

INSTITUTIONAL TRAINING

Module 1.4: STAKEHOLDER COMMUNICATION AND RELATIONSHIP MANAGEMENT



ACKNOWLEDGEMENTS

The materials used to develop this training module were developed and compiled by a number of individuals and organisations over the past 15 years as part of the Namibian CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of the NACSO members and partners who made the production of this module possible. The further development of the training material has been made possible with support from MCA Namibia.



CONTENTS of this MODULE

GENERAL TRAINING TIPS.....	2
ABOUT MODULE 1.4: STAKEHOLDER COMMUNICATION AND RELATIONSHIP MANAGEMENT	3
INTRODUCTION.....	5
TOPIC 1: The importance of communication and management of stakeholder relationships.....	9
TOPIC 2: Identifying key stakeholders.....	15
TOPIC 3: Conservancy stakeholder relationships.....	19
TOPIC 4: Identifying how stakeholder relationships can be maximised.....	22
TOPIC 5: Developing a basic Communication and Relationship Management Plan	26
SELF-ASSESSMENT: Assessing participants' understanding of this Module	32
List of Handouts that you should make available for this Module	33



GENERAL TRAINING TIPS

Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training).
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders present.
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate).

General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand.
- Maintain good eye contact with participants.
- Speak clearly.
- Keep your training language simple and appropriate to your audience.
- Bridge one topic to the next.
- Provide clear instructions for activities and check to see if your instructions are understood.
- Where appropriate, summarise each component of the module.
- Avoid reading from this trainer's manual.

Visual presentation:

- Write clearly and boldly if using flipchart sheets.
- Keep your visual aids clear – avoid blocking participants' view of visual aids.

Involving the participants:

- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and key issues.
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge the comments and feedback from participants.



NB: Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



ABOUT MODULE 1.4: STAKEHOLDER COMMUNICATION AND RELATIONSHIP MANAGEMENT

<p>OBJECTIVES: People who receive training in MODULE 1.4 will gain knowledge on:</p>	<ol style="list-style-type: none"> 1. The importance of communication and management of stakeholder relationships 2. Identifying key stakeholders from government, ministries, NGOs, CBOs, the private sector, donors, traditional authorities, the community and elsewhere 3. Examining each stakeholder's current relationship with the conservancy and identifying the ideal relationship 4. Identifying how relationships can be maximised through communication and active management, e.g., inclusion in meetings, consultation etc. 5. Developing a basic Communication and Relationship Management Plan for all important stakeholders
<p>COMPETENCIES: People who receive training in MODULE 1.4 will be able to:</p>	<ol style="list-style-type: none"> 1. Explain the importance of communicating with stakeholders, and how to go about this 2. Explain the importance of building relationships with stakeholders, and how to go about this 3. List the conservancy's key stakeholders and explain why they are important to the conservancy 4. Develop a Communication and Relationship Management Plan
<p>MODULE 1.4 is intended for:</p>	Conservancy staff, the Conservancy Manager and the Conservancy Committee
<p>Duration of MODULE 1.4:</p>	The training for this Module will usually last 2 days

To train this MODULE 1.4 you will need to have (enough for everyone):	Check
Flipchart stand, sheets and different coloured marker pens ("kokies")	✓
Module 1.4 Handouts #1 – #7	
Prepared Flipchart Sheets #1 – #3 if you prefer to use them (#1 and #2 may be laminated for duplicate use)	
Paper, pens and pieces of pre-cut card for participants	

The training of this MODULE 1.4 will follow generally this schedule:

TOPIC 1:	The importance of communication and management of stakeholder relationships
TOPIC 2:	Identifying key stakeholders
TOPIC 3:	Conservancy stakeholder relationships
TOPIC 4:	Identifying how stakeholder relationships can be maximised
TOPIC 5:	Developing a basic Communication and Relationship Management Plan
SELF-ASSESSMENT:	Assessing participants' understanding of this Module (Handout #7)



KEYWORDS and ACRONYMS for this MODULE

AGM	Annual General Meeting
CBO	Community-based organisation
CC	Conservancy Committee
external communication	Communication between an organisation/institution (in this case the conservancy) and other outside stakeholders
generic	All purpose; suitable for general purposes
internal communication	Communication between people within an organisation or institution (in this case the conservancy)
JMC	Joint Management Committee
JV	Joint venture
NGO	Non-governmental organisation
QPM	Quarterly planning meeting
stakeholder	A person or group that has an investment, share, or interest in something (such as a business or institution)
stakeholder analysis	A technique used to identify and assess the interests, attitudes, and influence of key people/groups involved in a project or activity

NOTE TO TRAINERS/FACILITATORS: HOW TO USE THIS TRAINER'S MANUAL

Some workshop participants may have already attended a training in this series, either on 'Social and Gender Awareness' (Module 1.5) or 'Public Speaking and Presentation' (Module 1.6), or may have had the opportunity to develop relevant skills at a similar training (either through the support of an NGO or in another capacity). If you identify any participants at a workshop who have attended such a training, then you may wish to ask them if they are willing to share their knowledge, skills and experiences with the other trainees at appropriate moments during various topics.

At workshops where participants have come from different conservancies, for certain activities it may be a good idea to divide them up into 'conservancy groups' (i.e., groups comprised of participants who all come from the same conservancy) in order that the feedback provided during the activity is conservancy-specific. The instructions for these activities will make it clear if the participants should carry out the exercise as conservancy groups.

Some topics have been divided into 'sessions', with amounts of time allocated to them. These time frames are a guide only, and trainers/facilitators might need to adapt them as they deliver the Module.



INTRODUCTION

- 1** **LIST:** The **objectives** of Module 1.4 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #1 prepared in advance (or even laminate this one and the next one for duplicate use). Explain the objectives in detail.

Objectives of this workshop: you will gain knowledge on –

- 1. The importance of communication and management of stakeholder relationships**
- 2. Identifying key stakeholders from government ministries, NGOs, CBOs, the private sector, donors, traditional authorities, the community and elsewhere**
- 3. Examining each stakeholder's current relationship with the conservancy and identifying the ideal relationship**
- 4. Identifying how relationships can be maximised through communication and active management, e.g., inclusion in meetings, consultation etc.**
- 5. Developing a basic Communication and Relationship Management Plan for all important stakeholders**

- 2** **LIST:** The **competencies** of Module 1.4 by writing them on a flipchart sheet. To save time you may prefer to have Flipchart Sheet #2 prepared in advance.

People who receive training in Module 1.4 will be able to:

- 1. Explain the importance of communicating with stakeholders, and how to go about this**
- 2. Explain the importance of building relationships with stakeholders, and how to go about this**
- 3. List the conservancy's key stakeholders and explain why they are important to the conservancy**
- 4. Develop a Communication and Relationship Management Plan**

EXPLAIN: The competencies to the participants.

NOTE: If participants are unfamiliar with the concepts of 'stakeholders' and 'communication', you may wish to start the training by explaining what a stakeholder is, and why communicating with them is important for conservancies.



ASK: Who are our conservancy stakeholders?

3



Ask pairs to consider this question, and then ask a few pairs to suggest answers while the rest listen. Write the first few pairs' contributions on flipchart sheet under the heading '**Who are our conservancy stakeholders?**' and then ask other remaining pairs to add any further contributions (and write these on the flipchart sheet as well). Your final list should include the following, although you should explain that not all conservancies will deal with each and every one of these stakeholders:

- Everyone in the conservancy area (members and non-members of the conservancy)
- All conservancy staff
- Government ministries
- Non-governmental organisations (NGOs)
- Community-based organisations (CBOs)
- Donor organisations
- Law enforcement agencies (police and NDF)
- Traditional authorities
- Church organisations
- Business/private sector partners
- Professional hunting organisations
- Schools
- Health services, and healthcare practitioners
- Legal practitioners/members of the judiciary
- Civil society organisations
- Banks and other financial institutions
- Tourism sector organisations
- Regional and local government
- Media

NOTE: You will use this flipchart sheet a lot throughout this workshop training, so keep it displayed in a prominent place.




EXPLAIN: In other words **a stakeholder can be defined as follows:**

- A person, group, or organisation/institution that has a direct or indirect interest in an organisation (or institution) because it can affect, or be affected by, the organisation's (or institution's) actions or objectives, or *more simply* –
- A stakeholder is a person who has an interest (stake) in a project, business, organisation or institution.

NOTE: For the purposes of this training **we will use the word 'stakeholder' to refer to both individuals as well as stakeholder groups**, just to make things simpler.

EXPLAIN: We will look at individual conservancy stakeholders in more detail in Topic 2 of this training.

ASK: What is your understanding of communication in relation to stakeholders?

- 4  Ask pairs to consider this question, and then each pair will present a quick suggestion while the rest listen and comment. Write the first few pairs' contributions on the flipchart sheet under the heading '**Communication with stakeholders**' and then ask other remaining pairs to add their contributions (also add to the flipchart sheet).

EXPLAIN: Communication is a word that applies to **all the different ways that we spread and share information**. Good communication helps conservancy members and staff to share information on developments within the conservancy and – hopefully – creates positive attitudes towards the conservancy within the conservancy community generally, as well as in the broader group of interested stakeholders.

- Communication happens through written, verbal (spoken), and non-verbal forms (e.g., body language).
- Formal conservancy communication is represented or supported by written documentation (e.g., reports, minutes of meetings).
- Various other types of informal verbal and written communication also take place during day-to-day conservancy activities and in the work of conservancy staff (telephone calls, reminder notes etc.).

- 5 **ASK:** Some of you may already have attended a workshop in this series, on 'Public Speaking and Presentation'. If anyone here has been a participant at such a workshop (either organised by a conservancy support NGO, or in another capacity) would you be willing to talk to the other participants for a few moments about any aspect of the training that you received?





Ask any willing participant to address the rest of the workshop group on any general aspects of communication that they have explored in the course of a previous training. Write any information they provide on a flipchart sheet under the heading '**What do we already know about communication?**' and then ask for other contributions. (**NB:** Obviously, if no one has attended a prior training in any aspect of communication, then you will need to omit this Step 5.)

6

EXPLAIN: Throughout this training we are going to be looking at two forms of communication, although we will not always specify directly which form we are exploring as it is usually quite obvious:

1. **Internal communication** takes place between stakeholders within the conservancy, for example between the Conservancy Manager and the Game Guards at a planning meeting; or between the Water Point Committee and members of the conservancy who have grazing animals.
2. **External communication** takes place between the conservancy and outside stakeholders, e.g., between the Conservancy Committee (CC) and the MET; or between the conservancy staff, support NGO and a potential joint venture partner.

Many forms of internal communication – daily conversations between people at the conservancy office for example – are informal and are not recorded in any way as this would be prohibitively time-consuming and expensive, and would practically bring the operations of the conservancy to a standstill! Nevertheless, the principles that apply to formal and external communication (which we will explore in more detail shortly) do also apply to the way that we deal, as conservancy representatives, with our fellow staff members and the conservancy community.

7

SUMMARISE/LINK: In this introduction to Module 1.4, we have looked at our training objectives and competencies, and then examined together briefly the various groups of stakeholders relevant to Namibian conservancies generally. We then took a look at methods of communication, and how they relate to our conservancy stakeholders. Of course, we are going to explore all of these topics in far more detail as we work our way through this training.

Before we move on to the first topic, which introduces the importance of communicating with stakeholders and managing our relationships with them, does anyone have any questions?





TOPIC 1: The importance of communication and management of stakeholder relationships

Session 1: Why is it important to communicate well? (*Approximately 40 minutes.*)

- 1** **EXPLAIN:** To begin this topic, let's look in a little more detail at how **communication works in our conservancy.**


ASK: What is the importance of communication in a conservancy?

 Divide participants into four groups and give each group a flipchart sheet and pens. Ask groups to think about two or three situations when their conservancy was **negatively affected by poor communication** and also two or three times when **good communication had a positive impact** on the conservancy. They should write brief notes on their flipchart sheet under the heading 'Poor communication' or 'Good communication', as appropriate. **NB:** Remind participants of the need to maintain confidentiality when discussing any sensitive matters such as discipline or health status.

A participant from each group should then briefly present his/her group's responses, which the rest of the participants should be encouraged to discuss. 

NB: If participants come from more than one conservancy, it may be a good idea to divide them up according to their 'conservancy groups' (with representatives all coming from the same conservancy) for the purposes of this activity.

- 2** **EXPLAIN:** Let's quickly do a fun exercise to see what happens when we fail to communicate clearly and carefully.

 Ask participants to stand in a circle. Whisper a sentence containing an instruction about a vehicle's tyre to the person to your left and ask that person to pass on the message to the person standing on their left, and so on. You should say: "The 1998 Land Rover's right, rear tyre looks a little worn so next time Patricia goes to Katima she should get it checked at the second garage on the left on the way into town." After the last person in the circle has received the message, ask him/her to say the message out loud. It is very likely that at least some details of the instruction will have been mis-communicated. (**NB:** In the event that the message remains unchanged at the end of this activity, then congratulate participants on their good communication skills!)

- 3** **ASK:** Failure to communicate properly about this Land Rover could have resulted in an accident if the tyre had burst because the correct one was not attended to. Or Patricia may have ended up spending too much of the conservancy's vehicle budget on a new tyre, if she took it to the wrong garage. How could these situations have been avoided?





Participants should suggest ways in which the instructions about the Land Rover's tyre could have been communicated more clearly and carefully than just by word-of-mouth. There is no need to write their responses up on a flipchart sheet, but you should encourage them to come up with some (or all) of the following suggestions:

EXPLAIN: Here are some ways in which the instructions about the tyre could have been communicated more clearly and carefully. Maybe you even thought of some more:


1. The person issuing the instructions about the tyre **should have spoken to Patricia directly**, not through someone else, or a series of people.
2. The person communicating the instructions should have ensured that Patricia did, indeed, **know the full and relevant details** – for example, the identity of the 1998 Land Rover (it might have been better to say: “The Land Rover with the red seat covers” if this is an easier way to distinguish it from other, similar cars).
3. The verbal instructions ought to have been **followed up by a written, signed request** so all details were recorded correctly and the person responsible for issuing them was noted. A copy of the request could also have been made and kept at the conservancy office (especially if it concerned information relating to paying for a new tyre, should this be necessary).
4. Patricia should have been **reminded again** of her instructions the day before she travelled to Katima, just in case she had lost the note and needed a new note to be issued.
5. The garage in question could have been **notified by phone** to ensure that it had the correct details (again, in case the written request was lost at some stage and/or the person at the garage did not understand the language that the note was written in).
6. On her return, Patricia should have been **asked to confirm** that the instructions were carried out. If they were not, the reason(s) why should have been noted and appropriate action regarding the Land Rover should have been taken and recorded.

4 EXPLAIN: If issues are not communicated **concisely, clearly and in simple terms**, then information may be misinterpreted or lost. Good communication is essential to the effective management of a conservancy and if sound communication practice is not regarded as a priority at your conservancy, you will face problems both internally (among staff members) as well as externally (with the broader stakeholder community).



Session 2: Barriers to good communication, and how to overcome them (approximately 2 hours).

ASK: What are the reasons for poor communication in a conservancy?


1  Ask participants to consider this question in plenary and then record their responses as points only on a flipchart sheet under the heading: **'Barriers to good communication in a conservancy'**. **NB:** If it is apparent to you that certain participants are feeling constrained in participating in this activity (for example women, or younger men), then try to encourage them to also offer their responses, based upon their own experiences perhaps.

2 **DISTRIBUTE:** Handout #1 (2 pages) and ask participants to read through the first description of a barrier to good communication (**'Perceptual barriers'**), and then discuss it together. **NB:** Try to link this barrier (and subsequent ones listed in Handout #1) to those suggested during Step 1 and therefore listed on the flipchart sheet.

3 **ASK:** Try to think of an example of a situation where the first of these barriers ('Perceptual barriers') came into play in preventing good communication at your conservancy. Note down the details very briefly on your Handout #1 next to the first barrier described.

EXPLAIN:

- If you are not be able to think of a real-life situation that arose at your conservancy where perceptual barriers prevented good communication, then come up with an imaginary situation instead and note it down briefly.
- We are going to discuss together the situations that you have identified in a moment, so you do need to ensure that you do not breach confidentiality or discuss sensitive issues in such a way that the identity of a person involved in such a situation might be revealed.

4  Once participants have had a moment to identify and note down on their Handout #1 **a situation where perceptual barriers prevented good communication at their conservancy** (or come up with an imaginary one), ask for a volunteer to describe the situation that they have recalled and then discuss this together. Depending on the time available for this Session 2, you may wish to ask for a number of contributions.

5 **EXPLAIN:** Now we are going to spend some time **repeating this activity for all the other barriers to good communication** listed on Handout #1. If any participants have attended the 1.5 Module workshop in this series, on 'Social and Gender Awareness', or any other relevant training, you may wish to offer us your insights based upon the skills you have already acquired previously.



NOTE: There can be some overlap between barriers – for example, a ‘Gender barrier’ (a woman does not feel she can leave her household duties to attend a conservancy meeting) may also represent a ‘Cultural barrier’ (because in her husband’s culture, men are always the decision makers, so he thinks he should attend the conservancy meeting instead of his wife).

- 6** **EXPLAIN:** Now we have looked in some detail at all the various barriers to good communication in our conservancy, let’s investigate **some strategies for overcoming them.**

ASK: How can a conservancy overcome its communication barriers?



Allocate each participant one of the barriers to good communication listed on the Handout #1 (or divide the 14 barriers up between groups of equal size, or allocate each participant several barriers, depending on the number of people attending any individual workshop).

DISTRIBUTE: Flipchart sheets and pens (one flipchart sheet per ‘barrier’, i.e., 14 in all). Participants should write the name of the relevant barrier(s) on their individual flipchart sheet(s).

EXPLAIN: Try to think of some **strategies for overcoming the barrier(s) to good communicate that you have been allocated.** These strategies can be formal/operational (e.g., create a conservancy plan for dealing with the issue); practical (e.g., liaise with translators to work at major conservancy meetings and produce key documents in local languages); and/or informal/individual (e.g., encourage the development of presentation skills in key conservancy staff tasked with chairing and facilitating meetings).



7 Participants should spend some time devising various strategies for dealing with the barrier(s) to good communication that they have been allocated, and then each in turn should present to the group. Allow time for some Q&A at the end of each presentation.

DISTRIBUTE: Handout #2 (3 pages) and discuss the strategies listed in detail together. Then think of various formal and informal strategies which can be implemented to remove communication barriers.

- 8** **EXPLAIN:** We have spent some time looking at the importance of good communication generally, and the prioritising of sound communications practice at the conservancy. These are components in the effective management of conservancy stakeholder relationships. So in our final session of this initial topic, we are going to look more closely at how we go about managing these stakeholder relationships.




Session 3: Managing stakeholder relationships *(approximately 40 minutes)*.

1 **EXPLAIN:** The development of good working relationships between a conservancy and its stakeholders is essential in order that conservancy management functions are supported; its resources are sustainably managed; and its projects are successful and generate income and benefits for members.

REFER: Participants back to the displayed flipchart sheet list of conservancy stakeholders that they created in Step 3 of the Introduction to this Module 1.4.

ASK: When does the conservancy meet formally with stakeholders?


2  Ask participants to consider the question above and then list answers on a flipchart sheet under the heading: '**When does the conservancy meet formally with its stakeholders?**'. The final list should include the following:

- The AGM (where some stakeholders may also be invited as observers)
- Quarterly planning meetings
- Joint Management Committee meetings
- Benefit distribution planning meetings
- Hunting/quota-setting meetings
- Tourism management planning meetings
- Joint venture negotiations

3 **EXPLAIN:** The conservancy does not only meet with its stakeholders at appointed times, or for scheduled meetings at set dates in the calendar year. There are other occasions on which stakeholders might wish, or need, to communicate or meet with the conservancy (and vice versa). Even if a member of the conservancy drops in for a quick chat about an elephant water point that is planned for close to where her goats graze, it will still be important to manage the interaction in a professional, friendly and helpful manner, as we shall discuss now.



ASK: When else might the conservancy communicate with stakeholders?

4  Ask participants to consider the question above and then list answers on a flipchart sheet under the heading: '**When else does the conservancy communicate with its stakeholders?**'. The final list should include the following:

- Extraordinary meetings called to address a specific issue
- Radio broadcasts announcing forthcoming activities/functions
- Job advertisements; job interviews
- Trade fairs; tourism expos; social functions and promotional gatherings
- TV programmes; radio shows; other media showcases
- Educational visits to schools
- Meetings with government officials
- Meetings with other conservancies

EXPLAIN: Given that the conservancy will be expected to communicate with stakeholders through different methods and at different times it is advisable to:

1. Always prepare well in advance before a meeting is called (even if it is a strictly informal one). For example, be clear on what will be discussed at an extraordinary meeting.
2. Assign responsibility for focusing on the various different communication aspects at the conservancy to specified people. For example, there should be somebody tasked with regularly liaising with the media, preparing for radio programmes etc.
3. Ensure that some basic information documents (such as the conservancy Management Plans, its Vision and Mission Statement) are shared openly with conservancy members and are easily accessible.

5 **SUMMARISE/LINK:** In Topic 1 we have looked at the subject of communication: why good communication is critical for the effective functioning of the conservancy; how to remove barriers to good communication; and sound communications practice. We have also started to investigate the subject of managing relationships with conservancy stakeholders.

Before we move onto our second topic, which looks at the conservancy's key stakeholders in more detail, let's just go back and look at our objectives for this workshop to check that we are 'on track' so far (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?




TOPIC 2: Identifying key stakeholders

SESSION 1: Introduction to conservancy stakeholders (approximately 40 minutes).


1 **EXPLAIN:** The purpose of this first session of Topic 2 is to **understand the meaning of the term 'stakeholder' in the context of a conservancy**. We looked briefly in the Introduction to Module 1.4 at a couple of general-purpose definitions for the word 'stakeholder' and compiled a generic list, but now we are going to investigate the concept of 'stakeholders' relevant to Namibian conservancies in more detail.

REFER: Participants back to the displayed flipchart sheet list of conservancy stakeholders that they created in Step 3 of the Introduction to this Module 1.4 throughout this Topic 2 training.

ASK: What do we mean by 'stakeholders' in a conservancy context?


2  Give a piece of pre-cut card to each participant and ask them to write down what they understand the word **'stakeholder' to mean in the context of a conservancy** (in their own words). Give them three minutes or so to write their own definition and then ask each one to stick their card to a flipchart sheet under the heading you have written there: 'What/who is a conservancy stakeholder?'. In plenary the whole group should then consider the different possible meanings and agree collectively on one definition. **NB:** Display this workshop definition throughout the rest of the training.

3 **ASK:** Looking at our list of conservancy stakeholders from the Introduction to this Module 1.4, can we identify which of these might be more likely to be **directly affected by a conservancy activity** (such as the creation of a craft workshop), and which might be only **interested** (less involved)?

 Ask participants to identify which conservancy stakeholders on the generic flipchart list would be **directly affected by a conservancy activity such as the establishment of a craft workshop** (you may also like to ask them to give reasons **why** these stakeholders would be directly affected). Place a large 'A' next to all those stakeholders identified as 'affected'. Discuss answers together.

EXPLAIN: A man who regularly harvests fish from a reed bed to sell by the roadside may be directly affected by the proposed project if the reeds are regularly harvested for basket-weaving at the new craft workshop. He is a **primary stakeholder** (as his income from selling fish may be negatively impacted and his livelihood may suffer).



Now ask participants to identify which conservancy stakeholders would be **interested in a conservancy activity** such as the establishment of a craft workshop (you may also like to ask them to give reasons **why** these stakeholders would be interested). Place a large 'I' next to all those stakeholders identified as 'interested'. Again, discuss answers together. 

EXPLAIN: A tour company that regularly routes clients through the village where the craft workshop is to be sited may be interested in the opportunity for its tourists to buy some locally-produced baskets, thus adding value to their holiday experience. The company is a **secondary** stakeholder (as it derives no direct benefit from the project, but its clients will be happy, and will spend money on local goods).

NOTE: Of course, a stakeholder who is only interested in one conservancy activity may be very profoundly affected by another, so stakeholder roles are not fixed for all time but can vary according to the activity or project under consideration.


SESSION 2: Identifying stakeholders and assessing their relative importance (approximately 1 hour).

1 **EXPLAIN:** When identifying stakeholders for any given project or activity, it is important to **assess and classify them in terms of their importance in relation to the conservancy and the project/activity in question**. Although we have just said that the relevance of any stakeholder can vary according to the project or activity under discussion, in reality certain conservancy stakeholders are more often directly impacted upon (i.e., will tend to be always, or nearly always, primary stakeholders), and those who are generally less involved or invested will tend to remain secondary stakeholders.


ASK: Who are the primary and secondary stakeholders in your conservancy?

REFER: Participants back to the displayed flipchart sheet list of conservancy stakeholders that they created in Step 3 of the Introduction to this Module 1.4.

NB: If workshop participants come from several different conservancies, then spilt them up into their 'conservancy groups' for this next activity. If all participants come from the same conservancy then they should work in pairs.

2  Ask participants to work together in their 'conservancy groups' or pairs to identify ALL the **key primary and secondary stakeholders in their specific conservancy**, i.e., those who are more often directly impacted by conservancy projects/activities, and those who are less often, or less seriously, involved. They should record their responses on a flipchart sheet that you give them under the two headings ('Primary stakeholder' and 'Secondary stakeholder').




After the participants have had a chance to separate out all their individual conservancy's stakeholders into primary and secondary classifications, discuss their findings together. If participants worked in pairs, help the group to synthesise a single list of the conservancy's key primary and secondary stakeholders. **NB:** Obviously, certain stakeholders will be far more important at some conservancies than others and you should point this out, where applicable. 

SESSION 3: Stakeholder analysis (approximately 90 minutes).

1 **EXPLAIN:** The main aim of a stakeholder analysis is to identify and assess the interests, attitudes, and influence of key people/groups involved in a project or activity. The stakeholder analysis comprises the following steps:

Step 1: Identify all people, groups, organisations and institutions that will affect, be affected by, or are interested in, the outcome of the conservancy project/activity being proposed. These are then separated into primary (affected) and secondary (interested) stakeholders.

Step 2: Identify the interests that each stakeholder has in the project, their attitudes, and how they influence the project.

2  In plenary, ask participants to identify each **primary and secondary stakeholder's interests, attitude and influence** with respect to the imaginary proposed craft workshop discussed earlier in Step 3, Session 1.

DRAW: A table on a flipchart sheet similar to that on Handout #3 and write out participants' responses on it so that you work together to draw up a stakeholder analysis for an imaginary conservancy craft workshop. **NB:** This will take some time and may require you to supply significant inputs, depending on the experience of the participants at any given workshop.

3 **EXPLAIN:** We have worked together to begin to **draw up a stakeholder analysis for an imaginary craft workshop project**. I hope that you can see how this activity has real life applications at your own conservancy.

DISTRIBUTE: Handout #3 and discuss the different types of information that need to be completed to create a stakeholder analysis for any conservancy project or activity (second step in the stakeholder analysis process). Participants may keep this template and use it in the future at their conservancy.



4 **EXPLAIN:** As we can see from this exercise, the stakeholder analysis has (amongst other things) helped us:

- To understand that different people/groups have different interests and therefore will have different attitudes towards a particular activity.
- To gain awareness about the potential consequences (positive or negative) that a given conservancy activity/project may have on its stakeholders.
- To identify the different levels of influence that a particular group/person/institution may have on the proposed activity. By being aware of these different levels of influence, the conservancy will be better placed to manage them effectively.

5 **SUMMARY/LINK:** In this Topic 2, we have looked at the meaning of the word 'stakeholder' in the specific context of our conservancy. We have also looked at the two categories of stakeholders, and identified our individual conservancy's primary and secondary stakeholders. Finally, we acquired skills in drawing up a stakeholder analysis for an imaginary project and explored the practical application of this conservancy management tool.

Before we move onto our third topic, which looks at relationships between stakeholders at a conservancy, let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?




TOPIC 3: Conservancy stakeholder relationships


SESSION 1: Types of stakeholder relationship with the conservancy
(approximately 90 minutes).

1 **EXPLAIN:** In this first Topic 3 session, we are going to examine together **the types of relationships that can exist between stakeholders and the conservancy**, as well as **within the conservancy**. All conservancies are different and so it may not be possible to explore in detail the relationship that a particular stakeholder could have with conservancies if your own conservancy community does not ever include, or deal with, this particular stakeholder (for example, a professional hunter).

REFER: Participants back to the **list of key primary and secondary stakeholders relevant to their individual conservancy** that they drew up in Step 2, Session 2 of the previous topic.

2 **EXPLAIN:** Let's first explore together the value or benefits each stakeholder adds to the conservancy.


 Facilitate a brainstorming session during which participants are asked to state **what benefits are derived from working with each of the stakeholders** on their conservancy-specific list. Record responses on a flipchart sheet (one sheet per conservancy) on which you have drawn a table outline like that below.

Now examine together what might happen if the conservancy's relationship with each individual **stakeholder breaks down or becomes a conflict situation**.  Again, record responses on the relevant conservancy flipchart sheet. Here is what the information provided for one stakeholder might look like once participants' contributions have been given:

Stakeholder	Benefits of relationship to conservancy	Consequences of relationship breakdown
Joint venture tourism partner (primary stakeholder)	<ol style="list-style-type: none"> 1. Assistance in JV lodge development (finance and expertise) 2. Profit-sharing arrangement 3. Assistance in training lodge staff, and other capacity-building support 4. JV partner brings clients to the conservancy, where they spend money on goods and services 	<ol style="list-style-type: none"> 1. JV partner will withdraw all forms of support 2. Lodge may be unable to operate successfully without JV partner's clients 3. Further improvements to the lodge will stop, or it may have to close down entirely (loss of employment and revenue) 4. Conservancy will have to try to find another JV partner



3 **DISTRIBUTE:** Handout #4 and discuss how the template can be used to develop and crystallize the relationships between stakeholders involved in a project or activity, and their roles.

4  Use the Handout #4 template as a basis for a participant activity, referring back to the imaginary craft workshop (display the flipchart sheet of the stakeholder analysis you drew up together in Step 2, Session 3 in the previous topic). Ask participants to help you to complete a table that you draw up on a flipchart **by considering the relationships between key stakeholders in a project to build a conservancy craft workshop, and their roles.**


DRAW: A table on a flipchart sheet similar to that on Handout #4 and write out participants' responses on it so that you work together to draw up a matrix representing the relationships between stakeholders for the imaginary conservancy craft workshop. **NB:** This will take some time and may require you to supply significant inputs, depending on the experience of the participants at any given workshop.

5 **EXPLAIN:** We have worked together to draw up a graphic representation (or matrix) of the relationships between key stakeholders in our imaginary craft workshop project. I hope that you can see how this activity has real life applications at your own conservancy.

SESSION 2: Improving stakeholder relationships (approximately 45 minutes).

ASK: How can a conservancy create better relationships with stakeholders?

REFER: Participants back to the conservancy-specific table(s) you drew out in Step 2, Session 1 of this topic. Remind them that you explored together what would happen at their conservancy should the relationship with a key stakeholder break down or deteriorate into a conflict situation.

1  Ask participants to work together (or in their 'conservancy groups') to identify ways to create **better communications and relationships with all their key stakeholders.** Note down responses on a flipchart sheet under appropriate stakeholder names (or on the relevant Step 2, Session 1 flipchart sheet if there is room). Discuss these together.



2 **EXPLAIN:** There are some general principles and best practices that we can apply to improve the way that we communicate with our stakeholders and create productive relationships with them. Some of the general principles include:

1. The conservancy should at all times demonstrate good and credible leadership, with clear vision and direction.
2. The conservancy should communicate effectively and act on stakeholder views; not just listen to them and then ignore them.
3. The conservancy should have staff members who demonstrate consistency and professionalism.
4. The conservancy should be open and transparent regarding conservancy matters (finances, decision making etc.).
5. The conservancy should ensure greater involvement and participation in respect of all members. Remember that your members are the most important stakeholder in your conservancy.

3 **EXPLAIN:** Another formalised way to improve stakeholder communication and relationships is to create a conservancy 'Communication and Relationship Management Plan'. We will look at this in more detail in the final topic of our training.

4 **SUMMARISE/LINK:** In Topic 3 we have looked at the types of stakeholder relationships that can exist both in a conservancy, and within a conservancy. We have also done an exercise where we used a template to create a matrix representing the relationships between stakeholders in an imaginary project, and their roles. Finally, we examined what principles and practices we should put in place to improve our communications with stakeholders and develop productive relationships with them.


Before we move onto Topic 4, which looks at how the conservancy can maximise its relationships with its stakeholders, let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



TOPIC 4: Identifying how stakeholder relationships can be maximised

ASK: How can we characterise stakeholder relationships?


1 **EXPLAIN:** Relationships between people, and groups of people, change all the time. They can be said to be at a certain stage in their development, and they can also be said to be in a certain state or condition.

 Ask participants to first consider and discuss **the various stages in the development of a relationship** between a conservancy and a stakeholder (you can assist them by saying that the stages are very similar in any kind of relationship).

NB: There is no need to write participant's responses up on a flipchart sheet but their ideas will help them to contribute towards a discussion of the list you are about to share with them.

EXPLAIN: I would say that the following stages, in this order, characterise a relationship such as that between a conservancy and a stakeholder but perhaps you have identified other stages (encourage participants to discuss their ideas):

1. **Nascent/dormant** (which are just fancy words for **waiting to be initiated or to be identified**, i.e., there is potential for a relationship in the future).
2. **Emerging** (the relationship is being defined and crystallized by the partners).
3. **Developing** (the relationship is reaching its full potential).
4. **Maturing/matured** (the relationship has evolved to the state where it brings maximised benefits to the partners).
5. Thereafter the relationship can **continue to respond**, either advantageously or otherwise, to changing situations.
6. **Terminated/expired** (the relationship has come to an end).

2  Now ask participants to consider and discuss the **various states or conditions** of a relationship between a conservancy and a stakeholder (you can assist them by saying that the states are very similar in any kind of relationship).

NB: Again, there is no need to write participants' responses up on a flipchart sheet but their ideas will help them to contribute towards a discussion of the list you are about to share with them.



EXPLAIN: I would say that the following states can characterise a relationship such as that between a conservancy and a stakeholder, in no particular order. Perhaps you have identified other states or conditions (*encourage participants to discuss their ideas*):

- Non-existent
- Unspecified/unformalised
- Unresolved
- Weak
- In conflict
- Satisfactory
- Stagnating
- Beneficial to one partner only
- Beneficial to some/all partners
- In litigation
- Disadvantageous to some/all partners
- Exploitative
- Moribund (inactive or dying)
- Dissolving
- Disadvantageous to one partner only

NB: You may have to explain some of these terms and/or write them up on a flipchart sheet.

3 REFER: Participants back to the conservancy-specific table(s) you drew out in Step 2, Session 1 of Topic 3. Remind them that each conservancy identified its key stakeholders and the benefits to the conservancy of its relationship with each. Also ask participants to note that you identified together the possible consequences of a relationship breakdown with each stakeholder listed.

ASK: What is the conservancy's current relationship with its stakeholders?



If all the participants come from one conservancy, they should all work together now to try to **reach consensus on the nature of the conservancy's relationship with each key stakeholder**. If participants come from more than one conservancy, they should do the same activity but in their 'conservancy groups'. Once they have had the opportunity to discuss their answers together you should then note down responses on a flipchart sheet under appropriate stakeholder names (or on the relevant Topic 3 flipchart sheet if there is room). Discuss these together.

EXPLAIN:

- If the relationship between the conservancy and a stakeholder is non-existent then it needs to be established; if broken, then it needs to be repaired or rehabilitated; if it is weak, then strengthening measures must be taken; and if the relationship is ineffective or stagnating, it needs to be reinvigorated.
- Strong and productive relationships need to be maintained and even developed further (maximised), if there is potential for this to happen.



- Good communication and active management, e.g., inclusion in meetings, consultation etc., are needed to establish and perpetuate relationships that are beneficial to both the stakeholder and the conservancy. Remember that if only the conservancy benefits from a relationship, and not the stakeholder, then the latter partner has no compelling reason to remain in the relationship.

4 **EXPLAIN:** Let's now do a two-part activity where we try to come up with strategies for improving problematic relationships between our conservancy and certain stakeholders, and getting the best out of the good relationships.

ASK: What measures can we take to maximise our conservancy stakeholder relationships?



*In the same grouping(s) as the previous activity, participants should work together to identify strategies for **improving problematic relationships** that they have identified in the previous activity. Once they have had the opportunity to discuss their answers together you should then note down responses on a flipchart sheet under appropriate stakeholder names (or on the relevant Topic 3 flipchart sheet if there is room). Discuss these together.*

*Now participants should work together to identify strategies for **maximising the potential of good relationships** that they have identified in the previous activity. Once they have had the opportunity to discuss their answers together you should then note down responses on a flipchart sheet under appropriate stakeholder names (or on the relevant Topic 3 flipchart sheet if there is room). Discuss these together.*



EXPLAIN (if necessary): When we talk about maximising the potential of a good relationship, we should be imagining **the ideal relationship that it could be possible to have with the stakeholder in question.**

5 **EXPLAIN:** There are a number of **general strategies**, as well as **formal management activities and tools** that the conservancy can utilise to improve its poor stakeholder relationships, and maximise the potential of its good ones. However, a key prerequisite for maintaining or improving stakeholder relationships comprises ensuring that the conservancy governance issues are in order and in good shape. If our 'house is not in order' it does not help to build relationships with our external stakeholders.



The following can be highlighted as some of the **general strategies** that can improve poor stakeholder relationships:

- Identify the root cause(s) of the poor relationship and work on those issues before they result in a further deterioration of the relationship.
- Invite the stakeholder concerned to engage with the conservancy to clarify issues and address negative perceptions openly.
- Create a suitable and regular forum for sharing information about conservancy activities with the stakeholder concerned.

The following can be highlighted as some of the **formal management activities/tools** that can be referred to or utilised in order to improve poor stakeholder relationships:

- Formal documentation (the conservancy's constitution; the conservancy's management plans etc.) These are management tools that are aimed at helping the conservancy to manage itself better and by so doing enhance its relationships with the stakeholders.
- Inviting stakeholders to the AGMs, quarterly planning meetings etc.

6 **SUMMARISE/LINK:** In Topic 4, we have looked at how stakeholder relationships develop over time, and how we can characterise the nature of individual relationships between stakeholders and the conservancy. We then spent time defining the nature of each relationship that the conservancy has with its key stakeholders currently, and proposed strategies for the future for improving the relationship if it is problematic, and maximising its potential if the relationship is a good one. Finally, we briefly examined general strategies and formal management activities and tools that the conservancy can employ when managing its stakeholder relationships.

Before we move onto our final topic, which looks at one such management tool, the 'Communications and Relationship Management Plan', let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' at this late stage of our training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the final topic?




TOPIC 5: Developing a basic Communication and Relationship Management Plan

1 REFER: Participants back to the conservancy-specific strategies that they devised together during Step 3 of the previous topic that could be used to improve problematic stakeholder relationships, as well as maximise the potential of good ones.

EXPLAIN: Let's consider together how we would go about **actively managing our stakeholder relationships**, taking into consideration the strategies that we identified together in this earlier activity. 'Active management' implies that the conservancy is constantly seeking new and imaginative ways to improve its management roles, responsibilities and work; in this instance we are therefore looking at ways that we can create a **management culture of open and facilitated communication, and ongoing stakeholder relationship evaluation and improvement**.

ASK: Who do we invite to our conservancy meetings and gatherings?

2  In a plenary session, participants should first **suggest the meetings and other gatherings that should include key stakeholders**. Their final list ought to include the following (write these up on a flipchart sheet):

- Annual General Meetings (AGMs)
- Quarterly planning meetings
- General meetings
- Extraordinary meetings
- Project meetings
- Joint Management Committee meetings
- Meetings with a specific stakeholder, for a specific purpose (consultation)
- Meetings where reports are reviewed and revised
- Meetings where contracts/terms of reference are reviewed and revised
- Other important conservancy events





EXPLAIN: Obviously, it is very important that all the relevant stakeholders are invited to each and every meeting where their inputs would be required, and we are going to look at how to identify these stakeholders in just a moment.

- However, active management would then also imply making sure that we don't just continue to invite the same list of stakeholders each time to a particular scheduled event or meeting, but **continuously assess the list of people we may wish to invite, in order to make sure that certain interested parties are not being left out.**
- On the other hand, it may be necessary to **implement a screening process to avoid inviting people** who are not really stakeholders, but are only opportunists seeking to exploit the conservancy in some way.

3 DRAW: A table on the flipchart sheet similar to that on Handout #5 (or you may prefer to prepare this in advance as Flipchart Sheet #3, although you will not be able to laminate this as you need to be able to write on it during the next activity). **NB:** Do not include any activities in the first column, or any other details in the other columns at this stage, though.

EXPLAIN: We are now going to do a detailed activity to identify **which stakeholders we will need to invite to various conservancy meetings and gatherings** that take place in the course of a year. We will compile a generic list at this stage, to include all possible events that a conservancy in Namibia might hold. However you can use the Handout #5 that I will give you a little later as a template for drawing up a list that is specific to your conservancy, when it becomes necessary for you to do so.

 Participants in plenary should first **identify all possible meetings and gatherings that a conservancy might organise throughout a year.** You may need to prompt them if they fail to mention those that, as a conservancy, they do not themselves organise (such as a meeting to discuss quotas, if there is no hunting at their conservancy). List each meeting/gathering in the first column ('Activities') on the flipchart sheet and discuss them together. Their final list should include all those listed in Step 2 of this topic, but a number more will likely emerge in the course of this activity.

Participants should now identify the **month when they usually carry out the activities you have now listed on the flipchart sheet,** and you should  mark the appropriate parts of the table with a tick (✓). Also ask them to suggest appropriate months for any activities they have just listed that are not organised at their own conservancy and tick the proposed month as well (for example, a hunting meeting would take place well before the start of the hunting season in February).





Finally, participants should suggest which stakeholders **must attend any particular meeting/gathering** (these will be the primary stakeholders), as well as other secondary stakeholders that it would be appropriate to invite if possible. List these in the final column for the relevant activity.

EXPLAIN: It is very important to recognize that the more stakeholders that you invite to any event, and the longer the duration of the event (for example a game count, which can take a number of days), **the more you will have to budget for that activity** – and this may in the end limit how many secondary stakeholders you can invite to attend.

4

EXPLAIN: The table we have just completed together, which forms a kind of **stakeholder meetings schedule**, is 'generic' – this means that it contains information that is likely to be applicable to most conservancies in Namibia at some time or another, but not necessarily all of them.

- However, we also need to think about stakeholders who would not normally attend these events, but whom we may wish to invite to a specific consultation meeting, which has a specific purpose. If the meeting has a very narrow focus, then it will not be appropriate to invite many of the stakeholders we have just identified in the last activity.
- If we actively manage the way we deal with stakeholder relationships, we will therefore not just refer to our usual list of invitees, but use careful consideration in selecting who to ask to attend a consultation meeting with a special purpose.

ASK: Lets think back to our imaginary craft workshop, which we have considered in the course of a number of previous activities. A conservancy is considering using some donor funding for setting up a craft workshop, focusing on basket-weaving, to enhance the income-generation of community members. The conservancy wishes to hold a consultation meeting to introduce the idea to the wider community and ask for their inputs. Consider for a few moments **who should be invited to the meeting and try to think beyond the usual list of stakeholders**.



While you add 'Craft workshop meeting' to the list of activities on your flipchart sheet from Step 3, participants should think of all the people who may **have a stake or interest in the new craft workshop**. Ask them to suggest the primary stakeholders (women with no current income, for example) and write their responses in the appropriate column.



5 EXPLAIN:


1. We may imagine that the tour company that routes clients through the village where the craft workshop is to be situated will welcome the additional attraction this offers to tourists. However, if we don't invite a **representative from the tour company** to attend our meeting, we will not know for sure if this is the case (they may already have an arrangement for their clients to visit a craft centre in the next village and so the income we are expecting from their clients will not be forthcoming). **NB:** Add 'tour company representative' to your list of stakeholders to be invited to the craft workshop meeting.
2. If **someone has already attempted to establish a craft workshop in the village in the past** and has failed, we may think we already know the reasons why and may consider it irrelevant (or insensitive) to invite them to the meeting. If we fail to do so, however, we will never discover the true reasons why their enterprise failed and our new endeavour may end up failing for exactly the same reasons. **NB:** Add 'owner of previous craft workshop' to your list of stakeholders to be invited to the craft workshop meeting.
3. We may imagine that our new craft workshop only affects members of the immediate community. However, if we do not invite the **manager of the downstream fish farm in the next town** to our meeting, we will not discover the negative impact on the flow of water into the ponds there from gathering reeds for basket-weaving. **NB:** Add 'fish farm manager' to your list of stakeholders to be invited to the craft workshop meeting.

DISTRIBUTE: Handout #5 and explain that this stakeholder meetings schedule template will assist them to itemise those primary stakeholders who must attend various events organised by their individual conservancy, as well as those secondary ones who may have an interest in attending and could be invited if the budget allows.

6 Once your conservancy has completed this template (this process in itself will involve consultation with various conservancy stakeholders who may not be at this workshop), it can be referred to when drawing up workplans and budgets. It can also be used as the basis of a **conservancy Communication and Relationship Management Plan** (we have discussed this plan very briefly previously).



ASK: What is in a conservancy Communication and Relationship Management Plan?

- 7 *Participants in pairs should discuss what they think needs to be included in a **conservancy Communication and Relationship Management Plan**.*
-  *Ask for suggestions, which you write up on a flipchart sheet under the heading: 'What goes into a conservancy Communication and Relationship Management Plan?'.*

EXPLAIN: Every organisation needs to have a plan that will help it to communicate and to manage the relationship it has with each of its stakeholders. Some of the key sections that need to be included in such a Communication and Relationship Management Plan include:

1. The issues: what are the key issues that the conservancy wants to communicate on a regular basis, e.g., the need for updating the conservancy membership list; or information concerning an upcoming AGM.
2. Communication challenges: this section highlights challenges in communicating key issues. (The challenges identified will reinforce the need for prioritising sound communication practice.)
3. Communication objectives: under this section we explain the purpose of the different forms of communication (i.e., to inform; to educate; to ask for inputs/proposals/suggestions; to warn etc.).
4. The target audience: it is important to identify who the conservancy's main targetted audiences (stakeholders) are in respect to different aspects of communication. For example, conservancy members, politicians, traditional leaders, etc.
5. Strategies/methods: this section helps us to identify what communication method we consider to be appropriate to communicate a particular issue. This section would also include identification of suitable media (e.g., radio, television, newspapers, letters, notices etc.).
6. Person responsible: it is always important to identify a particular person/set of individuals who will be responsible for any communication action/activity. So, for example, it would not be enough just to stipulate 'Conservancy Committee' as being responsible for advertising job vacancies, but it would be necessary to specify the particular individual(s) in question.
7. Time period: this section will define the durations for communications actions/activities that have a start and an end, or will indicate a date by which a certain activity needs to be completed. This will keep all people engaged in the action/activity focussed on the timeframe specified.



8. Expected outcomes: in this section we specify the results that the conservancy hopes will result from a given communication action/activity. For example, if the issue that you want to communicate is the updating of the conservancy membership register, the outcome will be an updated conservancy membership list .

DISTRIBUTE: Handout #6 and explain that this framework will assist participants when they return to their conservancies and begin to draw up such a conservancy Communication and Relationship Management Plan themselves, in consultation – of course – with the relevant stakeholders there.

8 SUMMARISE/LINK: In this final topic of the training, we have identified together all the different types of events that conservancy stakeholders might be invited to attend, and which of these stakeholders must be invited to each type of event (meeting, gathering or consultation). We also looked briefly at the cost implications. Then we explored the different sections of a conservancy Communication and Relationship Management Plan, in preparation for drawing up such a plan at our own conservancies.

We are now going to carry out a short and informal final self-assessment activity. Before we do that, let's just go back and look at our objectives for this workshop to confirm that we have completed our training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we do the self-assessment activity?



SELF-ASSESSMENT: Assessing participants' understanding of this Module

Handout #7 comprises a set of questions based on this Module and designed to evaluate the knowledge and skills that participants receiving this training have acquired. It is not intended as a formal test but is meant to help participants assess areas where they have sound knowledge and strong skills, and areas that require further work.

You can either use the questions as the basis of a plenary session with all the participants or – if more suitable – ask them to write their answers out on some paper that you will provide for the purpose.

Although it will help you personally to modify your training approaches should you be able to discuss their answers with participants, they should not feel compelled to share their responses with you. If they are willing to share their responses, either collectively or individually, then use the information that you gather to assess your own training skills. Also note from participants' responses where these printed training materials might require amendment, for example, if an activity or section of the text is proving problematic.



List of Handouts that you should make available for this Module

MODULE 1.4, HANDOUT #1: Barriers to good communication (2 pages)

MODULE 1.4, HANDOUT #2: Overcoming communication barriers (3 pages)

MODULE 1.4, HANDOUT #3: Stakeholder analysis (template)

MODULE 1.4, HANDOUT #4: Stakeholder relationships (template)

MODULE 1.4, HANDOUT #5: Stakeholder meetings schedule (template)

MODULE 1.4, HANDOUT #6: Framework for the conservancy Communication and Relationship Management Plan

MODULE 1.4 HANDOUT # 7: *Self-assessment evaluation for participants*





NOTES



