### ADVANCE - Auditing and certification scheme to increase the quality of sustainable urban mobility plans in cities

<table>
<thead>
<tr>
<th>Coordinator:</th>
<th>Authors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kastelic Jörg</td>
<td>Dana Sitányiová, UNIZA</td>
</tr>
<tr>
<td>Austrian Mobility Research (FGM-AMOR)</td>
<td>Daniela Ďurčanská, UNIZA</td>
</tr>
<tr>
<td><a href="mailto:kastelic@fgm.at">kastelic@fgm.at</a></td>
<td>Andrea Gavulová, UNIZA</td>
</tr>
<tr>
<td>+43 316 / 810451-36</td>
<td>Marek Drličiak, UNIZA</td>
</tr>
</tbody>
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<th>Prepared by:</th>
<th>Reviewed by:</th>
<th>Revised by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Sitányiová, UNIZA</td>
<td>Jörg Kastelic Ioannis Koliouis</td>
<td>Thomas Vidal, Veerle Duportail</td>
</tr>
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Foreword

This handbook is intended for those persons – in particular trainers - who plan and conduct ADVANCE audit training at training workshops during the ADVANCE project lifecycle or for those persons who will organize and carry out ADVANCE audit training workshops in the future. This Handbook will help you to prepare and perform the training so that participants learn new skills or develop their existing skills and that they will be able to conduct the ADVANCE audit in European cities in the future.

The ADVANCE Audit Scheme enables cities to analyse the strengths and weaknesses in the actual Sustainable Urban Mobility Plan (SUMP) and policy of a city. Cities are guided through the audit-process with the help of a trained ADVANCE Auditor. You will train these new auditors during the training workshop.

The manual begins with the chapter briefly introducing ADVANCE project. The second chapter describes how to conduct the training. It starts with both the purpose and scope of training and tells you what is to be done before, during and after the training. There is also information here about training materials. The third and final chapter deals with the model training agenda and guides you through all the training sessions step by step. Here you will find references to other sources of information to help you deliver the training workshop. Specific techniques you can use to structure and present your training are included in manual as well, together with the tips from the first training run realised by ADVANCE partners in 2013. The manual ends with the list of Annexes – documents you will need for the training. They are recorded as individual documents (files) in Trainer’s USB flash drive.

Good luck with your training!

Authors
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1 ADVANCE

1.1 Introducing ADVANCE project

ADVANCE is an EC Intelligent Energy Europe (IEE) funded project which runs from 2011 to 2014. It aims to increase the energy efficiency of urban transport and to reduce the demand for transport. To achieve this, ADVANCE develops tests and applies the ADVANCE Audit in European cities.

The ADVANCE Audit is a tool that analyses the strengths and weaknesses in the current sustainable mobility planning of a city and gives clear indications for improvement. Measures and areas of actions to improve the sustainable mobility planning in the city can be derived directly from the action plan that results from the audit process. The action plan can be used as a basis for the development of a new or updated Sustainable Urban Mobility Plan (SUMP).

DEFINITION

The ADVANCE Audit is a practical audit tool for improving Sustainable Urban Mobility Plans. The ADVANCE Audit provides a systematic evaluation method and guidance, shows the potential for a (even more) successful SUMP and gives added value to the city.

A city that carries out an ADVANCE Audit and meets the agreed criteria will get the ADVANCE certificate (for more details see Annex 1). Repeating the ADVANCE Audit regularly¹ will indicate progress in the sustainable mobility planning of the city.

¹ Every five years
1.2 Total quality management in sustainable mobility planning

According to the principles of Total Quality Management, excellent quality is the result of continuous improvement achieved by applying the repetitive cycle of success with a view to fulfill the city's needs. Based on this, ADVANCE considers sustainable mobility planning as a dynamic process that can be depicted with the ADVANCE Audit Scheme.

The assessment basis for the ADVANCE Audit scheme is split into Action Fields and Mission Fields of Sustainable Urban Mobility Plans:

- **Action Fields** are actions and measures described in a SUMP;
- **Mission Fields** are related to the process of a SUMP.

There are three categories defined to identify the status of a SUMP and sustainable urban mobility policy in a city:

1. **Starting cities**: Cities that do not have a SUMP or a sustainable mobility strategy at all. The city takes ad hoc measures in case of an urgent mobility problem and will only offer short term and purely technical solutions towards mobility problems.
   
   For starting cities the ADVANCE Audit Scheme will provide the first moment of consideration and reflection on sustainable urban mobility planning with assistance from a certified auditor. The ADVANCE Audit will help to produce an action plan that can form the basis for future development of a SUMP.

2. **Advancing cities**: The city has a SUMP and there is a common vision on which mobility strategy is to be followed. There is a systematic approach towards urgent or expected mobility problems. The city takes first steps in evaluating the current mobility policy to find out in which fields improvements are possible.
   
   Advancing cities will use the ADVANCE Audit to detect gaps or weak points in their SUMPs. The involvement of stakeholders and the prioritization of actions guided by the auditor will allow an update/upgrade of the local mobility plan and policy.

3. **Advanced cities**: The city has a SUMP and a clear mobility strategy. The mobility policy is constantly evaluated and quality indicators are being used. The city anticipates expected mobility problems via monitoring. The mobility policy is oriented to the future and innovative solutions are implemented.
   
   For advanced cities the ADVANCE Audit Scheme provides a tool and a moment of looking critically at the actual mobility policy. The benefits of the ADVANCE Audit will be in the refining of the mobility strategy and in improving the processes related to a SUMP.

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2 The repetitive cycle of success refers to the SUMP-cycle defined in the ELTIS plus project (See Annex 1 for more details)
1.3 Objectives of the ADVANCE Audit

The ADVANCE Audit Scheme intends to systemize the mobility planning process by
- assessing the city's sustainable urban mobility plan and policy;
- describing the strengths and weaknesses in the different planning elements;
- prioritising improvement actions together with relevant stakeholders;
- editing an ADVANCE action plan which can be a basis for a new or updated SUMP.

The audit scheme aims to improve the quality of the SUMP as a process of the mobility planning and policy in the city, as well as to analyse, systemize and improve the whole process of the development of the SUMP. This will include greater understanding of the involvement of citizens and stakeholders, the presence of a clear vision, collaboration between different departments (urban planning and traffic for example). These “process”-elements are analysed by the Mission Fields, the implementation of measures and actions in the city are analysed by the Action Fields.

1.4 Target cities

The ADVANCE Audit can be conducted in small, medium and large-sized cities. The size of the partner cities, which have already tested and applied the ADVANCE Audit, varied from about 35,000 inhabitants (Agioi-Anargyroi, Greece) to more than 400,000 inhabitants (Szczecin, Poland). But also larger cities are suitable for conducting the ADVANCE Audit. The number of inhabitants should not be the only criterion to define the target city. The competences of the city in taking mobility decisions should also be taken into account.
2 TRAINING BACKGROUND

2.1 Purpose and scope of training

The main aim of the national training is to teach participants - future external auditors - how to carry out the ADVANCE audit for sustainable urban mobility policies and plans during the ADVANCE project and after the project lifecycle. Once the training has been completed, the participants will receive their certificate authorizing them to conduct the ADVANCE audit in European cities. Trained auditors should encourage and support cities to engage in sustainable urban mobility planning and implementation in future. Target groups of participants can vary according to country conditions, but will likely include representatives of federal organisations providing financial support to municipalities, consultants, NGOs, mobility management experts, research institutes, transport planning experts, academia, etc.3

The main benefits are efficient and lasting support for SUMP implementation in Europe, which will be maintained by auditors beyond the end of ADVANCE. All workshops should conclude with the following results:

- The ADVANCE Audit Scheme and certification procedure have been introduced and explained to all the participants.
- All the applicants have completed the audit forms and the certification process.
- A virtual ADVANCE pilot audit has been performed.
- All the participants who successfully passed the training have been awarded with an auditor's certificate.
- Identification of future cities to be audited by newly trained auditors and indicative time schedule has been done shortly after workshop.

2.2 General organisation of training

The training will be performed in the form of workshops. Workshops should be organised according to the methodology developed during the ADVANCE project and held in the national language of the resident / home country. Workshops have to be structured in an informal and interactive way to inform and educate participants and to allow an active exchange of know-how. The schedule, organisation and content of the training have been detailed and well-prepared by ADVANCE project consortium to ensure efficient workshops. A typical training workshop should take approximately two days and be structured around the following main elements:

1. Introduction to the topic (facts and figures on SUMP and the national framework conditions.)
2. Presentation of the ADVANCE Audit Scheme (process and organization).
3. Questions and answers about the methodology and exchange of experience among the audience regarding audit and SUMP.
4. Performance of a pilot audit in a role play scenario.

3 Photo source: http://www.copyblogger.com/purposeful-blogging/
5. Presentation of communication tools.
6. Providing discussion points and identifying SUMP benefits for towns, cities and regions
7. Presentation of achievements and facts on SUMP good practice.
8. Practical issues and suggestions for auditors for future.

Individual elements and didactic approach are mentioned in a greater detail in Chapter 3.

2.3 What to do before the training?

Workshops are great for brainstorming, interactive learning, building relationships, and problem solving and if they're planned well, invaluable for all participants. Anyone who has ever performed a workshop would tell you that it is a big job. It takes organization, focus, and a lot of creativity. This is why advance planning and preparation work are critical. So how do you prepare for a workshop that will be relevant and productive?

Follow these steps to make sure your ADVANCE audit training workshop is a valuable experience for its participants:

**Step 1: Define the goals**

The goals of ADVANCE audit training workshop are clearly defined in part 2.1. In short, you need to teach participants how to conduct the ADVANCE audit for sustainable urban mobility policies and plans in European cities.

**Step 2: Build a good team**

Before the workshop it is important to get together the team, which will organize a workshop. As the main trainer, you are also a manager, who will play an essential role in developing and leading the team preparing and conducting the workshop. You will be a key person, experienced in performing the ADVANCE audit and familiar with the workshop content preferably through both professional experience and educational background. You will cooperate closely with a facilitator during the preparatory workshop. Both you and the facilitator will share the role of the main speaker during the workshop. Having effective, energizing facilitators is the key for running any successful workshop. Apart from you as the main trainer, it is important to have at least one facilitator with workshop facilitation experience.4

The second key trainer/facilitator might be responsible for particular elements of the workshop. Make sure your facilitator knows that she/he is responsible for workshop timekeeping, and for preparing and covering some material and group exercises. Ideally your support team should be around five members. Apart from the facilitator and main trainer, there should be other supportive staff before and during the workshop at disposal. These will provide assistance for administrative, logistic, technical, catering and other issues. You may also decide to invite other speakers to present good practice.

Make the team’s purposes clear. Define each person’s job in terms of its contribution to workshop organising and performance. You can either contact each of them individually or set

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up a conference call, but by all means make personal contact with them five to seven weeks prior to the workshop. Discuss what areas will be covered by which member and explain the overall goals of each individual session.

Step 3: Decide who will attend

Make a list of who should be there. Knowing who and how many will attend directly relates to workshop organisation. Target groups of participants are mentioned in the part 2.1. Take into consideration local conditions. You might be happy with a larger group, which can be divided into smaller groups for particular workshop sessions, though optimal group size is about 10-12 participants. One of the criteria for selection of participants will also be their relationship to, and connections with the cities and their ability to be able to conduct an audit in the future. You will examine all these issues with the help of a questionnaire (Annex 11) sent out during the registration process.

Step 4: Choose the right location and date

The venue should be suited to the number of expected participants. If the venue is outside your office environment, it should have all the supporting equipment you need (such as whiteboards, flipchart, markers, post-it notes etc.⁵)

Think about the logistics and practical details of your workshop when you choose the location and date.

- Does the room have technical equipment and support you need?
- Will everyone be able to reach the venue?
- Will you need to arrange the accommodation for people who are coming from far away?
- What catering facilities does the venue provide?
- What will be a suitable date like, etc.?

☑ Check technical equipment of the room!

Each of participants will need a PC to perform a pilot audit and to work with ADVANCE audit e-tools. Ideally, participants will bring their own laptops, and the room should provide each desk space with wireless internet access and laptop power. You will also need a digital projector (for presenters) and a flipchart with plenty of different coloured pens (for keeping records by small groups from the general public). You can also use some computer rooms available within training centres or universities.

Step 5: Create an agenda

The model agenda (basic structure and content of the workshop) has been designed by the ADVANCE consortium. However there can be different country conditions and level of knowledge about SUMP and audit process among workshop participants. Please be ready to

⁵ Picture source: http://www.ivoclarvivadent.us/en-us/education/expand-your-horizons
modify training workshop according to these local conditions but at the same time make sure you respect the overall goals of the workshop. A model agenda is quoted in part 3.1.

⚠️ Invite participants to attend the training early enough (at the latest 2 - 3 months before)!

**Step 6: Develop a follow-up plan**

The only way to find out if your workshop was a success is to evaluate it. Create a questionnaire to give to all the participants at the end of the event, as this is considered a good way to learn and improve for next time. You can use the model questionnaire developed by ADVANCE consortium (Annex 15).

### 2.4 Training materials

There are basically three types of materials available for training:

- materials for trainers,
- materials for trainees and
- ADVANCE audit e-tools for all.

They have been prepared by ADVANCE consortium. You can also prepare your own additional materials for workshops if necessary. The workshop is divided into individual discrete blocks: B1: Topics 1-3; B2: Topics 4-6; B3: Topics 7-13; B4: Topics 14-16. each topic following a single theme and focusing on familiarizing participants with the SUMP concept and how to carry out the ADVANCE audit (See Table. 1 in Section 3).

#### Materials for trainers

Materials for trainers consist of:

**Handbook for trainers** – e-document including general instructions for the trainers (the main trainer and facilitators) on how to conduct the training as outlined here. The goal of this handbook is to give you the background knowledge, skills and practical experience to provide training to workshop participants through the following:

- **Pre-training information** – an overview of the training development process, guidelines for managing it, and other pre-training information.
- **Training text** – this section includes: some guidelines, talking points, activity instructions, and other information to help you deliver the training.
- **Annexes** – including references as well as copies of important resources and documents, .ppt presentations (PPT1-8)

⚠️ Print this handbook and use a hard copy during the training!

**Trainer’s USB flash drive** – a USB contains the PowerPoint presentations, ADVANCE audit e-tools (audit scheme document, questionnaire, and questionnaire summary tool) as well as printable versions of the trainer certification checklist, certificates, questionnaires, etc.

#### Material for trainees

Material for trainers is basically some part of trainer’s material converted in an appropriate way for participants.

**The trainee’s materials** include three main parts:
• **Introduction** – ADVANCE project and training workshop.

• **Hand-outs** – including pictures of all the slides from workshop, sheets for notes as well as worksheets for participants.

• **Annexes** – containing additional resources and reference material to help trainees to develop their competencies to become an auditor.

**Trainees’ USB flash drive** – a USB including the trainer’s PowerPoint presentations, e-handouts, ADVANCE audit e-tools (audit scheme document, questionnaire, questionnaire summary tool) and other training resources.

⚠️ **Send materials to trainees in advance, before the workshop!**

✅ **Check that all material for trainees is prepared in the form of Workshop Packs before the workshop starts!**

Each workshop participant receives a set of materials provided in a binder and a USB format.

*Picture 3: Examples of training materials (training Graz, Bucharest, Piraeus, Maribor)*
2.5 What to do during the training?

**DEFINITION**

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance.⁶

The training workshop is aimed at imparting the information and instructions to help him/her attain the required level of knowledge or skills with regard to SUMP's and the ADVANCE audit process. The goals are clear. But how to reach them might be diverse. Your delivery of the training needs to be engaging, exciting and effective!

Getting people involved

Getting everyone involved is the key to a successful workshop. There are individual as well as group exercises planned in the workshop agenda. Keep the size of each group of optimum size, so people are more comfortable talking and interacting. Mix up different types of people in each group. They can learn to look at things from different perspectives.⁷

If you have fewer groups, spend time to evaluate the ideas from each smaller group. Create fun and interesting group exercises as these will likely keep everyone interested and participating. If you stand up and talk for many hours, you’re just giving a lecture – not facilitating a workshop.

Overall workshop tips

Facilitate workshop. Think through the details to ensure that everybody gets full value from the event. Start with a few icebreakers (an activity or game that is used to welcome and warm up the conversation among participants) to get everyone relaxed and comfortable. Avoid holding long .ppt presentations after lunch and during the afternoon. For many people, this is their slowest, most unproductive time of day. Remember, the workshop is a full two-day event so make sure there is strong coffee and other "energizers" available. Give participants enough materials so that they can prepare well before the workshop.

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⁷ Picture source: [http://www.theguardian.com/science/2011/may/06/boredom-good-for-you-claims-study](http://www.theguardian.com/science/2011/may/06/boredom-good-for-you-claims-study)
More details about lively learning techniques and didactic approach are provided for individual blocks of the training workshop in Chapter 3.

You can find there hints:

- how to choose and prepare exactly the right content for your group;
- how to engage people from the beginning and then keep them with you till the end;
- how to keep people active and involved through all activities and discussion;
- and many other interesting tips.

For more hints see:

http://humanresources.about.com/od/trainingtools/Training_Tips_Tools_and_Icebreakers.htm

These training tips, training tools, and training icebreakers could make your training classes and workshops memorable.

http://www.mindtools.com/pages/article/PlanningAWorkshop.htm

Here you can find general advice how to organize and run a successful event. How to get people involved.

http://www1.umn.edu/humanrts/svaw/advocacy/whrtraining/guidelines/organizing.htm

This web page provides general support for all the aspects and phases of training workshop.

After the workshop you will collect the feedback on workshop, support auditors by ADVANCE consortium assistance, encourage them to perform audit in other European cities.
3 TRAINING STEP BY STEP

3.1 Model agenda

Tab. 1 shows a model workshop agenda. You should try to keep this structure with any necessary modifications done according to your local conditions, number of participants, level of trainees’ knowledge, etc. (See also † Tips from the training first run! while modifying the agenda). This agenda represents a list of all the main topics that should be covered during the workshop in a logical sequence. You have to distribute the agenda before the workshop so that all the participants are clear on what to expect and what is expected from them. The training is scheduled to be held for two entire days (1+1 model). You can use also different time models (0.5+1+0.5) so that participants do not lose concentration and enthusiasm. Choose the option most suitable for your conditions. The model agenda is arranged into four blocks (B1-B4, column 1) and topics (1-16, column 2-3). Approximate estimation of duration for each topic is set in the column 4. In column 5 there are the main speakers mentioned. Types of activities are listed in column 6. The last column is dedicated to materials used during the session by speakers and participants. Detailed information on materials is mentioned in section 2.4.

Tab. 1 Model workshop agenda

<table>
<thead>
<tr>
<th>1st DAY</th>
<th>Block</th>
<th>Topic No.</th>
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<th>Estimation of duration</th>
<th>Main speakers</th>
<th>Type of activities</th>
<th>Materials</th>
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<tr>
<td>B1 – Introduction to problem</td>
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<td>Supporting staff</td>
<td>Oral presentation</td>
<td>F*/PPT1 presentation</td>
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<td>General introduction</td>
<td>20 min</td>
<td>Facilitator (F)</td>
<td>Round table</td>
<td>F/PPT2 presentation</td>
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<td>3</td>
<td>Introduction to topic (SUMP)</td>
<td>40 min</td>
<td>Facilitator</td>
<td>Oral presentation</td>
<td>MT*/e-AUDIT tools</td>
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<td>B2 – Introduction to ADVANCE audit</td>
<td>4</td>
<td>Introduction to ADVANCE audit scheme – Part 1</td>
<td>45 + 15 min</td>
<td>Main trainer (MT)</td>
<td>Oral presentation</td>
<td>MT*/PPT3 presentation</td>
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† Tips from the training first run!
## Introduction to ADVANCE audit scheme – Part 2

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<th>Time</th>
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<td>45 + 15 min</td>
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<td>Short discussion</td>
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## Lunch

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## Panel discussion / Questions and answers session

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<td>Panel discussion/discussion</td>
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## Pilot audit part 1

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<td>15+ 20+95 min</td>
<td>Facilitator and main trainer</td>
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## Conclusions from pilot audits

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+20+20 min</td>
<td>Participants (P), main trainer</td>
<td>Oral presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short discussion</td>
</tr>
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## Conclusions of the 1st day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Facilitator</td>
<td>Oral presentation</td>
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## 2nd DAY

## Introduction

<table>
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<th>Time</th>
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<tbody>
<tr>
<td>10 min</td>
<td>Facilitator</td>
<td>Oral presentation</td>
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## Pilot audit part 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+95 min</td>
<td>Facilitator and main trainer</td>
<td>Pilot audit</td>
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## Dinner

<table>
<thead>
<tr>
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<tr>
<td></td>
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**B3 – Pilot audit**

**MT/PPT4 presentation**

**MT/e-AUDIT tools**

**P/handouts**

**P/e-AUDIT tools**

**F/PPT1 presentation**

**F/PPT6 presentation**

**P/handouts**
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Participants</th>
<th>Activity</th>
<th>Support Material</th>
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<tbody>
<tr>
<td>12</td>
<td>30 min</td>
<td>Participants</td>
<td>Oral presentations Short discussion</td>
<td>P/handouts</td>
</tr>
<tr>
<td>13</td>
<td>20+30+10 min</td>
<td>Main trainer</td>
<td>Oral presentation</td>
<td>MT/PPT7 presentation P/handouts</td>
</tr>
<tr>
<td>B4 – conclusions and certification</td>
<td>20+20 min</td>
<td>Facilitator</td>
<td>Oral presentation Discussion</td>
<td>F/PPT8 presentation P/handouts</td>
</tr>
<tr>
<td>15</td>
<td>30 min</td>
<td>Main trainer</td>
<td>Oral presentation Short discussion</td>
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<tr>
<td>16</td>
<td>40 min</td>
<td>Main trainer and facilitator</td>
<td>Oral presentation</td>
<td>MT/certificates P/handouts</td>
</tr>
</tbody>
</table>

*F – facilitator, P – participants, MT – main trainer, .ppt – presentation in PowerPoint*
3.2 B1 – Introduction to problem

Topic 1 – Registration

Participants who have pre-registered (before workshop) should have workshop packs waiting for them (See Part 2.4). The registration table should be set up so that check-in and collection of workshop packs is as quick and easy as possible. There should always be one of workshop assistants at the registration table, to answer all questions and to welcome participants.

The arrangement of the workshop room is equally as important as the workshop content and the participants. To effectively arrange a room for a training workshop you will have to consider the function of the workshop and then create the appropriate atmosphere and workspace for productivity. Consider the function of the room and place tables accordingly. A discussion-style meeting should use a round-table style by arranging tables into a circle or semi-circle, so each participant can see everyone else. Presentations can use a boardroom set up with one large rectangle or place smaller tables in rows with each participant facing the same direction. If the room is well arranged for your workshop, associates will be able to work and function without disruption or distraction.

⚠️ For more tips see:

Here you can find advice on how to effectively arrange a room for a workshop.

http://www.ehow.com/how_7605935_arrange-room-business-meeting.html#ixzz2acoAQxt.
http://aclweb.org/adminwiki/index.php?title=Arranging_the_meeting_rooms

Topic 2 – General introduction (by facilitator)

After your opening introduction, present the workshop agenda (Annex 3 – PPT1) and the second key speaker /main trainer to workshop participants. List the skills and topics, which will be covered by workshop. Thank everyone for attending workshop and ensure that all the participants have their workshop packs and laptops or PCs ready. Familiarise them with their training materials and initiate a round table introduction of all participants.

⚠️ Icebreaker – ask participants to prepare personal posters before training!

Ask all the participants to prepare posters (A3 format) including their self-photo, contact data and a short description of their job rank and work experience related to the workshop themes together with their expectations or personal visions before the meeting. Print posters before the workshop and hang them in the workshop room before starting.

⚠️ Tips from the training first run!

There are alternative ‘introductory exercises’. During the first training round, participants interviewed each other and presented their “new friend” as well as made a small portrait on a nametag. Some partners used personal posters or an informal get together during lunch before training. Sometimes they introduced themselves to the rest of the trainees during round table.
Picture 4: Introduction game (Graz training)

! Assign member of your support team to take minutes of the workshop and record the discussion in a digital format. This will allow it to be posted onto the Internet without having to adjust its format.

PPT1

Annex 2

Topic 3 – Introduction to SUMP (by facilitator)

DEFINITION

A Sustainable Urban Mobility Plan is a strategic plan designed to satisfy the mobility needs of people and businesses in cities and their surroundings for a better quality of life. It builds on existing planning practices and takes due consideration of integration, participation, and evaluation principles. 

In this part you will introduce the SUMP concept. For this purpose there is a .ppt presentation prepared by ADVANCE consortium at your disposal, where you can find specific notes how to present SUMP by each slide (Annex 4 – PPT2). The presentation includes: SUMP definition, purpose and scope of the SUMP, benefits of a SUMP, its approach characteristics, SUMP process cycle, etc. Give participants reference to SUMP materials and links and within your 30 minute presentation, explain to them the relationship between ADVANCE and SUMP. Finally summarise the situation in SUMP implementation in your country and invite participants to discuss about their experience from practice (10 min.). Mention, that there will be more time to discuss this topic on the second workshop day. Participants should be familiar enough with SUMP at the end of this session.

**Check the level of knowledge about SUMP among the participants before the workshop.** There are knowledge-check questions in a questionnaire (Annex 11) to be distributed before the workshop.

If not, you could prolong this session and provide them with more detailed information. PPT2 presentation includes only general description of SUMPs. You will have to prepare an overview on the situation in your country. Different approaches to sustainable urban mobility planning exist throughout Europe. Some countries (such as France and the UK) may be considered forerunners, whereas for others, SUMPs are a new or as yet unknown planning tool.

**Prepare the overview about your country!**

When preparing the overview on your country try to find answers for questions as follows:
- Are cities in your country familiar with the concept of SUMP? To which extent?
- Do you see any gaps in awareness of SUMPs?
- How can these awareness gaps be overcome in your country and generally how to raise awareness of SUMPs in your country?
- Are there any major policies supporting introduction and/or implementation of SUMPs in your country?
- What is the approach of public institutions and of cities towards the concept of SUMP?

⚠️ Point out, that there is detailed information on SUMPs provided in ADVANCE Audit Scheme!

⚠️ Tips from the training first run!

By some partners' point of view the presentations should be less condensed and include more case studies. Please take into consideration that you can update and/or modify training materials when preparing training according to your local situation and also to the level of knowledge about SUMP in your country. During the first training some partners saw that trainees did not have practical experience with the preparation and implementation of SUMP. So to start off, there needed to be a clear understanding of preparing the SUMP. You should also provide best examples which fit to your local situation and try to keep discussion lively and support discussion about the local situation. You can use brainstorming on SUMP cycle.

![Picture 6: Brainstorming on Sump Cycle (training Szczecin)](image)

3.3 B2 – Introduction to ADVANCE audit

The main purpose of the workshop is to train auditors to apply the ADVANCE Audit Scheme in cities. Hence bloc B2 is the crucial part of the workshop. The ADVANCE Audit Scheme and certification procedure have to be introduced and explained to all the participants. For this
purpose again a .ppt presentation was prepared in which you can find specific notes on how to present the audit scheme (Annex 5 – PPT3). B2 is divided into the two parts as follows:

**Topic 4 – Introduction to ADVANCE audit scheme – Part 1 (by the main trainer)**

In this first part you will present ADVANCE Audit Scheme, the process itself and its organisation. You will start with general definition of audit.

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**DEFINITION**

The general definition of an audit is an evaluation of a person, organisation, system, process, enterprise, project or product. The term most commonly refers to audits in accounting, internal auditing, and government auditing, but similar concepts also exist in project management, quality management, water management, and energy conservation.

Auditing is defined as a systematic and independent examination of data, statements, records, operations and performances (financial or otherwise) of an enterprise for a stated purpose. In any auditing the auditor perceives and recognizes the propositions before him for examination, collects evidence, evaluates the same and on this basis formulates his judgment which is communicated through his audit report.\(^9\)

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Explain objectives of the audit, describe ADVANCE audit step by step, provide details on audit key elements and roles of all individuals involved in the process, and introduce action and mission fields. Explain how are meetings between the auditor, working group and the city organized including the commitment needed from the city. Clearly explain the role of the auditor as a facilitator of the audit process and describes what the potential outputs and benefits are for the city (45 min). After the presentation there will be 15 minutes to answer short questions received from the participants.

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Discussion helps participants to become personally involved in their training and helps them towards important goals. Before discussion give basic instruction to the participants: as a rule, speak only when invited to, but feel free to give signals to the moderator when you would like to contribute to the discussion. Keep your comments short: a discussion is about exchanges, not monologues. Try to insist on participation rather than letting one or two participants dominate while the rest become drowsy.

- **Point out, that trainees will have opportunity to try audit during pilot session!**
- **Check if coffee and beverages are ready for a break!**
- PPT3, Annex 1
- Annex 2

**Topic 5 – Introduction to ADVANCE audit scheme – Part 2 (by main trainer)**

During the second part you will introduce individual audit steps having more details. You will pay attention especially to ADVANCE e-tools: audit scheme document, questionnaire, questionnaire summary tool, template for the Local action plan, certification procedure, etc. You can find notes how to present this part in a .ppt presentation (Annex 6 – PPT4). After the presentation there
will be 15 minutes to answer short questions. At the end inform the participants, that there will be more time for questions about the audit scheme during the panel discussion after the lunch. Before lunch, ask the participants to write their questions about the audit procedure on stickers. Collect all the answers and together with your team during lunch break, prepare questions for panel discussion.

PPT4, Annex 1, Annexes 11-14
Annex 2, Annex 1, Annexes 11-14

Prepare questions for panel discussion!

Tips from the training first run!

The sessions were a bit longer since the participants tried to understand every technical detail of the questions (what the question means). There was not enough time to go into technical detail for each mission and action field. Generally, it is important to distinguish between what participants can study at home and what is important to explain with examples. Do not go into too much technical detail and ask partners to study the ADVANCE audit scheme at home after the training.

Topic 6 – Panel discussion/questions and answers session (by main trainer and facilitator)

Take questions from participants, arrange similar questions to more general topics, and prepare topics for panel discussion during lunch break.

DEFINITION

A panel discussion is a public exchange of ideas with a goal of informing the audience members about a particular subject or issue. In most cases, 3 or more panel speakers share their knowledge and expertise after being asked questions in a format that allows some discussion. Panel discussions are used to delve into politics, science and community topics, as well as many other issues.¹⁰

Start panel discussion together with facilitator and two of the participants after lunch. Ensure that also other participants are active, both in that they influence the direction of the discussion (they pose additional questions and discuss) and also in that they have a chance to practice audit skills, etc. that are under discussion.

Establish what you want to achieve by conducting the discussion, and outlining what general questions will be answered. Focus on 3 - 4 main topics to direct the panel discussion in an organized way. Pick a moderator who will keep the conversation moving (you or other main trainer). Establish the guidelines for open discussion. Open discussion panel forums usually begin with a question. Choose appropriate question from your list. Create time limits for

¹⁰ http://www.wikihow.com/Conduct-a-Panel-Discussion
limited discussion methods. Allow each panel speaker a certain amount of time (e.g. 3 min.) to answer each question. Determine how questions from the participants will be handled. Allow questions from the floor during the panel discussion. Conduct the discussion as planned, following the established rules. At the end of the panel discussion, and perhaps at various points throughout it, summarize. Provide the audience with an integrated view of what had been said. Point out the convergences and divergences of viewpoints while remaining neutral yourself.

Annex 2

Tips from the training first run!

During the first training some partners had a panel discussion or questions and answers session. Other let participants pose questions during presentations. Sometimes they also prepared short presentations to close a whole day, with some tips, questions and ideas that had popped up during the training day. It was a good way to summarize and to focus in the most important issues.

3.4 B3 – Pilot audit

Topic 7 – Pilot audit – Part 1 (by main trainer and facilitator)

DEFINITION

A pilot (called also dry run or a practice run) is a testing process where the effects of a possible failure are intentionally mitigated. For example, an aerospace company may conduct a “dry run” test of a jet’s new pilot ejection seat while the jet is parked on the ground, rather than while it is in flight. A pilot experiment/study is often used to test the design of the full-scale experiment which then can be adjusted. It is a potentially valuable insight and should anything be missing in the pilot study it can be added to the full-scale (and more expensive) experiment to improve the chances of a clear outcome.

Participants will audit the city case study with the help of ADVANCE audit tools and trainers during the pilot session individually in the role of auditors and different individuals and also together in working groups. This way, all participants will learn audit skills by testing the new audit tool in different ways and learning about failure but in a safe situation. Failure is often the best teacher. In this way, they can test their ability to conduct ADVANCE audit before its application in real city. All of you will see whether participants understood all the elements of the audit process. Participants will also have a chance to try all the ADVANCE audit e-tools.

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12 http://en.wikipedia.org/wiki/Dry_run_%28testing%29
13 http://en.wikipedia.org/wiki/Pilot_experiment#See_also
14 Picture source: http://ricahavna.wordpress.com/tag/cooking/
Explain (as main trainer) the concept of the pilot audit in a role play during the first 15 minutes (Annex 7 – PPT5). All the participants will play at the same time a role of an auditor as well as different roles in a working group. There were two city case studies prepared for a pilot audit by ADVANCE consortium. Introduce them in 20 min. (Annex 7 – PPT5). Participants will receive a short paper about the city and its background situation. This is in principle a simulation of STEP0 (first contact with a city) and STEP1 (analysing the status - desk research and city visit) of the audit process.

Divide participants into groups by an individual city case study. One group will be assisted by a facilitator, another one by the main trainer. Both of you will be available during the 95 minutes of the pilot audit. At the same time you will collect the feedback in the group and also help the participants to understand what they can do to avoid failure in a real situation. One of the participants in the group makes notes and will present pilot audit results after the coffee break. The Pilot will follow several steps:

**Simulation of STEP2 – Assessment (45 min)**

During the STEP 2 of a real ADVANCE audit, members of the ADVANCE audit working group complete the questionnaire (Annex 12) individually. The ADVANCE Auditor remains available by phone and email for questions and support. All the questionnaires are collected, summarized and analysed by the auditor. He/she makes an overview of the results, lists the individual comments and prepares a consensus meeting. The auditor uses the ADVANCE questionnaire summary tool (Annex 13) to analyse the individual results. Graphs are automatically generated to help interpret the results and to facilitate the discussion and the achievement of a consensus.

During the pilot audit each participant receives two different pre-completed questionnaires and one empty questionnaire. He/she completes empty questionnaire as a member of working group (e.g. in a role of director of PT, representative of NGO...). The name of his role is written in a contact data sheet in the case study questionnaire. After that he/she put all three questionnaires in the summary tool. (It is also possible to do whole exercise in pairs). Then questionnaires of all trainees in the group are added to the summary tool by trainer, analysed, and the output (data and graphs) are then used as input for the consensus meeting. The advantage is that the trainees will recognise their input and they can motivate their choice in the discussion.

**Simulation of CONSENSUS MEETING (50 min)**

During the consensus meeting in a real ADVANCE audit process the auditor presents the results of the questionnaire survey. Focus is put on those items where there is a clear difference in answers. Via plenary discussion a consensus on the score or answer is searched for every mission field. Several options to achieve a consensus are available: keeping the arithmetic average, up- or down grading based on arguments of individual group members, voting for average score. The auditor plays the role of facilitator in the whole discussion. The same discussion takes place with regard to the action fields. Based on the preliminary desk research and site visit by the auditor and on the scores on the different action fields it becomes clear on which action fields the city needs to focus in future. There should only be one score from the ADVANCE working group for each statement covered by both the mission and action fields.¹⁵

During the pilot audit, one participant in the role of an auditor, and the others in their role as mentioned before, will present the results (graphs) from the questionnaires using the summary

¹⁵ Picture source: http://cdkn.org/project/building-consensus/
tool. Led by auditor in his role play they start to find biggest differences and discuss about consensus and status of the city. Perhaps they will not see the situation in the same way. We all look at any situation though our own lens. Our perspectives are influenced by our different life experiences or current working organisation structure. All points of view are considered valuable and relevant. Give participants examples of techniques to reach consensus. At the end of this session they have to reach some consensus about city position. The trainer will be an observer and can give feedback afterwards on the pros and cons during the discussion, the way the meeting was lead, etc.

For more tips see:
https://www.boundless.com/management/decision-making/managing-group-decision-making/techniques-for-reaching-consensus/
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198103_hartman.pdf
http://web.mit.edu/publicdisputes/practice/cbh_ch1.html

During the real audit the whole assessment process including consensus meeting takes about 6 weeks. The ADVANCE workshop provides an intensive educational experience in a short amount of time when a more comprehensive initiation may not be available. Because of that, the whole procedure was simplified (pre-completed questionnaires giving similar results, model city weak only in some action and mission field, etc.). Explain this fact to participants. Point out, that the training workshop just briefly introduces a new audit tool and ask them to investigate it further on their own in the future.

Guide, support and assist participants during this session!
In this session participants learn: to use questionnaire, to use summary tool, to lead consensus meeting, to use techniques to reach consensus. During this session they can help themselves to coffee or refresh themselves. It will make this part more flexible in terms of time spent by individual participants. Be at their disposal during the entire group work.

![Picture 8: Pilot audit (Maribor, Zilina)]

- Check to make sure that one of the participants takes notes about the work in the group!
- PPT5
- Annex 2, Annex 12, Annex 13
Topic 8 – Pilot audit – conclusions (by main trainer, facilitator and participants)

The representatives (speakers) of both groups present the results of the pilot audits. Both have 20 minutes to do that. They can explain their attitudes, problems any open questions that arose during the pilot audit, and tell how they reached the consensus etc. Finally you should summarise and conclude a performed pilot audits and group work (20 min.).

Annex 2

Topic 9 – Conclusions of the 1st day (by facilitator)

At the end of the day conclude the first workshop day, briefly present an agenda of the second day and thank the attendants for their active participation in 10 min.

Topic 10 – Second Day: Introduction (by facilitator)

Facilitator presents the agenda of the second day (Annex 3 - PPT1).

If you use a different time model for the workshop agenda, e.g. 0.5+1+0.5 you will have to modify the sequence of some topics (e.g. topic 10).

PPT1

Annex 2

Topic 11 – Pilot audit – Part 2 (by main trainer and facilitator)

This session is a continuation of Topic 7 and Topic 8. Participants proceed to work in the same groups as a day before. They continue the audit process. One group will be assisted by the facilitator, another one by the main trainer (should the need arise by the other person). Trainers will be at disposal of the group during these 95 minutes, during the whole pilot audit. At the same time they will collect feedback in the group. They will also help participants to understand, what they can do to avoid failure in a real situation. One of the participants in the group makes notes and will present pilot audit results after the coffee break. Explain the content of this session during the first 15 min. How will the second part of pilot audit be organised?

Simulation of STEP3 – Prioritisation (20 min)

During the STEP 3 in a real ADVANCE audit process the auditor drafts a local action plan (AP) (Annex 14) based on the list of possible improvement actions as a result of Step 2. In the AP concrete objectives and actions are set out in a timetable with specific budgets and responsible persons or departments and the impact on CO2-reduction and energy savings. The reviewed AP is sent to the working group members by the contact person of the city in order to prepare for the prioritisation meeting. This process takes about 6 weeks.

During the pilot audit participants who presented results a day before remind the others of the results of assessment (10 min). During the following 10 minutes each participant individually prepares his/her list with priorities for the city.

Simulation of PRIORITISATION MEETING M3 (40 min.)

During the real prioritisation the meeting discussion takes place on the priorities in the list of actions mentioned in the draft AP. The discussion is done in a plenary session or in different...
working groups. The auditor provides guidance in the discussion and helps the working group to come to conclusions on the prioritisation. All the comments are taken into account for the next step (editing of final action plan). The working group discusses and agrees on which (other) stakeholders need to be consulted before drawing the final AP.

During the pilot audit participants discuss mutually the overall priorities. At the end they set up the list of priorities.

- Guide, support and assist participants during this session!

Simulation of AP preparation (35 min)

Identifying priority areas is not, in itself, enough to accelerate the delivery of specific outcomes in a real situation. Usually it is necessary to prepare some recommendations on system changes that should be put in place and to suggest a package of appropriate measures. The Action Plan template is a tool of the ADVANCE Audit Scheme containing particular measures for the city. The plan also aims to raise awareness among local decision-makers regarding the correlation of energy efficiency and transport. Some key points to develop a coherent and comprehensive action plan are important to a future successful implementation.

The Action Plan is not an SUMP, but it can be the basis for SUMP development (in starting cities without a SUMP) or SUMP upgrade (in advancing or advanced cities). The Action Plan should contain actions which can be implemented quickly (quick-wins) as well as more long-term, strategic actions. Participants together discuss AP. They briefly draft a plan based on the list of priorities or give their recommendation, how it could look like. They will have at disposal also the copy of real AP from the ADVANCE test run.¹⁶

In this session participants learn: to set up priorities, to lead prioritization meeting, (they see person leading discussion) to use techniques to reach consensus about priorities, prepare and evaluate AP.

- Lead participants while preparing AP during this session!
- Prepare example of AP from ADVANCE test run.
- Tips from the training first run!

Trainees were very active and interested in Pilot audit and there were very lively discussions. They had many questions about questionnaire (content) and questions related to real audit process. They also played their roles very real. Many of the trainees commented that it was really now during pilot audit that they got the feeling and idea of how the Advance audit is done in reality. It is recommended to have enough time for pilot audit to explain in more detail how the analysis of the self-assessment is done, how measures are prioritised and action plan developed. Use an example of Action plan from the test city in your country. Ensure that all participants use actual version of Excel.

- PPT6, Annex 1, Annex 14, example of real AP

¹⁶ Source: http://www.melanoandassociates.com/services/group-facilitation-and-strategic-planning
Annex 2, Annex 14, example of real AP

Topic 12 – Conclusions from pilot audit (by participants)
The representatives (speakers) of both groups present the results of the second part of the pilot audit. Both have 30 minutes to do that. They can explain their opinions, talk through problems and raise questions which came up during the pilot audit.

Annex 2

Topic 13 – Final conclusions from pilot audit (by main trainer)
In this session you will at first summarise and conclude pilot audits and group work (20 minutes). The second part is dedicated to conflict management (Annex 9 – PPT7). People have different viewpoints and under certain circumstances, these differences can escalate into a conflict situation. During the real audit process especially when it is necessary to prioritise something, reach consensus or suggest appropriate measures for action plan some conflicts can occur among people. Explain to the participants how to prevent potential conflicts during the audit process, how to deal with difficult persons in the working group, how to manage the whole process right, and how to reach a consensus. This section is something like do’s and don’ts for a good auditor (30 minutes). Dedicate the last 10 minutes to this discussion.

Tips how to prevent conflicts!
Any time you bring together people from differing backgrounds and experience, conflict can often occur. Many people view conflict as a negative, or something to be avoided. But conflicts and differences are a natural result of people working together. Auditor can find his/herself in such a situation. He/she as a team leader has to facilitate through it. A conflict is often termed either as functional or dysfunctional. Functional conflict is at a level that enables a group to maximize its performance, and the outcomes are desirable. Managing a balance between these types of conflict is the key to effective groups. A conflict can be concerning issues, ideas, principles, people, emotions, or values.

The two key goals for the auditor is to remain impartial, and to facilitate understanding among the group members. He/she has several ways how to prevent or minimize conflict.\(^\text{17}\) He can use preventive strategies:

- At the beginning of each meeting, ground rules should be developed. These should incorporate processes or behaviors that the group will allow or prohibit. Ground rules can be useful because as a conflict arises, the leader can refer the team back to them for guidance.
- Another technique is to develop a team agreement on how the group will resolve the conflict if it occurs.
- Finally, it is important to focus on goals of the team early in the process. Many times conflict arises from goal mis-alignment, and if this is uncovered and cleared up early, then it could minimize problems later.

The auditor can also use some of the reactive strategies:

- An authoritative approach, simply tells the group what the resolution will be. Resolves it quickly and without discussion.

\(^{17}\) Picture source: http://comerecommended.com/2012/11/how-to-manage-conflict-with-your-boss/
• Adjusting conflicting differences, exchanging concessions, or give and take to reach the middle ground. Often a third party mediator is effective in negotiating the give and take of both sides.

• Accommodating the sacrifice of self-concerns in yielding to another person. Most valuable when one person has more vested interests in the outcome, when one person is wrong, or when there may be more to gain later.

• Avoiding withdrawing, sidestepping or postponing the issue. Most effective when importance of issue is low, when the conflict is a symptom of a bigger issue, or when time alone will bring about a natural outcome.

• Many researchers of conflict resolution suggest using a step-by-step process. This enables the leader to follow a systematic approach to resolving a conflict.

For more tips how to prevent conflicts see!
http://info.profilesinternational.com/profiles-employee-assessment-blog/bid/109163/5-Tips-for-Preventing-Unhealthy-Team-Conflict
http://en.wikibooks.org/wiki/Managing_Groups_and_Teams/Conflict

Tips how to deal with difficult persons in the working group!
It can be that sometimes there are "difficult" people in the working group and there can be different types of "difficult" people. It can be someone who: is hostile or aggressive, who steamrolls over others, who constantly complains, is unresponsive, knows it all, says no to everything, avoids taking responsibility, etc.. You can’t “make” another person change his/her behaviour, the only thing you have the power to change is your response to the behaviour.

Essential skills how to deal with it include:

• Know your last straw. Identify the line between what you can work with and what you will not tolerate (limits).

• Let the person’s negative statements and energy “bounce” off of you. Remember that what gets rewarded gets repeated.

• Use your non-verbal and verbal communication skills to neutralize the person’s behavior and increase your chances of being heard and understood.

• Listen, Reflect and Probe: “What I’m hearing you say is...Does that sound accurate? Is there anything else?"

• The goal is to stay calm, show understanding and empathy (when appropriate) and find out how you can help so you can move the conversation from problems to solutions.¹⁸

For more tips how to prevent conflicts see!

³⁵ B4 – conclusions and certification

Topic 14 – Questions and answers session (by facilitator)

Present good practice by the help of case study from European cities using SUMP concept (20 minutes). There is a .ppt presentation at your disposal prepared by ADVANCE consortium (Annex 10 – PPT8). You can modify it according to your needs. This session should also outline the situation in your home country and prepare participants for potential problems in the future. Lead discussion about the best practice examples and situation in your home country. Participants can discuss particular issues, provide feedback on something, brainstorm solutions to problems, etc. (20 min).

**Topic 15 – Practical issues and final questions (by main trainer)**

ADVANCE workshop provides an intensive educational experience in a short amount of time, when the time for a more comprehensive effort may not be available. The workshop introduces a new audit tool, encouraging participants to investigate it further on their own, or to demonstrate and encourage its usage. It provides participants with directions to the ADVANCE consortium support mechanisms (contacts, on-line tools, materials) for future use.

Answer any final questions from participants. You may also include a short review of learned skills, announce the next activities and inform participants about the feedback. At the end of the session distribute the questionnaire for the training evaluation (Annex 15). This will help determine what the participants have learned, help with future planning, and provide reassurance that the trainees follow-up their training with relevant actions to apply, improve, develop and reinforce learning attained. The whole session takes 30 minutes.

**Annex 15**

**Annex 2**

**Topic 16 – Certification and conclusions (by auditor and facilitator)**

Participants are presented with their ADVANCE certificates. The ADVANCE certificate should be an accepted certification for auditors and remains the standard by which trainees demonstrate their competency and professionalism in the auditing in the field of mobility planning. Trainees should leave the training enriched with educational experience and applicable knowledge. The Facilitator concludes the whole workshop.
Picture 9: Participants awarded by certificates (training Malmö and Szczecin)
4 LIST OF ANNEXES

Annex 1 – ADVANCE Audit Scheme
Annex 2 – Handouts for trainees
Annex 3 – PPT1 – General introduction
Annex 4 – PPT2 – Introduction to SUMP
Annex 5 – PPT3 – Introduction to ADVANCE audit scheme – Part 1
Annex 6 – PPT4 – Introduction to ADVANCE audit scheme – Part 2
Annex 7 – PPT5 – Pilot audit – Part 1
Annex 8 – PPT6 – Pilot audit – Part 2
Annex 9 – PPT7 – Hints for audit process
Annex 10 – PPT8 – Questions and answers session
Annex 11 – Questionnaire template (before workshop)
Annex 12 – Assessment questionnaire
Annex 13 – Summary tool
Annex 14 – Action Plan template
Annex 15 – Evaluating questionnaire template