwhelming agreement that stakeholder engagement is a discipline worthy of further study and development, that it was one of the top three critical success factors for successful project delivery (over 90 per cent in both cases) and will be of increasing importance for the profession in the future to ensure the delivery of successful projects.

Q1. Do you believe stakeholder engagement is a discipline worthy of further study and development?



Less impressive was the feeling from 80 per cent of people that there were insufficient resources being committed to developing this discipline.

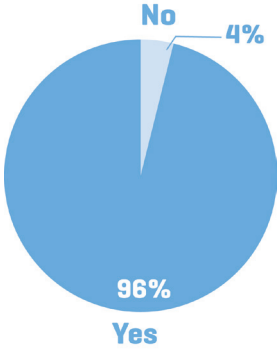
Q3. Do you believe there are sufficient resources being committed to developing this discipline?



Over 70 per cent of the people reported that 50 per cent or more of the problems encountered on projects were considered to be 'human' as opposed to technical. Research has many times borne out this opinion.

There was also conclusive evidence that stakeholder engagement is considered of growing importance:

Q5. Do you believe stakeholder engagement will be of increasing importance for the profession in the future to ensure the delivery of successful projects?

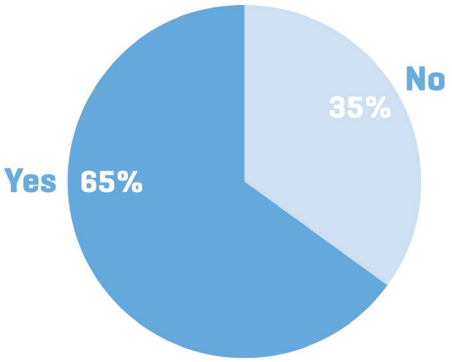


Practice of stakeholder engagement

From a practice point of view over 80 per cent of people believed that key stakeholder were systematically identified. Less impressive was that on only 50 per cent of projects was there typically a formal stakeholder identification workshop run at the start with a cross-section of interested parties. Also, but not surprisingly, under half of the people plan and analyse stakeholders with the same rigour as the

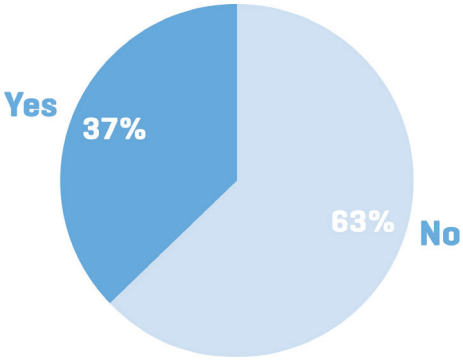
technical and financial aspects of their projects. An even higher number do not consistently use structured methods to analyse stakeholders such as mapping against 'power' and 'interest' or similar techniques (described in *Appendix 2*).

Q10. Do you consistently develop, implement and monitor a planned approach to engaging with key stakeholders?



Two-thirds of people reported consistently developing, implementing and monitoring a planned approach to engaging with key stakeholders with 60 per cent using the output of the analysis as the basis for developing a detailed communications plan, information on which is provided in the RICS information paper *Managing communications*. Interestingly, the distinction between the last two points may be the use of 'structured methods' – people do it but not in a formal manner.

Q12. Do you regularly track your stakeholders using a structured method beyond the initial assessment?



Less positive was that approximately two-thirds of people do not regularly track their stakeholders using a structured method beyond the initial assessment – bearing out the anecdotal evidence that it is often a start-up activity only. Not surprisingly only 40 per cent of people reported typically scenario planning the way that stakeholders may interact with the project to help understand their needs, expectations, or influence – actually a relatively positive outcome.

The survey resulted in a mixed bag of results. As with all things, process is powerful if used effectively and appropriately. To quote the view of one practioner:

> 'If you treat it as a process, and over-analyse it, you will spend a lot of money and achieve very little. Stakeholder engagement is about talking to people, being honest with them, and listening to what they say. It is not about feeding them through a sausage machine process, and anyone who claims it is should not be allowed near a real stakeholder ... '

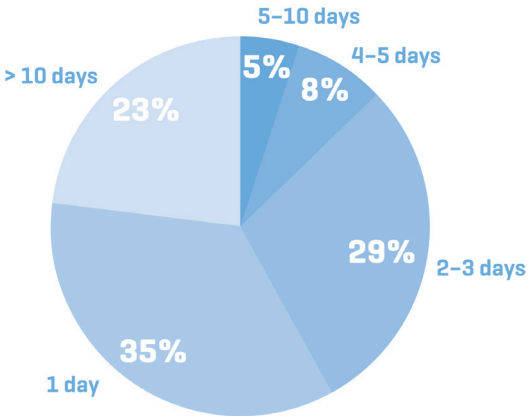
Level of understanding of stakeholders

On a very positive note, 80 per cent of people reported that they understood and were able to clearly articulate the motivation and interests of the stakeholders and an even higher percentage indicated they understood what success would mean to them. This is an interesting result and higher than the authors would have expected.

Need for training and development

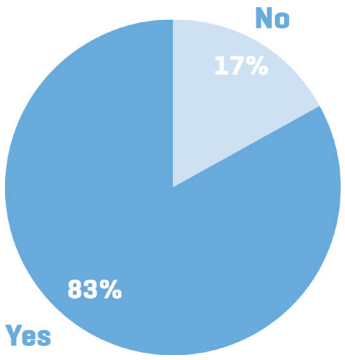
Over half of the participants believed that stakeholder engagement and the associated processes and deliverables are embedded into the way of managing projects in their organisation (which is very positive) although 70 per cent did not believe there is a consistent understanding of what effective stakeholder engagement is within their organisation. This would likely suggest that the approach is embedded but not possibly with a high level of understanding of its value. One very striking response was from the question 'Do you believe there is sufficient and accessible knowledge on stakeholder engagement across your industry?', to which 85 per cent said 'no'.

Q19. Over your career, how many days of education/training have you had in stakeholder engagement/management?



There seems to be a clear shortfall in stakeholder engagement development opportunity, with more than 60 per cent of people stating that they had received no more than three days of education/training in stakeholder engagement or management. Over 80 per cent did not believe that their organisation had a tailored stakeholder engagement training and development programme to help build understanding and share lessons learnt. This is rather worrying given its importance and the many approaches available to develop practitioners.

Q21 Do you believe simulations would be an effective means of training and development?



Appendix 2: Power vs. interest tool

Mendelow's power-interest grid or matrix (Figure 3) is a simple tool that helps distinguish between different project stakeholders by categorising them using their power and interest in the project. Other commonly used axes include support, influence, impact and need. If used effectively the tool encourages you to reflect on your key stakeholders (those who can make or break your project), consider the level of support you are likely to receive and to prioritise efforts in engaging them, as appropriate to the needs of the project.

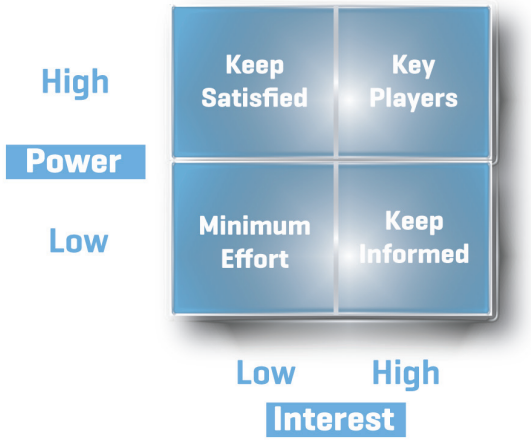


Figure 3: Mendelow's power-interest grid

It is helpful before completing the exercise to define what is meant by 'power' and 'interest' and in turn 'low' and 'high'. Mapping the stakeholders can then take place, for example:

- the customer will have a high level of power (and therefore influence) over the project and high interest
- your peer in your organisation may have high interest, but is unlikely to have power.

The typical actions to consider are identified in each segment of the grid. As an example, for stakeholders who have high power but are less interested, put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

Tools of this type are typically used as part of one-off exercises at the start of projects, often without reflecting on what insights it provides and more importantly what action the team needs to take. Real value comes from its regular use and therefore it needs to be part of the way you work, not a single exercise. Indeed, the data collected in response to question 12 of the survey conducted (see *Appendix 1*) seems to emphasise the importance of taking this approach.

There is also a valuable secondary benefit in carrying this out at the start and on a regular basis, in that it helps to improve understanding across the delivery team and in turn helps improve the dynamics and effectiveness of the team.

Appendix 3: 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.

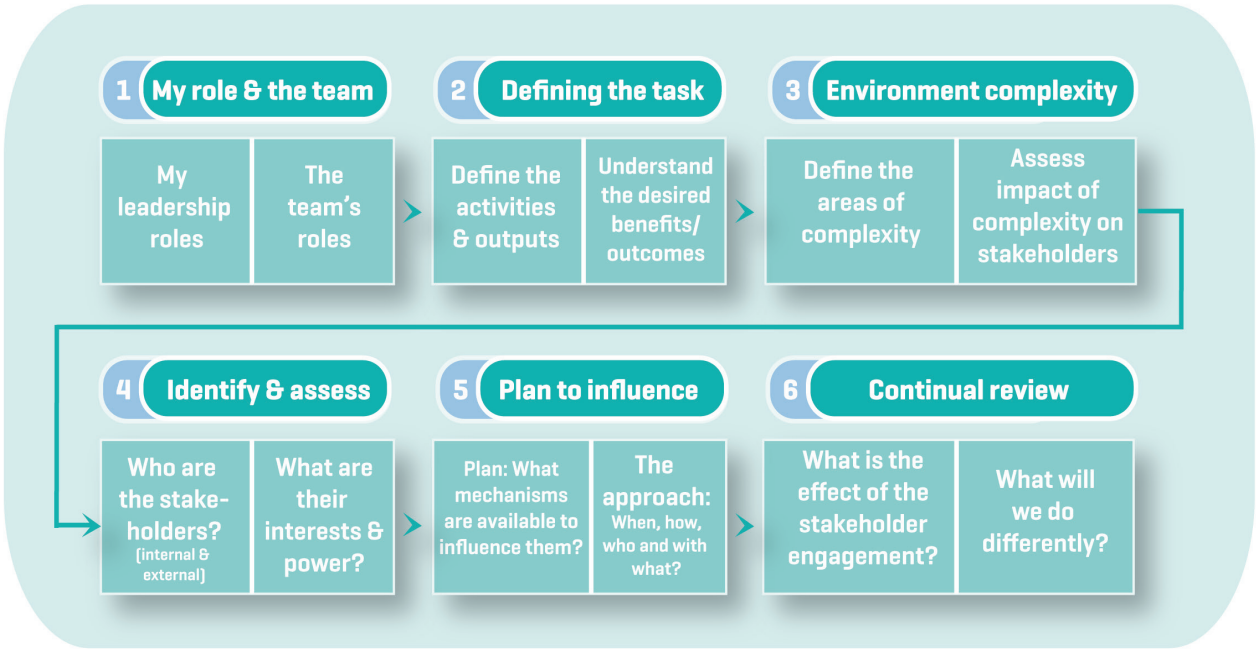


Figure 4: The CASE 6-step approach © *Paul Mansell*

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

Step	Objectives to consider
1 My role and the team	• 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	• 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 Envrionment complexity	• 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	• To list the stakeholders and categorise them by power and interest or similar approach (see *Appendix 2*). • 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	• 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	• 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:

- What are my interests in the project?
- How will I be affected by it?
- What are the team's interests?
- How will they be affected by it?
- How are we perceived by others?

Step 2:

- What defines success?
- What are the activities and outputs?
- What are the outcomes, especially changed behaviours?
- What are the benefits – how are these defined?
- Do we understand different perceptions of benefits?

RICS and APM resources

RICS

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

APM

APM Body of Knowledge, 6th edition (2012)

APM Competence Framework (2008)

Other

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

Confidence through professional standards

RICS promotes and enforces the highest professional qualifications and standards in the development and management of land, real estate, construction and infrastructure. Our name promises the consistent delivery of standards – bringing confidence to the markets we serve.

We accredit 118,000 professionals and any individual or firm registered with RICS is subject to our quality assurance. Their expertise covers property, asset valuation and real estate management; the costing and leadership of construction projects; the development of infrastructure; and the management of natural resources, such as mining, farms and woodland. From environmental assessments and building controls to negotiating land rights in an emerging economy; if our members are involved the same professional standards and ethics apply.

We believe that standards underpin effective markets. With up to seventy per cent of the world's wealth bound up in land and real estate, our sector is vital to economic development, helping to support stable, sustainable investment and growth around the globe.

With offices covering the major political and financial centres of the world, our market presence means we are ideally placed to influence policy and embed professional standards. We work at a cross-governmental level, delivering international standards that will support a safe and vibrant marketplace in land, real estate, construction and infrastructure, for the benefit of all.

We are proud of our reputation and we guard it fiercely, so clients who work with an RICS professional can have confidence in the quality and ethics of the services they receive.

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