IPIECA

Community liaison officer team management toolkit

Tool 6

CLO training pack
Part (a): Training guide

Social responsibility

Acknowledgements

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Part (a): Training guide

IPIECA

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Purpose of this tool

This *Training guide* provides guidance for development and delivery of an appropriate training course, for either new or experienced community liaison officer (CLO) teams. It is a companion document for Part (b) of the CLO training pack, the *Training slides*, which are referred to throughout this document. The *Training slides* are provided in Powerpoint™ format and are inclusive of speaker's notes.

The two parts of the *CLO training pack* have been designed to assist community relations managers and trainers in developing training courses for community liaison teams working on oil and gas projects. They are designed for use in any global context, and offer flexibility to adapt the material for use in more challenging contexts, such as conflict-affected regions.

It is envisaged that two people would usually be required to deliver the training course outlined in these documents. Trainers may be experienced consultants or in-company staff, and are encouraged to share direct and practical personal experience with participants.

This *Training guide* includes: general guidance for the course; more specific guidance for each of the six course modules; and suggestions for how the course may be adapted to meet local needs. It is recommended that trainers review both parts of the *CLO training pack* in their entirety before developing and delivering their own course.

The module-by-module guidance presented in this document includes:

- an interactive element suggested for each module;
- details of the ways in which the module, and in some cases individual slides, might be adapted; and
- suggestions for handouts to be provided to participants.

Overall course objective

The course is intended to address the needs of new teams, and teams with a range of experience. It aims to foster professional approaches to the CLO role, with due regard to international standards and local realities. It explores the core areas of the role, with a particular focus on stakeholder engagement and consultation. It offers teams a safe space to try out new techniques and explore difficult issues, and provides flexibility to respond to different skill sets and levels of experience between and within teams.

The content is based on practical experience of training CLO teams, but most importantly it draws on the insights and views of CLOs themselves.

Overall approach

The course is based on six modules, each comprising a basic introduction to the subject matter, an interactive element and group discussion. Where relevant, examples of good practice and lessons learned are included from across the extractive industries, but these are mostly focused on the oil and gas sector.

It assumes that team members have had basic training in the oil and gas industry, the project or asset to which they report, and training in the company's own HSSE and ethical standards.

It covers the CLO's core responsibilities and aims to enhance their core skills. It includes references to relevant international standards, and provides trainers with a framework which they will need to supplement with content relevant to their project, corporate policies and communities. This local tailoring is essential to ensure that the course is relevant and engaging, and will require prior engagement and planning between the trainer(s) and the CLO team manager and/or functional manager(s).

The modules

The course is designed to be delivered over 1.5 days at a minimum, and comprises six modules:

Module 1: *Introduction to community liaison*
Module 2: *Stakeholder engagement and consultation*
Module 3: *Tools for engagement*
Module 4: *Managing difficult conversations*
Module 5: *Meaningful reporting*
Module 6: *Standards and scrutiny*

Human rights considerations and requirements underpin each of the modules.

Introduction

PREPARATION

Community-facing teams are characterized by the diverse backgrounds of team members. It is therefore strongly recommend that a simple needs assessment questionnaire is completed before the course begins to ensure that the course content reflects the experience, skills gaps and seniority of participants.

If the training is not being provided by the CLOs' line manager, it is recommended that the trainer(s) liaise with the line manager during preparation to ensure that the content also reflects the needs of the line manager.

The training course is designed to be run by two trainers, with a maximum of 20 participants. However, if there are fewer participants, the course could be delivered by one trainer with some adaptation. Because of the role playing and other interactive elements of the course, a minimum of five participants are recommended per course.

TAILORING THE COURSE

As well as noting where and how each module may be tailored to local circumstance, it is strongly recommended that trainers observe the following:

- Trainers should note, and take into account, how their group of participants prefers to learn. It may be necessary to allow extra time for discussion and feedback, or to provide additional detailed course notes. It is important to be aware of existing hierarchies, relationships and issues, and to work with them during the course, adapting the methodology if appropriate.
- Trainers may need to take logistical limitations into consideration. For example, if training is being undertaken in a project location there may be space limitations or set lunchtimes.
- Locally-relevant photographs and examples should be used as much as possible.
- Credible, locally-relevant scenarios for role-playing and exercises should be developed and participants allowed to select which ones to work on.
- Trainers should draw on their own direct experience as much as possible to ensure that the training remains practical and grounded in real experience.
- The potential for the course to act as a team-building exercise should be recognized, and space should be given for 'icebreaker' exercises, ad hoc discussion and reflection.

ROOM LAYOUT

Project environments may have limited space for training. The minimum requirements are outlined below:

- Small tables for four/five people. For the first two modules, participants sit with colleagues working with the same communities. There is an opportunity to mix participants for the remaining four modules and scenarios.
- A desk for the trainer(s).
- Free wall-space (trainers will need to confirm whether they can use an adhesive product (e.g. Blu Tack™) for attaching objects to walls or whether they will have a board for using magnetic pins).
- Breakout spaces.

EQUIPMENT

Trainers will need the following:

- At least two flip charts and plenty of paper.
- Preprinted poster-sized templates for Module 2 (laminated to enable reuse if trainers plan to run the course again).
- Marker pens in a range of colours. Non-permanent markers and wipe-clean products will be required if using whiteboards.
- Large sticky notes (e.g. Post-it® Notes) and Blu Tack™.
- Magnetic 'pins'—preferably depicting various emoticons.
- A map of the project area.
- The ESIA—or relevant sections, and any other relevant documentation.

Some modules offer ideas for local tailoring which may require additional equipment.

Delivering the course

GENERAL INSTRUCTIONS

Trainers should introduce themselves and the connection they have to community liaison. Key introductory messages are:

- Community-facing teams are crucial for both communities and companies, particularly during times of change.
- Companies recognize the importance of CLO teams and are investing in their professional development; this training course is just one example of this investment.

Trainers should also establish course 'rules', e.g. relating to the use of mobile telephones, and agree with participants how questions will be handled.

A 'safety moment' should be included that is relevant to community liaison activities.

While it is unlikely that participants will be confrontational, there may be times when they query how far something applies to their local context, and it might be necessary to agree from the outset how these challenges will be dealt with to ensure they are constructively explored.

AGENDA

The agenda has been developed to flow logically. It is recommended that Modules 1–4 are delivered in order; Modules 5 and 6 are interchangeable. Module 4 is a high-energy module, while module 5 is lower energy, so it would be better not to conduct Module 5 after lunch. Suggested timings for delivering the course in 1.5 days are detailed in the *Training slides*, and are summarized as follows:

Day one

09.00	Introduction and icebreaker
	Module 1: *Introduction to community liaison*
11.30	Module 2: *Stakeholder engagement and consultation*
13.00	Break for lunch
14.00	Module 3: *Tools for engagement*
15.30	Module 4: *Managing difficult conversations (introduction)*
	Day one recap

Day two

08.30	Introduction to day two, and recap
	Module 4: *Managing difficult conversations (exercise)*
10.00	Module 5: *Meaningful reporting*
11.30	Module 6: *Standards and scrutiny*
	Course recap and reflection

Coffee or comfort breaks have not been included in the above timings, but it is assumed that there will be a break of at least 5–10 minutes between each module.

ICEBREAKER

CLOs often work in isolation, and this training course provides an ideal opportunity for team building. It is recommended that an appropriate icebreaker exercise is held before the training begins.

One suggestion for established teams is to hold a 'shout-out', where people are encouraged to identify things that they are proud of that *their colleagues* have achieved.

For new teams, it is suggested that individuals are placed into pairs, with each pair given a minute to discover one thing they both have in common. A prompt could be to identify one book, one record and one luxury that each participant would take to a desert island. Trainers and, if present, managers should participate.

A brief group discussion should be held to enable participants to explore what they have discovered so far, e.g. how much people have in common, or how much they differ.

EXPECTATIONS

It is recommended that participants' expectations are noted after the icebreaker and before the training begins. The trainers should ask participants to identify what they expect from the course, and any burning issues that they are confronting. This information should be recorded on flip charts and used to inform reflection at the end of day one and day two.

Module 1: Introduction to community liaison

(Slides 3–13 in the *Training slides*)

GENERAL INSTRUCTION

Module 1 is a gentle introduction, throughout which trainers are encouraged to allow time for discussion.

THE EXERCISE

The objective of the exercise in this module is to encourage CLOs to think about their role in a more structured way. This involves CLOs learning how to analyse the community/communities they work with and their relationship with it/them.

This is a two-part exercise: in the *Training slides* this exercise is introduced at Slide 10 and is concluded at Slide 13.

Part one

In groups/tables, participants are asked to draw a map/diagram/picture (NOT a list), using flip-chart paper, of the community/communities for which they are responsible, and then to discuss:

- How people identify themselves: professions, age, gender, language, religion, culture.
- How different groups interact and how they change.
- Sources of leadership.
- Which groups might be considered 'vulnerable' for one reason or another.

On these 'maps' participants should then identify and position stakeholders outside the community who have a relationship with it. For example, these may include:

- Neighbouring communities.
- National stakeholders, e.g. government or NGOs, other infrastructure or companies.
- International stakeholders.
- People inside the company that may interact with the community.

Part two

Using the maps or diagrams developed in Part 1, each participant is asked to place himself/herself on their map/diagram in relation to the community using a sticker/magnet/picture. In their groups, participants are asked to consider the following questions:

- Are they an insider or outsider?
- What image do they think of when describing their role (e.g. a mediator, a gatekeeper, a window, a bridge, a 'safe space', etc.?
- Are they comfortable in that place?

Participants are then invited to look at the maps/diagrams of other groups and discuss what they have discovered.

As a group, participants are then asked to consider the questions:

- What are the opportunities and challenges of being an insider?
- What are the opportunities and challenges of being an outsider?

SUGGESTED TAILORING (refer to the *Training slides*)

- Between Slide 4 and 5

  Include a slide using relevant local and national examples and role models to represent particular CLO 'attributes' and/or what they do and/or are expected to do. Examples might include:
  - leading national sporting figures (to suggest team work);
  - Bill Gates (to represent a wealth deliverer);
  - Obi-Wan Kenobi (a source of wisdom); and
  - Kofi Annan (a negotiator).

  OR:

  Hold a table-top discussion about which well-known figure most closely describes the role of the CLO, and why. For established teams, trainers might want to ask them to choose which image the community would pick and which image the Project Management team would pick.

  Additional equipment: trainers could distribute images of 'leaders' and other personality types as prompts for discussion.

- Slide 6

  This could be an opportunity for the line manager to introduce more detail about the project or asset, and any relevant details on policies or on where the project sits within the corporate strategy. Alternatively, the trainer may wish to invite the line manager to contribute opening remarks, or to make a statement at the conclusion of the course.

- Slide 7

  Include/discuss the company's and project's expectations of the role. This is another opportunity to invite the line manager to contribute.

- Slide 8

  Introduce a relevant good practice example where international standards and/or guidance have been successfully adapted to the local context. Ideally this will be one with which the trainer has personal experience, and/or may be an example from within the company.

- Slide 9

  Include a slide of locally-relevant leaders (e.g. political, customary, online, gender-based, religious, economic, etc.) to discuss the concepts of representation and different forms of leadership.

- Slide 11

  After this slide there is an opportunity to include data from the initial needs assessment questionnaire and to explore the participants' roles against the core skills identified in *Tool 1: Master list of community-facing responsibilities*. Trainers may wish to circulate the core skills at this point or at the conclusion of the module.

SUGGESTED HANDOUT

A list of the core CLO skills presented in *Tool 1: Master list of community facing responsibilities*.

Module 2: Stakeholder engagement and consultation

(Slides 14–27 in the *Training slides*)

GENERAL INSTRUCTION

Module 2 is the most important module of the course. It is important that participants have access to, and help navigating, ESIAs and any other relevant documentation about the communities and broader society.

While many of these concepts may be familiar to participants, Module 2 allows the team to understand and explore WHY they are being asked to do things in particular ways, and to think about stakeholders more strategically. For participants who identify closely with communities, this may be uncomfortable at times.

There are many opportunities for discussion and interaction. These are highlighted below.

THE EXERCISE

The purpose of this exercise is to encourage participants to analyse stakeholders within communities, and to explore how they might be analysed according to their power, their interest in a project and their influence on a project.

This is a two-part exercise: in the *Training slides* this exercise is introduced at Slide 26 and concludes at Slide 27.

Part one

In small groups/tables, participants are encouraged to think about the stakeholders within the community/communities with which they interact and rank them in terms of relevance to the project. Participants should create a list of these stakeholders, and should consider the following questions:

- Why are these stakeholders important—and what does 'important' mean in this context?
- What are the stakeholders' key areas of concern?
- Which other stakeholders do they influence?
- Which stakeholders influence them?

A short reflective discussion with the whole group should now be held.

Part two

Returning to their small groups/tables and using the list identified above, participants should plot the listed stakeholders on a graph, where one axis is the power they have and the other is their interest in the project. A template for the graph is provided in Appendix 1 on page 24, and can either be preprinted or drawn on flip chart paper.

If a stakeholder map already exists, this should be shared with each small group/table and participants should discuss its comprehensiveness and accuracy.

In the small groups, participants should discuss the following questions:

- Which are the most important stakeholders?
- With whom should they engage most frequently?
- Which stakeholders might help them influence others?
- Are power and influence/interest the only things that matter?

SUGGESTED TAILORING (refer to the *Training slides*)

- Slide 16
  This gives the trainer (or line manager if present) the opportunity to talk about another project from the same region, or from within the same company, demonstrating the importance of stakeholder engagement. Ideally the trainer should have direct, personal experience of the example in question.

- Slide 18
  It is recommended that the trainer shares an example of stakeholder interactions where the process was as important as the outcome.

- Slide 19
  If company- or project-specific policies and/or public statements and commitments relating to stakeholder engagement exist, they should be included here.

- Slide 22
  It is useful to include images of local or national 'leaders' as a prompt for a discussion about which are most important to the project, and to explore the nature of leadership.

- Slide 23
  As interaction with vulnerable groups may be challenging for CLOs, the trainer might include an example of interaction in another region (or country), preferably involving the same company, where innovative approaches were successful. This can be a 'neutral' way into the subject and prompt constructive discussion.

- Slide 25

If the project uses a particular template format, use it instead of the generic examples. Familiarity with, and use of, project templates and language helps the CLOs to be 'heard' more easily within an organization.

- Slide 26

If the community has been mapped as part of an ESIA, include the 'map' here and discuss whether this map is accurate and comprehensive given what has been learned earlier in the module. It may be beneficial to return to the maps created in Module 1 and review those in light of what has been learned in Module 2.

SUGGESTED HANDOUT(S)

The line manager may wish to distribute relevant sections of the ESIA, or summaries of relevant documents (and details of where to find them) for CLOs.

Module 3: Tools for engagement

(Slides 28–38 in the *Training slides*)

GENERAL INSTRUCTION

It may be beneficial to mix people up randomly for this module to encourage broader team building.

THE EXERCISE

The objective of this exercise is to get participants to think about planning and the strategic use of a range of communications tools. It starts at the most basic level—planning a face-to-face meeting. Part two encourages people to develop the scenario to include how they would use other communications tools.

This is a two-part exercise: in the *Training slides* this exercise is introduced at Slide 33 and concludes at Slide 38.

Part one

This is a scenario-based exercise for which the trainer will need to provide five/six credible and relevant scenarios. These should be fictional as this will create a 'safe' space for participants to explore different techniques and challenge conventional thinking. Scenarios should exemplify different challenges. An example scenario is provided in Appendix 2 on page 25.

Each of the small groups/tables pick one scenario and plan a face-to-face meeting as part of their strategy to manage the issues suggested by the scenario. It does not matter if two groups pick the same scenario.

Participants are encouraged to think about:

- What sort of preparatory work might be necessary?
- Who should attend? Who might attend?
- Where would they hold the meeting?
- What would the room layout be?
- Who would attend from the company?
- How would they record it?

Each group should sketch out the room layout (using emoticon magnets if available). They should experiment with different formats and participants to see how altering these variables could impact the effectiveness of the meeting.

Each group should present their conclusions to the whole team, and participants should be encouraged to test their assumptions.

Part two

Participants return to their groups/tables and consider which tools they would use to support engagement associated with the scenario they picked earlier. They should think about:

- Specific communication needs of the stakeholders.
- The sequence in which tools should be used.
- How the meeting should be followed up.

Subsequent group discussion should encourage participants to recognize what could be considered a successful outcome—both for the CLO and for the community.

SUGGESTED TAILORING (refer to the *Training slides*)

- Slide 30

  Introduce examples of tools used by other analogous projects, e.g. leaflets, videos, websites, TV programmes, posters, advertisements, etc.

- Slide 31

  CLOs often have very different roles with respect to developing engagement tools. This slide presupposes that they have the ability to influence the development of tools prepared for use in their communities, even if they are not directly responsible for creating them. The slide will need to be adjusted if this is not the case.

- Slide 32

  A slide may be included to illustrate different types of meetings which may be relevant to participants. For example, the slide may include pictures of the national parliament, local election rallies, a university lecture, a typical community meeting, a confrontational meeting etc.

- Slide 34

  CLO teams have varying levels of responsibilities for social investment programmes and community monitoring programmes. Trainers need to establish the role of participants in both activities. Even if CLOs are not involved in programme development, decision-making and delivery, they will have responsibility for assurance—even if only informally—and will receive community inquiries, concerns and grievances about the programmes being undertaken.

- Slide 35

  The company may have its own policies and processes which should be included here. Trainers should introduce an example of good practice from a relevant project within the company.

SUGGESTED HANDOUT(S)

Pros and cons of different communication tools.

Module 4: Managing difficult conversations

(Slides 39–46 in the *Training slides*)

GENERAL INSTRUCTIONS

The role-playing in this module is often the highlight of the course for participants. It is important to allow enough time for the role-playing to be a satisfactory element for all participants.

THE EXERCISE

This is a role-playing exercise designed to improve skills, strengthen the CLOs' resilience and encourage them to consider issues from a stakeholder's perspective.

In the *Training slides* this exercise is introduced (and concludes) at slide 43.

Trainers need to develop credible scenarios with roles for between four and five participants in each scenario. There should be an observer in each group who will reflect on the role-playing and provide feedback to the whole group. An example role-playing scenario is provided in Appendix 3 on page 26.

In small groups/tables, participants should agree on a scenario, and decide who will play each role and who will be the observer. If there is enough time, participants can change roles.

Participants should be reminded about the previous modules, especially Module 3 (*Tools for engagement*). Slide 42 (*Managing difficult conversations*) should be available to all participants during the role-playing either as a handout or on the screen.

The conversation should continue for as long as it takes to reach a conclusion that all participants are happy with.

The role playing may be carried out in turns, in front of the whole group so that everyone can learn from the outcome. However, if participants feel uncomfortable about role-playing in front of their peers, the alternative is to have the observers report back on their group's experience.

SUGGESTED TAILORING (refer to the *Training slides*)

- Slide 40

  It may be appropriate to have access to the project grievance mechanism during this module. Trainers should also have details of the project's whistle-blowing policy available in case a relevant issue emerges during the module.

- Slide 41

  The trainer should include a slide about the most common causes of complaint for the project/asset.

  If possible, the trainer should give a personal example of a complaint/grievance that they have raised themselves (in any other context, not necessarily related to an energy project) and talk openly about the issue, how they raised the grievance and what the response was.

- Slide 42

  It may be beneficial to include a detailed good practice example of how a difficult conversation has been handled well, perhaps one in which the trainer was involved in some respect, and/or an example from within the company. It would be particularly helpful to demonstrate how international standards were adapted and applied.

- Slide 43

  The trainer may wish to include a slide which describes the specific elements of the project grievance mechanism and to give participants the opportunity to talk about its strengths and weaknesses.

  The trainer may also wish to invite CLOs to give their own examples of how the grievance mechanism is being used. It is important that CLOs feel that recording grievances is a positive experience (and not a sign of failure).

SUGGESTED HANDOUT

A pocket-sized and laminated version of the chart on Slide 42 (*Managing difficult conversations*).

Module 5: Meaningful reporting

(Slides 47–54 in the *Training slides*)

GENERAL INSTRUCTIONS

In a global survey of CLOs, reporting was often identified as the least important task that they do and, in some cases, as a source of stress. In contrast, line managers attribute considerable importance to this activity. It is important that trainers give the participants an opportunity to 'own' the way in which they report community-related indicators, and that they are prepared to listen to participants' frustrations. It is likely that this module will involve lower levels of engagement than the others.

In more established teams, if reporting frameworks are already in place and well used, participants may be encouraged to critique and improve them.

THE EXERCISE

The purpose of this exercise is to give participants a greater stake in developing reporting frameworks that are practical and meet their needs—and which they are therefore more likely to adopt.

In the *Training slides* this exercise is introduced (and concludes) at slide 54.

In small groups/tables, participants should identify the answers to the following questions:

- What information do they need to collect and track to enable them to do their job well?
- What information do they need FROM OTHERS to do their job effectively?
- What information do OTHERS need from them—and why?
- HOW should this information be collated, stored and shared?
- Are there any barriers to the above?

This part of the exercise may end at this point with a discussion on the above.

However, there is an opportunity at this stage for participants to design a reporting framework if one doesn't exist, or critique a reporting framework that is already in place. The trainers will need to work closely with the line manager to ensure that the outputs and conclusions are fed into subsequent reporting framework design.

To conclude the exercise, participants should discuss as a group what information that they have collected ABOUT the community should be shared WITH the community.

SUGGESTED TAILORING (refer to the *Training slides*)

- Slide 50

  Trainers may wish to share and discuss example(s) of reporting formats used by the project/company, e.g. dashboards, scorecards, databases.

  If there are formal regulatory, contractual or corporate reporting requirements these should be detailed in a subsequent slide.

- Slide 51

  If possible, the trainer should include a 'lessons learned' example to demonstrate how problems in recording/storing/sharing information can impact community relationships.

- Slide 52

  It would be helpful to include a good practice example of how reports on performance can be used to engage with stakeholders—preferably an example known personally to the trainer.

- Slide 53

  If the company/asset has undertaken any community polling it will be helpful to include the results at this point. The trainer may wish to prompt a table-top discussion of the current level of trust between the company and community—and potentially other stakeholders.

SUGGESTED HANDOUT(S)

None

Module 6: Standards and scrutiny

(Slides 55–65 in the *Training slides*)

GENERAL INSTRUCTIONS

This module can, if practicable, offer participants the opportunity to hear directly from a senior functional manager about the standards adhered to by the project. A face-to-face discussion is often beneficial, but in any event the trainer should include a slide of the standards applicable to community relations and engagement.

CLOs do not generally need comprehensive knowledge of international standards and legislation. However, they do need to know what is applicable, where to find it and what their responsibilities are.

THE EXERCISE

The objective of the exercise is to encourage participants to think about the needs of a different group of stakeholders—those responsible for assurance and scrutiny. Very often they are asked to manage community visits, or have meetings with these stakeholders without having a clear idea of the purpose. This scenario aims to correct that.

In the *Training slides* this exercise is introduced (and concludes) at slide 62.

In small groups/tables participants are asked to consider how they would scrutinize the projects if they were ONE of the external stakeholders listed below (each group/table should consider the role of one of the following stakeholders):

- Government inspector
- International financial lender
- Human rights auditor
- International environmental NGO
- Community leader.

Participants should consider how their chosen stakeholders might address the following:

- What would they scrutinize?
- What standards would they use?
- What 'proof' would they look for?
- What are the MOST difficult questions they could ask?
- Who else would they talk to?
- Would they rely on others to collect information?
- Would they visit?
- What desk research would they do?

Each group should provide short feedback, and a group discussion should consider the overlaps and differences.

SUGGESTED TAILORING (refer to the *Training slides*)

- Slide 57

  It would be useful to demonstrate how international standards have helped to shape the response to a community challenge relevant to the participants, ideally by way of an example with which the trainer(s) has/have direct experience.

- Slide 58

  The trainers may wish to involve a lawyer from the project to talk about legal aspects of compliance with national and international regulation, and in particular who is accountable for compliance.

  The trainers could present this slide as a quiz and include an additional slide answering the questions in relation to the project for which the participants work.

- Slide 59

  The trainers could include a slide detailing a specific example from the project (e.g. a benefit-sharing agreement) and/or include a best case example from a relevant project known to the trainers personally.

- Slide 61

  This is an example of one of the many ways in which projects are scrutinized. The trainer may wish to replace this with a more relevant example with which he/she is familiar.

SUGGESTED HANDOUT

A list of standards and policies relevant to the CLO, and details of where to find them.

Concluding the course

WRAP-UP AND SUMMARY

The trainers should return to the original flip charts and ensure that expectations have been met. Trainers should encourage participants to write down their top one or two take-aways and share these with the other participants.

It is helpful for line managers to attend the wrap-up and to listen to the participants' feedback and discuss next steps.

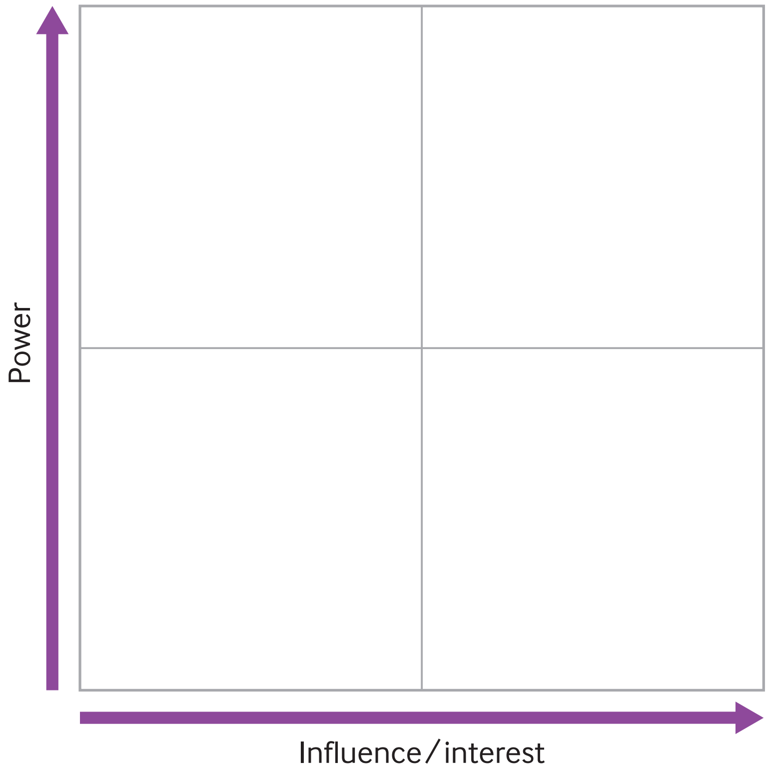
In conclusion, the trainers should thank participants, emphasize the importance of their role and reassure them that they are part of a supportive team. The line manager may also wish to add some concluding words.

After the course

Feedback from previous participants suggests that it might be beneficial to hold a working session after the conclusion of the course to apply the training experience directly to issues faced by the team.

Appendix 1

TEMPLATE FOR MODULE 2—STAKEHOLDER MAP



Appendix 2

MODULE 3 EXERCISE—EXAMPLE SCENARIO

A short, but unplanned, access road is required to cross agricultural land which is used to graze animals. The land is owned by one individual, who lives in the capital, and is used by at least two local residents—possibly more. There may also be illegal users of the land. The project requires access in two months' time.

For this scenario, the trainer(s) would encourage participants to think about the following:

- Group meetings versus individual negotiations: is it better to talk to all participants together, the land-users separately, or each individual on a one-to-one basis?
- What is the best way to deal with illegal activity (the illegal land users), which may involve some of the most vulnerable members of society?
- Be careful of precedent-setting. Do participants perceive themselves to be in a negotiation or a transaction? Is there legislation in place to compensate land users, or requirements that land negotiations are undertaken only by the authorities? If so, does the negotiation involve other parties? Do other team-members need to be involved?
- Transparency: for example, to what extent should compensatory payments be made public? Are there issues associated with making maps of the land and land-use types public, i.e. would this be putting vulnerable 'illegal users' at risk?

Appendix 3

MODULE 4 EXERCISE—EXAMPLE SCENARIO

This exercise will work well with three or four roles (plus an observer who will reflect on the role-playing and provide feedback to the group):

- A householder who is alleging that cracks have appeared in the walls of her home. She is also standing as a candidate in local municipal elections. She has not raised this issue before. She is well-respected in the community.
- The householder's son.
- A community liaison officer. The CLO knows of this woman, but has never met her. The CLO has obtained all the necessary data about the cracks in her house; while it is true that heavier-than-planned construction traffic has been using the road outside her house, engineers have used sophisticated modelling techniques to ascertain that the cracks have not been caused by this traffic.
- Optional role—a structural engineer, employed by the lead construction contractor.

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IPIECA is the global oil and gas industry association for environmental and social issues. It develops, shares and promotes good practices and knowledge to help the industry improve its environmental and social performance, and is the industry's principal channel of communication with the United Nations.

Through its member-led working groups and executive leadership, IPIECA brings together the collective expertise of oil and gas companies and associations. Its unique position within the industry enables its members to respond effectively to key environmental and social issues.

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