Urban Planning and Management Project
(Decentralization of Physical and Urban Development Planning)

Ministry of Interior (MOI): OPS - DOLA - DTCP
Deutsche Gesellschaft für
Technische Zusammenarbeit (GTZ)

Summary Curricula

for the National Municipal League of Thailand (NMLT) on:

- **Stronger Leadership Skills and Techniques (Module 1)**
- **Urban Management (Module 2)**
- **Urban Environmental Management (Module 3)**

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The curricula

Foreword & notes

Foreword:

The material utilized for this curriculum originates in an extensive preparation process, a variety of sources and in a series of Pilot Workshops (PWS) held in Uttaradit Province between June and July 2001.

Background: In order to approach this curriculum and its development, the Urban Planning and Management Project (UPMP) added the National Municipal League of Thailand (NMLT) as an additional cooperating partner. Together they agreed on a focus on curriculum development for their joint project and outlined a possible structure and priorities for such a curriculum through an international consultancy ('Groemig-Report', see sources, below). Three priority areas were identified for the curriculum, namely Leadership, Urban Management and Urban Environmental Management. Materials for the curriculum were adapted from existing UPMP and UEMP (Urban Environmental Management Project) materials and supplemented with input from local consultants at Chiang Mai University. Testing in a Pilot Workshop format was conducted in Uttaradit Municipality with participation from representatives from 20 municipalities from Uttaradit and Sukothai provinces.

The curriculum development process: Beginning in November 2000, a series of meetings with all parties and target groups concerned was organized by the UPMP in order to provide a detailed TOR for this project and to establish the extent to which reference material from other projects could be utilized. After the curricula for the Pilot series were developed in accordance by the curriculum development consultancy team, PWS were initiated in Uttaradit province. A final 'lessons learnt WS' was organized at the end of August in order to incorporate criticism of the target group into the final curriculum, as presented in these two volumes.

Sources: A substantial part of the curriculum development was encouraged and guided through sample material by the UPMP. Through close cooperation with the curriculum development team and as observer during all training modules of the PWS, the UPMP was able to extend much of their material and knowledge from other related UPMP projects to the curriculum development process (see bibliography in the attachment).

Another source of important input was the NMLT and the Uttaradit municipality. Both were able to forward valuable suggestions and ideas during a series of need-assessment workshops in Bangkok and Uttaradit province.

Notes:

The results of this team-effort, developed for use by the National Municipal League of Thailand (NMLT), are separated into two volumes. The reasons for this is the need to keep the training material as complete and detailed as possible, while at the same time give an easy format to use.

Thus, Volume 1 is the **'Curricula Summary'** and contains the following elements:

- ⇨ An outline of the target-group with its special characteristics
- ⇨ Didactical structure of the curricula
- ⇨ Modules 1, 2, and 3 ('Stronger Leadership Skills and Techniques', Urban Management, Urban Environmental Management') in summary format that will enable users to apply their own training material to the modules along lines that represent the need of the target groups as assessed before the curriculum development and through evaluation after a series of Pilot Workshops (in Uttaradit Province, June-August 2001)
- ⇨ Checklists for each module, which can be used as guidelines for users of the curricula, when deciding on the final contents of their respective training WS
- ⇨ Reference material provided by the Urban Planning and Management Project (UPMP)

Volume 2 comprises the **'Detailed Curricula"** and contains the following elements:

- ⇨ The detailed curriculum for each of the three modules as elaborated during the Pilot WS series in Uttaradit province (Corrected versions after the Lessons Learnt WS).
- ⇨ All input-related material for each of the modules (Corrected versions after the Lessons Learnt WS).

The **Curricula Summary** and the **Detailed Curricula** can provide those users of the training curricula, which do not have their own material, with a complete set of training data. Related input-material is organized immediately after each session topic of each module, so that they might be used only partially at convenience.

List of used logograms

	Refers to a process during the training
	Organizational frame-work
	Implementation framework
	The learning concept of a module
	Learning objectives of a module
	Implementation tips
	Sequence of process-sessions within the learning concept
	Tips for Teamwork between lecturer, moderator and coordinator
	Links to the learning concept
	Special roles/duties
	Implementation steps
	Checklists on the most important management steps

▫ Basics

The WS (training) implementation area:
Municipalities in Thailand

The WS target group:
Mayors and other decision-makers on the level of Tesaban Muang and Tesaban Tambon

General characteristics of each module:
A 2-day training workshop focusing on management aspects, skills and tools; out-put oriented with a firm basis on a conceptual frame.

Special characteristics of each module:
A 2-day training workshop that is user-oriented and can successfully transfer academic knowledge onto an implementation level for decision-makers in Tesaban Muang and Tesaban Tambon

▫ General objectives for the curricula

The training curricula was developed under consideration of the following aspects:

1. The main didactical objective of each module was to forward options on **what can be done** to solve the different local problems in terms of **management steps**.
2. The result desired for the WS is to provide the participants with a variety of management tools and options to assist decision-making in regard to **individual management steps necessary to arrive from a problem assessment at a problem solution**.
3. New approaches are introduced; in for example, stressing **inter-Tesaban cooperation** or building a firm base for participants **to make educated and practical decisions** on whether out-sourcing might be appropriate to solve a local problem, etc.
4. Each module concentrates **on a few central topics for each WS**.
5. Each module provides printed aides in form of a topic summary (checklists) for the participants that can be used in their Tesaban Tambons / Tambon Muang, that, for example, **outline and define the most important management steps** and procedures to follow while approaching a local problem and its solution.
6. Each module builds capacity of the participants **under recognition of their extensive knowledge of local problems and procedures** and, in principle, provides **new options for the participants towards approaches in problem solutions**.

7. The curriculum used for each module enables the NMLT to copy the WS format and **repeat/reproduce the WS under their own supervision as a service to the members of the NMLT**.
8. The modules focus on **practical management instructions and tips and an easy and interesting format**.
9. As a general approach the WS focuses **on everyday and simple explanations that provide keywords and present technical terms only in brackets**.

▫ General outline on didactics

The training concentrates on practical application aspects for the trainees to be utilized independently in their respective Tesaban Tambon/Tambon Muang. The modules focus on a small number of central aspects of the respective topics according to the following pattern:

1. Introduction of the module outline, for example learning concept, objectives, expected outputs, etc. (Type: Moderation)
2. Introduction of a basic theoretical understanding. (Type: Lecture/Moderation)
3. Introduction of practiced relevant examples from inside and outside of Thailand. (Type: Lecture and plenary session with slides and other optical presentation methods.)
4. Link and deepen the understanding/relationship between the theoretical foundations and the given practical examples. (Type: Group discussion/Moderation)
5. Focus the trainees' perception built during steps 1-3 (above) on local WS-topic-related problems. (Type: A variety of tools is available, e.g., SWOT-Analysis, Problem-Tree, Brainstorming etc…)
6. Practical exercise. (Type: Divide trainees into a number of groups for a practical session and exercise on local problems and guide them through the exercise, with an eye on inter-Tesaban cooperation.)
7. Critical analysis of exercise results. (Type: Presentation of exercise results of each group in combination with group discussion)
8. Local specifics of problem related topics as shown by the exercise. (Type: Group discussion/Moderation)
9. Summary of the WS (Type: Moderation)

The training process should especially focus on:

- ❖ Active participation of trainees
- ❖ Easily understandable 'packages of knowledge' that can be communicated to other, non-participating members of the individual Tesaban Tambon/Tambon Muangs
- ❖ Easily understandable and usable 'tools' for each WS topic
- ❖ Various methods of assessment, evaluation and action planning to enhance the usefulness of the 'packages of knowledge' and 'tools'

Module 1:

Stronger Leadership Skills and Techniques

Module 1: Stronger Leadership Skills and Techniques

Outline Session plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm-up	Team building, Games		½ hour
1. Concept and role of leadership:	Lecture & moderation & exercise in single, large group		**¼ day**
1.1Role of a Leader	Group discussion - short presentation of results	Overhead Transparency (OT)	Two units equal in length
1.2 Characteristics of leadership			
2. Management Guidelines for a Leader:	Lecture & moderation & exercise in single, large group		**¼ day**
2.1 Organizational management cycles	Group discussion - short presentation of results	Whiteboard and OT	Three units equal in length
2.2 Factors for Management			
2.3 management principles and procedures			
3. SWOT Analysis of the Organization:	Short lecture & moderation & exercise in small groups with not more than 5 participants		**½ day**
3.1 Analysis factors	Lecture	OT	Short unit
3.2 The Analysis Process (SWOT table)	Exercise - present group results - discuss group results (in a single, large group)	OT - Soft board - (Zopp-case) - - SWOT-board	
	(Lecturer & Moderator are on stand by for questions)		
4. Stakeholder & resource analysis:	Short lecture & moderation & exercise in 4 groups with equal number of participants		**¼ day**
4.1 Stakeholder analysis	Exercise & role-play – analysis – presentation of results – group discussion (large) on results	OT - Soft board - (Zopp-case) - - SWOT-board	Two units equal in length
4.2 Resource analysis process			

5. Participation Analysis:	Question-oriented session with group activity and summary		**¼ day**
Who, where, what how, when, etc…	Exercise – summary of results in large group	OT - Soft board - (Zopp-case) -	
6. Teamwork:	Lecture & moderation & exercise in small groups with not more than 5 participants		**¼ day**
6.1 Teamwork	Exercise – team building – presenting and discussing results	OT	Two units equal in length
6.2 Collaboration			
7. Leader's Management Skills:	Short lecture & moderation & exercise in small groups with not more than 5 participants or in single large group		**¼ day**
7.1 Supervising a plan/ organizing/ facilitating/ controlling/ coordinating	Exercise and/or role-play – group discussion – summary of results	A selection of available teaching aids used in previous sessions in accordance with chosen approach	Three units equal in length
7.2 Strengthening and improving leadership, keeping operations up to standard, training your staff			
7.3 Handling conflicts			

Didactical Summary

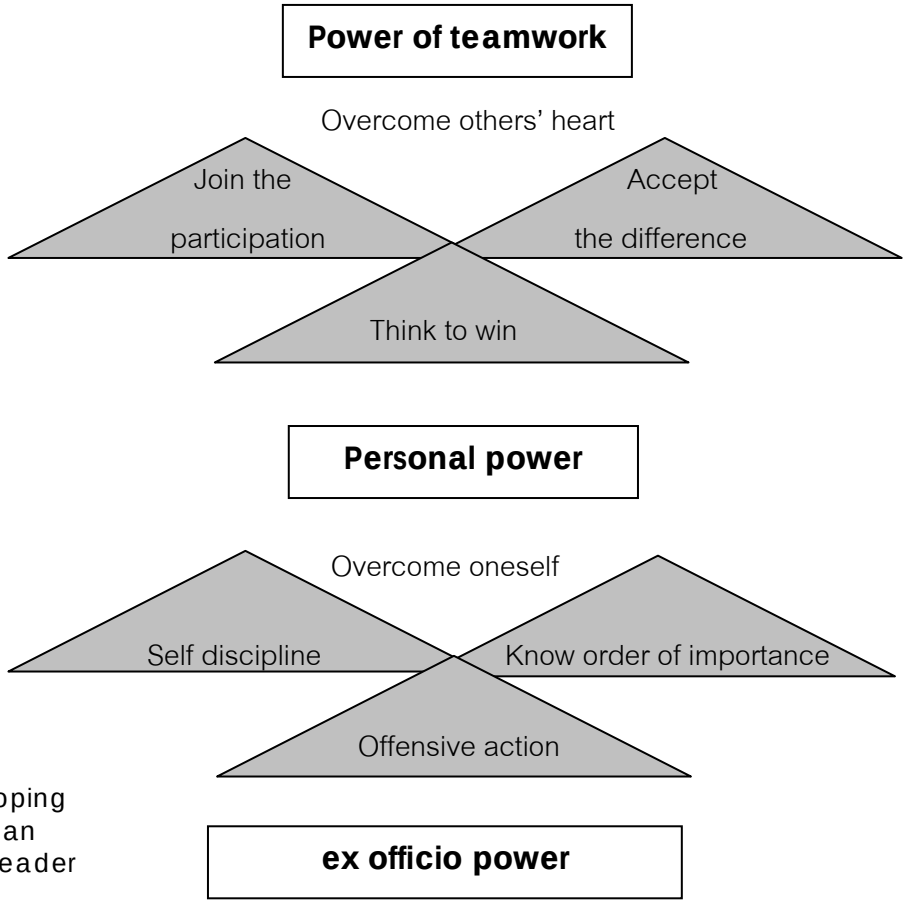
The learning concept

The learning concept forwarded in this module concentrates on aspects that stress an action oriented approach in leadership behavior through:

- ⇨ Self-assessment
- ⇨ Decision-making
- ⇨ Strategic action
- ⇨ Assessment
- ⇨ Monitoring

⇨ Teamwork
⇨ Supervision
⇨ Conflict management

Starting with a focus on the person of a leader, the training gradually extends the conceptual focus of leadership to one within an organization and operating trough teamwork (see graph 1).



Graph1: Developing oneself into urban management leader

Learning objectives

- Participants know and understand the meaning and significance of leadership
- Participants know and understand the meaning and significance of the state of leadership
- Participants know and understand management principles of a leader
- Participants know and understand the development of leadership
- Participants know and understand how to use SWOT analysis, stakeholder analysis, resource and participation analysis

Implementation Tips:

The following aspects might be useful to keep in mind during the training:

- ⇨ Participants of the WS are already leaders. Otherwise they would not be present. Utilize their extensive experience
- ⇨ Practical exercises to introduce tools should be conducted in small groups (4-5)
- ⇨ Use games whenever possible during the learning process to establish the frame of concepts in leadership
- ⇨ Time between lecture and moderation should be equally shared, thus keep lectures to a minimum and employ a 3-i learning approach (Inductive, impartial, interactive: see chapter on didactical structure)

Sequence of process-sessions within the learning concept:

The sequence of the process-sessions of the curriculum is considered a suggestion to achieve an optimum content of the training. However, actual needs in Tesabans might indicate a slightly different approach.

1. **Concept and the roles of leadership**
2. **Management Guidelines for a Leader**
3. **SWOT Analysis of the Organization**
4. **Stakeholder analysis/Resource analysis**
5. **Participation Analysis**
6. **Teamwork**
7. **Leader's Management Skills development**

WS contents divided into process-sessions (☑):

☑ Warm-up (first event of the WS)

1. **Get the participants to know each other**
2. **Assess the local urban frame as relevant for the session topics**
3. **Introduce the WS out-line in its relevance to the assessed local frame**

☑ Concept and the roles of leadership

Learning objective:
At the end of this session, the participants should be able to

1. Work with a definition of leadership in the context of urban management,
2. Understand the characteristics of leadership,
3. Understand leadership styles and their effect
4. Enable participants to identify the actual leadership style appropriate for a given situation,
5. Identify (personal) requirements for highly effective leadership.

Link to the learning concept:
Understanding about the definition of leadership will make the participants consider that

- ➲ Leadership doesn't come from the authority of position that they have,
- ➲ They have to be open-minded in order to assess and improve themselves
- ➲ Leadership refers to the skill and technique to motivate people and concerned agencies
- ➲ Leadership styles do or do not fit within a given situation that requires leadership

Topics of the session:
1.1 The role of a leader
1.2 Characteristics of an effective leader

Tools/skills taught should focus on:
Improve self-assessment and understanding of participants' own leadership roles, styles and requirements.

Suggested implementation steps:

1. Introduce each of the topics in an equal mixture of lecture and moderation
2. Conduct an exercise related to self-assessment together with the lecturer, moderator and participants in one single, large group (style: group-discussion with following short summary of results).

☑ Management Guidelines for a Leader

Learning objective:

At the end of this session, the participants should be able to

1. Understand the importance and the essence of at least one organizational management cycle (for example: PDCA = Plan, Do, Check and Act),
2. Identify the organizational aspects of a management process in regard to leadership,
3. Understand how management principles support the role and effectiveness of leadership.

Link to the learning concept:

Management is the process in which active and effective leadership is expressed, therefore, knowledge of the management process is a pre-condition to

- Understand where and when it is necessary to show leadership,
- Identify an optimum course of action to reach an objective
- Identify priorities and define an order of importance
- Adopt key principles such as democracy, honesty, justice, teamwork, empowerment, etc.

Topics of the session:

2.1 Organizational management cycles
2.2 Factors for Management (for example: software i.e. staff, skill, style, shared value, and hardware i.e. system, strategy, structure)
2.3 The leader's management principles and procedures (principles, methods, and characteristics of a good leader)

Tools/skills taught should focus on:

Decision-making in the context of leader-team relationship

Suggested implementation steps:

1. Introduce each of the topics in an equal mixture of lecture and moderation

2. Conduct an exercise related to decision-making together with the lecturer, moderator and participants in one single, large group (style: group-discussion with following short summary of results).

☑ SWOT Analysis of the Organization

Learning objective:
At the end of this session, the participants should be ale to
1. Understand and execute an organizational Analysis
2. Create a framework for organizational development
3. Perform steps relevant to points 1. and 2. by using SWOT Analysis
4. Identify the key issues from the SWOT analysis' result for an action and policy framework.

Link to the learning concept:
An organization is the leader's mechanism for action and policy implementation. Therefore, understanding about internal factors and external factors will help the leader to
- ➲ Better facilitate and strategically handle a management process
- ➲ Articulate strategic organizational issues
- ➲ To understand (passively) and define (actively) the context and extent of interaction between the organization and urbanization.

Topics of the session:
3.1 Analysis factors (internal and external factors)
3.2 The Analysis Process (SWOT table)

Tools/skills taught should focus on:
Strategic understanding of analysis and resulting action

Suggested implementation steps:
1. Introduce each of the topics in an equal mixture of lecture and moderation.
2. Separate the participants into groups with not more than 5 each.
3. Let each group suggest a topic that it would like to try analyzing with the SWOT tool.
4. Give ample time to conduct the analysis and stand by for questions (lecturer/moderator).
5. Have each group shortly present their results
6. Group discussion concerning the results

☑ Stakeholder & resource analysis

Learning objective:
At the end of this session, the participants should be able to
1. Understand/use Stakeholder Analysis and its application in urban management
2. Understand and perform resource analysis,
3. Use the result of stakeholder and resource analysis to
   3.1 Select appropriate strategies and a frame of implementation
   3.2 Estimate a policies' success probability
4. Understand public participation as the key principle of fostering a partnership with stakeholders.

Link to the learning concept:
Both internal and external stakeholders are key success factors of a leadership's accomplishment in urban management. Therefore, understanding and properly assessing this context will help leaders to
- ➲ Correctly decide on levels of the use of authority and/or public participation
- ➲ Fine-tune his/her leadership style,
- ➲ Translate urban development needs into strategic interaction with stakeholders,
- ➲ Strategically employ Public Participation

Topics of the session:
4.1 Stakeholder analysis process (listing stakeholders, identifying needs and objectives, reactions from stakeholders, grouping stakeholders, determining strategy)
4.2 Resource analysis process (Listing resources, categorizing resources, checking which group possess which resources)

Tools/skills taught should focus on:
Strategically balance between public/stakeholder interests and urban development needs

⌛ ***Suggested implementation steps:***
1. Introduce each of the topics in an equal mixture of lecture and moderation.
2. Separate the participants into 4 groups with an about equal number of participants.
3. Give each of the groups a fictive role in accordance with a stakeholder analysis.

4. Give ample time to conduct the analysis by each of the groups representing its assumed identity and stand by for questions (lecturer/moderator).
5. Have each group shortly present a summary of their experience during the exercise.
6. Group discussion concerning the results.

☑ Participation Analysis

Learning objective:
At the end of this session, the participants should be able to
1. Monitor their strategies and the implementation process
2. Identify problems in public participation

Link to the learning concept:
➲ This session is used to identify existing and needed levels of participation to enhance leadership effectiveness in regard to implementation activities.

☺ **Special duty of this session:**
This session offers no new theoretical concepts, but works with easy, everyday questions that can be used to take stock of municipal activities. The foremost duty is to link monitoring with the concepts, tools and skills taught and approached in all previous sections in an easy-going, conversation-like style. Here, **the participants** should propose on-going municipal activities to be analyzed for an implementation assessment and monitoring evaluation in light of the new knowledge they have acquired during the previous sessions.

5.1 Questions of the analytic process:
- Who took part in the activities in your municipal areas?
- Were all involved eager to participate with the above activities?
- What are the objectives and the missions of the participation?
- In what ways are the participants involved?
- How influential are the participants?
- How did they participate in your municipal activities?
- How did you promote activities for participation?
- How does your municipality activate the participation?

Tools/skills taught should focus on:
Implementation assessment and monitoring through participation analysis

Suggested implementation steps:

1. Address the participants with the questions of the analytic process for an on-going process in their municipality that they agree/choose to analyze
2. Collect contributions during the process in written form
3. Continue the exercise by using the soft-board
4. Summarize the results together with all participants
5. (Keep the results at hand for a possible use in the process-session on teamwork)

☑ Teamwork

Learning objective:

At the end of this session, the participants should be able to

1. Comprehend the individual roles of their staff in team effort
2. Utilize teamwork to enhance urban management effectiveness,
3. Know various principles of cooperation,
4. Blend cooperative style with leadership style.

Link to the learning concept:

Teamwork is management based on psychological understanding of group-activities. Blending leadership with teamwork will help to

- Manage the internal stakeholders
- Work cross functional and in an inter-organizational context,
- Improve role arrangement within group-activities,
- Understand various factors in collaborative activities

Topics of the session:

6.1 Teamwork (roles and duty of team members)

6.2 Collaboration:

- fundamental rules of collaboration (for example: objectives, transparency of operation, responsibility , planning, leadership etc.)
- fundamental factors of collaboration (for example: organization, coordination, related offices, management)

Tools/skills taught should focus on:

Teamwork and collaborative activities

Suggested implementation steps:

1. Introduce each of the topics in an equal mixture of lecture and moderation
2. Separate the participants into groups with not more than 5 each.

3. Conduct an exercise related to teamwork by having the groups draw up a team (and roles/duties of their team members) for an activity of their own choosing
4. Present and discuss results.

☑ Leader's Management Skills development (Supervising and Handling Conflicts)

Learning objective:
At the end of this session, the participants should be able to
1. Understand the importance and dimension of coaching
2. Better understand causes of conflict in order to prevent its possibility,
3. Decide on approaches of handling/managing conflict

Link to the learning concept:
➲ A leader's management skills are important to improve the potential of all activities. His abilities to coach and to handle conflict are therefore the frame that unites all previous session and decide whether he/she can become a stronger leader based on the newly acquired skills and techniques.

Topics of the session:
7.3 Supervising a plan/ organizing/ facilitating/ controlling/ coordinating
7.4 Strengthening and improving leadership, keeping operations up to standard, training your staff
7.5 Handling conflicts, for example confrontation, negotiation, and problem solving

Tools/skills taught:
Supervision and conflict management

Suggested implementation steps:
1. Introduce each of the topics in an equal mixture of lecture and moderation
2. Let the participants suggest leadership behavior in regard to supervision and conflict management based on one of the activities from previous process-sessions – or –
3. Introduce role play for supervision and conflict management based on an activity suggested by participants, by dividing into small groups, where each group plays out the role of a constituent part of a team

1 Checklists on the most important definitions and management steps in Stronger Leadership Skills and Techniques

Checklist 1

Characteristics of good leader

A good leader has to have:

1. Knowledge: knowledge is the most essential tool for the efficient operation
2. Initiative: initiative is the need to do something without waiting for an order, giving comments to help improving something
3. Courage: courage is the physical, oral and spiritual readiness to accept danger, difficulty, or any pain
4. Decisiveness: decisiveness is the ability to make decisions immediately, clearly, absolutely
5. Tact: tact is the ability to contact or relate to others in an appropriate physical and oral manner
6. Justice: justice is to act in fairness, moral, to be impartial, to be not biased to cause any benefit or disadvantage to anyone.
7. Bearing: bearing is the appropriate appearance/manner and way of dressing
8. Endurance: endurance is the ability of the body and mind to endure anything by controlling personal greed and passion.
9. Enthusiasm: enthusiasm is a high intention and attention to do any duty or mission.
10. Unselfishness: unselfishness is the control of personal happiness or benefit by eliminating personal greed and passion. The unselfish person is actually honest and does not destroy others.
11. Alertness: alertness is the absence carelessness and tardiness, but the presence of carefulness, prudence and swiftness in one's action.
12. Judgment: judgment is the power of thought to help considering anything or any situation rightly by measuring each reason and then conclude a just and objective opinion or agreement.
13. Humility: humility is the absence of arrogance and not being proud of unreasonable things.
14. Humanity: humanity qualification of mankind as good; consisting of mercy, kindness, pity, and sympathy: the action that does not cause any loss of public profit.
15. Loyalty: loyalty is a personal condition or qualification of someone who is honest to other people, to his own duty, and to the government. Leadership has to be composed of honesty towards the group or the public.

16. Social ability: social ability is to have proper personality to act rightly in social gatherings.
17. Self-control: self-control is the ability to control the mind by balancing the emotions from all five senses: hearing, tasting, seeing, smelling, and touching

Checklist 2

The efficient leadership

1. Intelligence: intelligence is the brilliance to analyze problems or the complex relation between people, as well as perception, communication, and persuasion of other people.
2. Social maturity: the leader tends to be widely interested and open-minded in general and has to be emotionally consistent and not too sensitive.
3. Inner motivation and achievement drives: the leader, in general, usually has a relatively high level of achievement drives and responds to outer motivation by working for the reward under his own appreciation.
4. Human relations attitude: the successful and acceptable leader actually achieves his work through the help of others, such as followers or colleagues, based on a leader's very own understanding of society , which is subsequently developed into higher human skills.

Checklist 3

Planning procedure

There are 5 strategies for planning procedure:

1. Setting a desirable future situation by creating vision, mission statement and sustainable development goals
2. Analyzing the situation by using SWOT analysis as an analyzing tool. It is the answer to the question: why did this situation happen? The answer of this question will indicate the implication of observed facts, which can be categorized into strength, weakness, opportunity, and threats or restrictions. The information can also be divided into economic, social, environmental, political, and organizational aspects.
3. Setting and arranging the importance of development issues by using Strategic Issue Graph (SIG) under two main rules: vision achievement level (cover principle mission and goal to sustainable development) and ability-level in municipal management.
4. Analyzing the issues used in determining the goal for development by questioning that "What should be developed?" and "How much the

municipality can do?". The answer is the conclusion, after doing SWOT analysis on the organization, need problem, restrictions and potential.
5. Implementing and evaluating a plan by using tools to control the implementation activity according to work plan and project: PERT and CPM. The evaluation focuses on 3 indicators: time, budget (other resources), and ongoing work.

Checklist 4

4.1 Stakeholder Analysis

1. Analyzing stakeholders who will get both positive and negative impact directly and indirectly by dividing them into persons inside and outside the organization (using different color of cards).
2. Specifying the need and expectation concerning goal and work plan.
3. Analyzing what impact goal and work plan will cause on those stakeholders.
4. What reaction will these persons have?
5. Categorizing these groups into protesting, underwater wave, supporting, and silent power groups by using the matrix given
6. Setting management strategy:
    - The protesting group use "Bonsai" strategy by obstructing the friendship with underwater wave and silent power group and protect them from any support. There is preparation for explanation and negotiation: if not supportive, one should be impartial/neutral.
    - The underwater wave uses "governing after separating" strategy by preparing measures to safeguard interests caused by the grouping of people. The middleman will be used to give information for creating understanding and to initiate measures to stop protestors from influencing other groups
    - The silent power group uses "assimilation" strategy by giving knowledge and understanding to the leaders of the groups and give them a chance to participate
    - The supporting group use "power reinforcement" strategy by using positive reinforcing information to help expanding thought and support in any aspect

4.2 Resource Analysis

1. Analyzing the list of essential resources for the achievement of a work plan
2. Categorizing each resource into the following type: fertile area, reserve, box of treasure, miscellaneous
3. Using analyzing result in the consideration about who owns or can provide what type of resources, which group can become a supporter.
4. Creating a strategy for exchange of resources

Module 2:

Urban Management

Module 2: Urban Management

Outline Session plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm-up	Team building, Games		½ hour
1. Sustainable city:	Lecture & moderation		**½ - ¼ day**
1.1 The characteristics of an 'unsustainable city'	Presentation and group discussion	Overhead Transparency (OT) – slides - video	Two units equal in length
1.2 The characteristics of a sustainable city			
2. Sustainable planning:	Lecture & moderation & exercise in small groups with not more than 5 participants		½ day or more
2.1 Vision of a sustainable city	Exercise – group work- presentation of results	OT - Soft board - (Zopp-case) – SWOT board	Three units roughly equal in length
2.2 Realizing actions to fulfil visions			
2.3 Urban Development Planning			
3. Technical steps and procedures for city planning:	Lecture & moderation & exercise in small groups with not more than 5 participants – final large group discussion		**1 day**
3.1 Data Collection and utilization	Summary – continue on first day results – presentation – criticism - adaptation	OT - Soft board - (Zopp-case) - - SWOT-board	Appro-priate length depends on results during the first day
3.2 Characteristics of a good plan			

Preliminary notes:
The graph next page (graph1) gives a frame of how the modules on leadership and urban management can be linked conceptually. However, it needs to be considered that the topic of urban management is very

broad and this module emphasizes only part of the overall urban management process, focusing largely on the important aspect of physical planning. (Other aspects might be introduced in future modules.)

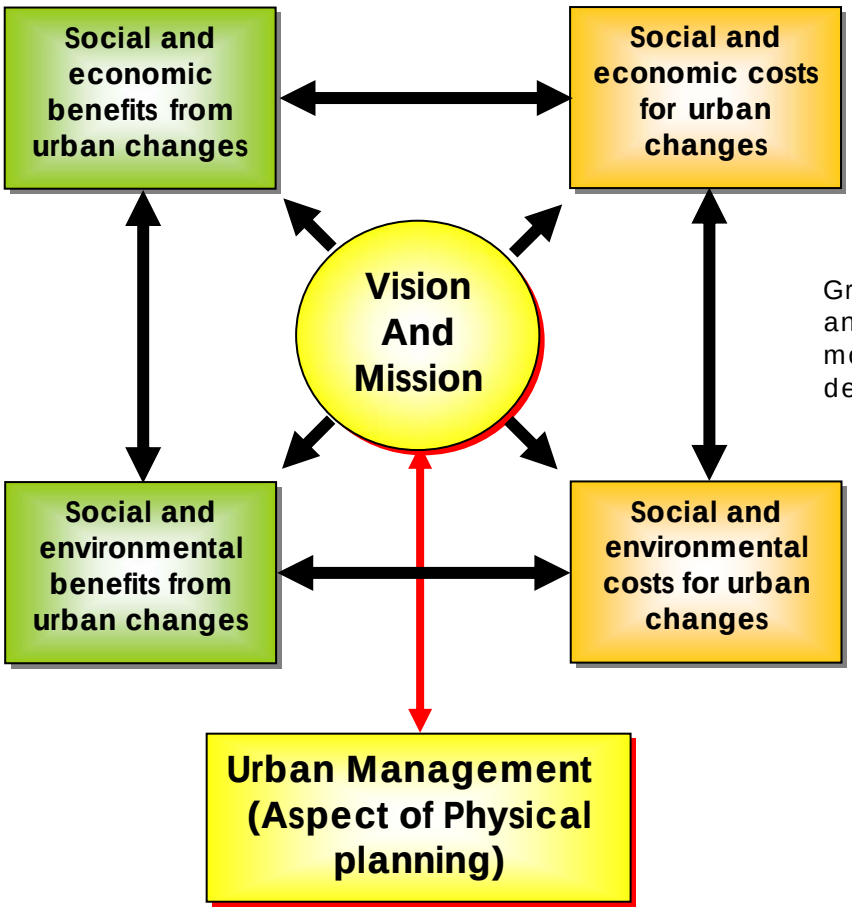
Graph 1: Relationship between the content of Modules 1 - 2

Didactical Summary

The learning concept

Participants of the training WS should understand urban management strategically, e.g., with a knowledge of the relationship between all its concepts. What has to be generated by the training is therefore awareness in regard to benefits and costs on the three main urban environments: society, the economy and the (natural) environment. These three environments are influenced and changed through human action based on vision and mission. It is important to always link the processes, concepts,

tools and skills taught during the training to this basic constellation of human interaction with and within the urban environments. Decisions within this frame shape the urban development that is implemented (see graph 2).



Graph 2: Humans and their needs as movers of urban development

Urban management is a rather difficult task in smaller urban areas, as they are very often only 'cities to be' and many administrations lack a necessary overall urban perception that is sufficiently distinct from rural perception to allow long-time planning and a management for a sustainable city development. It is, thus, of importance that all current activities of a target Tesaban are placed under the central concepts of urban management. The concepts suggested in graph 3 (see last page of didactical notes) should therefore always be trained/explained in their entirety, without regard to the actual steps or tools being part of the training frame defined for the training of a specific administration.

Learning objectives

- Participants know, understand, and become aware of urban development problems
- Participants know and understand how to identify the problems, determining land use zoning, showing physical characteristics on a map
- Participants know and understand how to use SWOT for urban management
- Participants know and understand how to set up visions and missions for urban management
- Participants know and understand how to locate suitable zoning for urban management missions
- Participants know and understand how to determine land use zoning in agreement with urban management visions and mission

Implementation Tips:

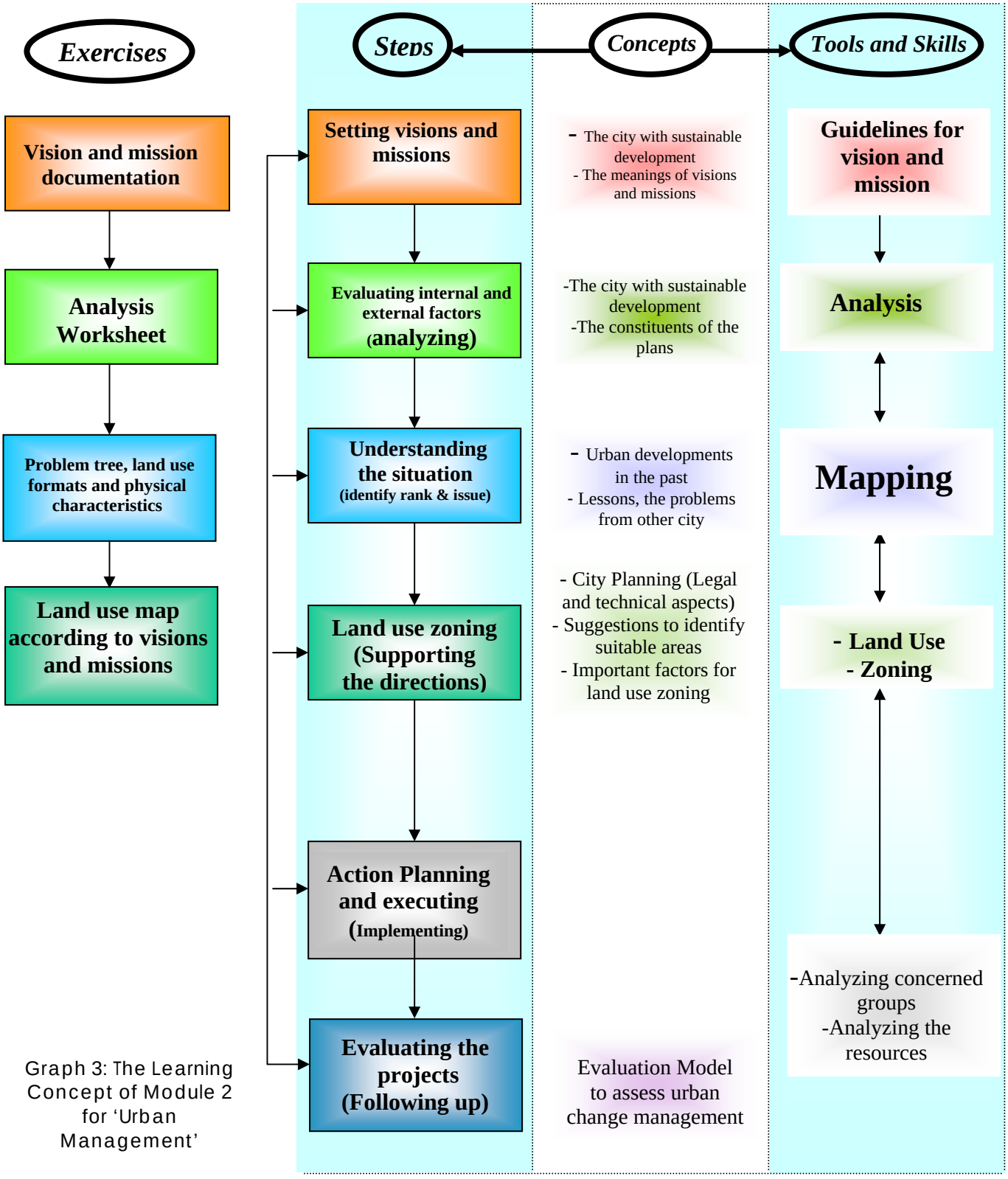
The following aspects might be useful to keep in mind during the training:

- ⇨ Participants of the WS are already active in urban management. Utilize their extensive experience
- ⇨ Practical exercises to introduce tools should be conducted in small groups (4-5)
- ⇨ Use games whenever possible during the learning process to establish the frame of concepts in leadership
- ⇨ Time between lecture and moderation should be equally shared, thus keep lectures to a minimum and employ a 3-i learning approach (Inductive, impartial, interactive: see chapter on didactical structure)

Sequence of process-sessions within the learning concept:

The sequence of the process-sessions of the curriculum is considered a suggestion to achieve an optimum content of the training. However, actual needs in Tesabans might indicate a slightly different approach.

1. **Sustainable city**
2. **Sustainable urban planning**
3. **Technical steps and procedures for city planning**



Graph 3: The Learning Concept of Module 2 for 'Urban Management'

WS contents divided into process-sessions:

☑ Warm-up

1. **Get the participants to know each other**
2. **Assess the local urban frame as relevant for the session topics**
3. **Introduce the WS out-line in its relevance to the assessed local frame**

☑ Sustainable city

Learning objective:

At the end of this session, the participants should be able to

1. Understand urban development of the past, both in Thailand and other countries
2. Understand sustainable development in urban areas
3. Understand the meaning of vision and mission
4. Comprehend urban formats and land-use concepts
5. Comprehend the impact of planning in urban development

Link to the learning concept:

A sustainable city depends not only on technical knowledge and management skills, but also by the characteristics an urban area establishes during its development based on vision and mission. As such it is like a growing organism that has to be understood as the sum of all its constituent parts.

- ➲ Understand the concept of urban space as growing and changing entity
- ➲ Understand the role of urban areas
- ➲ Connect the issue of urban development problems with failing urban planning and management

Topics of the session:

1.2 The characteristics of an 'unsustainable city'

1.3 The characteristics of a sustainable city

- ▶ The social dimension
- ▶ The economic dimension
- ▶ The dimension of the natural environment
- ▶ The organizational dimension

Tools/skills taught should focus on:
The assessment of social, economic, organizational and natural environments within urban space

⏳ ***Implementation steps:***

⇨ Introduce the aspects of social, economic, organizational and natural environments within urban space with the help of slides and/or videos

⇨ Allow the moderator, after the presentation of each aspect, to link the presented data to the local urban situation with the input-help of the participants

⇨ Introduce the same aspects under a sustainability perspective using slideshows and/or video

⇨ Allow the moderator, after the presentation of each aspect, to link the presented data to the local urban visions on sustainability

⇨ ☺ The next two steps should be conducted by the lecturer and the moderator as a team effort and on a shared podium. While the lecturer offers theoretical and conceptual knowledge, the moderator should firmly bind these to the local situation and local examples:

⇨ Introduce aspects (management procedures) for successful urban planning in regard to effective urban management.

⇨ Conceptualize the different procedures in regard to function and role in urban management

⇨ Summarize and initiate group discussion

☑ Sustainable planning

Learning objective:
At the end of this session, the participants should be able to
1. Comprehend the basics and components of spatial strategic action planning (for example: step and process, method in planning, data resources, data usage for mapping, relationship matrix, geographic information system etc.)

Link to the learning concept:
➲ The session on sustainable planning links concepts developed and established in urban management vision with needed planning steps to approach implementation.

Topics of the session:
2.2 Vision of a sustainable city
2.3 Realising actions to fulfil visions
2.4 Urban Development Planning
- Planning concept (action plan, strategy plan and their steps)
- Steps for city planning (integrated city plan, spatial plan and their steps)

Tools/skills taught should focus on:
Analysis, vision and guideline development in urban planning

⏳ ***Implementation steps:***

⇨ Introduce individual management steps needed to arrive at sustainable urban planning (lecturer)

⇨ Link those steps with the individual and relevant concepts of the first process session (moderator).

⇨ Give a short outlook on skills/tools based on and needed to implement urban management steps under urban management concepts

⇨ ☺ The next two steps should be conducted by the lecturer and the moderator as a team effort and on a shared podium. Both should be on stand-by to actively help in the following process:

⇨ Divide the participants into small groups (4-5)

⇨ Let each group devise a vision for a sustainable city, based on one of the Tesaban of one of the participants in each group. The vision should including used concepts and steps to arrive to arrive at an urban management plan (What do I want to do and how do I want to do it).

⇨ Have each group present its results

☑ Technical steps and procedures for city planning

Learning objective:
At the end of this session, the participants should be able to
1. Unite urban development concepts with steps in urban planning
2. Understand how planning procedures impact on vision-based action in urban management
3. Translate visions of their own in urban management and development into a vision and action plan (mission).

Link to the learning concept:

➲ Technical steps and procedures in city planning are established as means that can carry a vision and mission in urban management and development (see also graph 3 on page 27).

Topics of the session:

3.1 Data Collection and utilization (data analysis, setting visions and mission statement, land use zoning, setting measures to direct, convince, and control the city plan, promoting, cooperating with other units, making spatial plans, evaluating)

3.2 Characteristics of a good plan (complete, agree with other development plans, letting different groups of people, delegates from other government office participate, strategic planning, clear cut procedure, incorporating follow-ups, continuous plans)

Tools/skills taught should focus on:

Mission implementation, stakeholder and resource analysis, evaluation and monitoring

⌛ ***Implementation steps:***

☺ **<u>A whole day practical exercise</u>**

- ⇨ Summarize already introduced and additional management skills/tools that are available in sustainable urban planning (lecturer)
- ⇨ Link those skills/tools with the individual visions and action plans of each group from the previous process session
- ⇨ Encourage all participants to a positive criticism for each presented plan
- ⇨ Summarize the results and add the lecturer/moderator comments
- ⇨ Utilize the introduced tools to detail the proposed visions and action plans
- ⇨ Link them to all four urban environments: social, economical, organizational and the natural environment
- ⇨ Have each group present its results

Checklists on the most important management steps in Urban Management

The characteristics of sustainable Living City

It consists of 4 parts:

Environment

A. The city should have good management of natural resources and environment.
B. It should have little, or at least less pollution.
C. The city should have an effective utilization of resources and preserve the environment for the next generation.
D. The equality of people to utilize resources and the right of people to participate in environment management.

Sociology

E. The city should have good social conditions.
F. People are hospitable, kind and helpful to each other.
G. People participation in local government.
H. High societal security in peoples' life and in regard to their property.
I. Equality of social service facilities.

Economics

J. The city offers good and sound economic conditions.
K. Average personal income is suitable and appropriate for cost living.
L. Municipality and local organizations have sufficient budgets to develop and provide city services.

Organizational

M. The aim is to find new ways of working together and to make wise decisions
N. Organizational development is based on equal opportunity, strong leadership, democratic principles and increasing citizen participation

The Characteristics of good planning

1. It should cover many aspects: the environment, society, organization and economics
2. It should be in relevance with the national development plan or other plans, like for example the ministry's plan.
3. People participation.
4. It should have strategic planning, which consider many aspects; internal factors, external factors. This should include the consideration of strength, weakness, opportunities and threats and give them proper priority.

5. Open procedure and steps of activities, framework, length, responsible agency and budget.
6. Effective evaluation.
7. Continued planning and improving of the urban situation.

The technical process of Integrated City Planning

1. Visions and Missions of the city planning

The role of the city in the future needs to address the solution of problems, the natural environment and its conservation and the city heritage, including the standard of people's quality of life.

Collecting data

To build an understanding of the basis of city planning in the area of the environment, society and economy; it starts to collect the existing data from other organizations, agencies or even individual (research and other) studies, with data collected during field study to be an additional supplement and to update information. Data should be collected strategically, targeting information that is important and relevant to the key issues that face the municipality.

2. Data analysis.

The city planning method is descriptive analysis and tries to apply the knowledge of map and geographic information technology together. The result will enhance the understanding of problems, causes, strength, weakness, opportunities and threats of development. It is also the basis for decisions on the expansion of city boundary and the utilization of land.

3. Limitation of Land Utilization

Environmental analysis will reveal the extent of the role of the city in regard to limitation of land utilization and in order to meet the needs of land in the future.

4. Regulations

Civil and non-governmental organizations will share duties and benefits, which should always be strictly enforced in accordance with legislation.

5. Publicity and cooperation

To publicize integrated city planning will avoid breaking the law. It will also help other agencies within the city in terms of improvement of the city infrastructure.

6. Selected city planning procedure

To denote the area of overall city planning and produce a city planning in particular areas with details appropriate for existing the city landscape.

7. Evaluation

In accordance with the city-planning Act in 1975, which states that integrated city planning regulations should be valid for at least five years. Evaluation by collecting data of ongoing urban development is needed as background information for the next period.

Module 3:

Urban Environmental Management

Module 3: Urban Environmental Management

Outline Session plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm-up	Team building, Games		½ hour
1. Urban Environmental Management:	Lecture & moderation & exercise in groups with not more than 10 participants		½ **day**
1.1 Solving urban environmental problems 1.2 Urban Environmental Management	Presentation – Summary – Group work	OT - Soft board - (Zopp-case) - - SWOT-board– slides (optional)	Two units equal in length
2. Urban Environmental Problems:	Lecture & moderation & exercise in groups with not more than 10 participants		½ **day**
2.1 Water pollution 2.2 Trash management	Exercise – revision of last session's result - presentation	OT - Soft board - (Zopp-case) – SWOT board – slides (optional)	Two units about equal in length
3. Urban Environmental Management Case Study:	Lecture & moderation & exercise in groups with not more than 10 participants		**¼ day**
3.1 Introduction of case study (if possible a local example)	Lecture / moderation	OT - Soft board - (Zopp-case) – SWOT board – slides (optional)	
4. Urban Environmental Management Tools:	Lecture & moderation & exercise in groups with not more than 10 participants		**More than ½ day**
4.1 A variety of tools	Lecture – exercise - present results	OT - Soft board - (Zopp-case) – SWOT board – slides (optional)	
	(Lecturer & Moderator are on stand by for questions)		

Didactical Summary

The learning concept

The following flow-chart (graph 1, next page) gives an overview on how the three knowledge categories trained in module 3 are linked. As the management process itself is at the center of module three, the focus is on the procedure itself, firmly based on knowledge of management concepts and urban environmental problems. As the practical exercises are dependent on a multitude of technical data, the introduction of one or more case studies precedes the process-session on the actual management procedure.

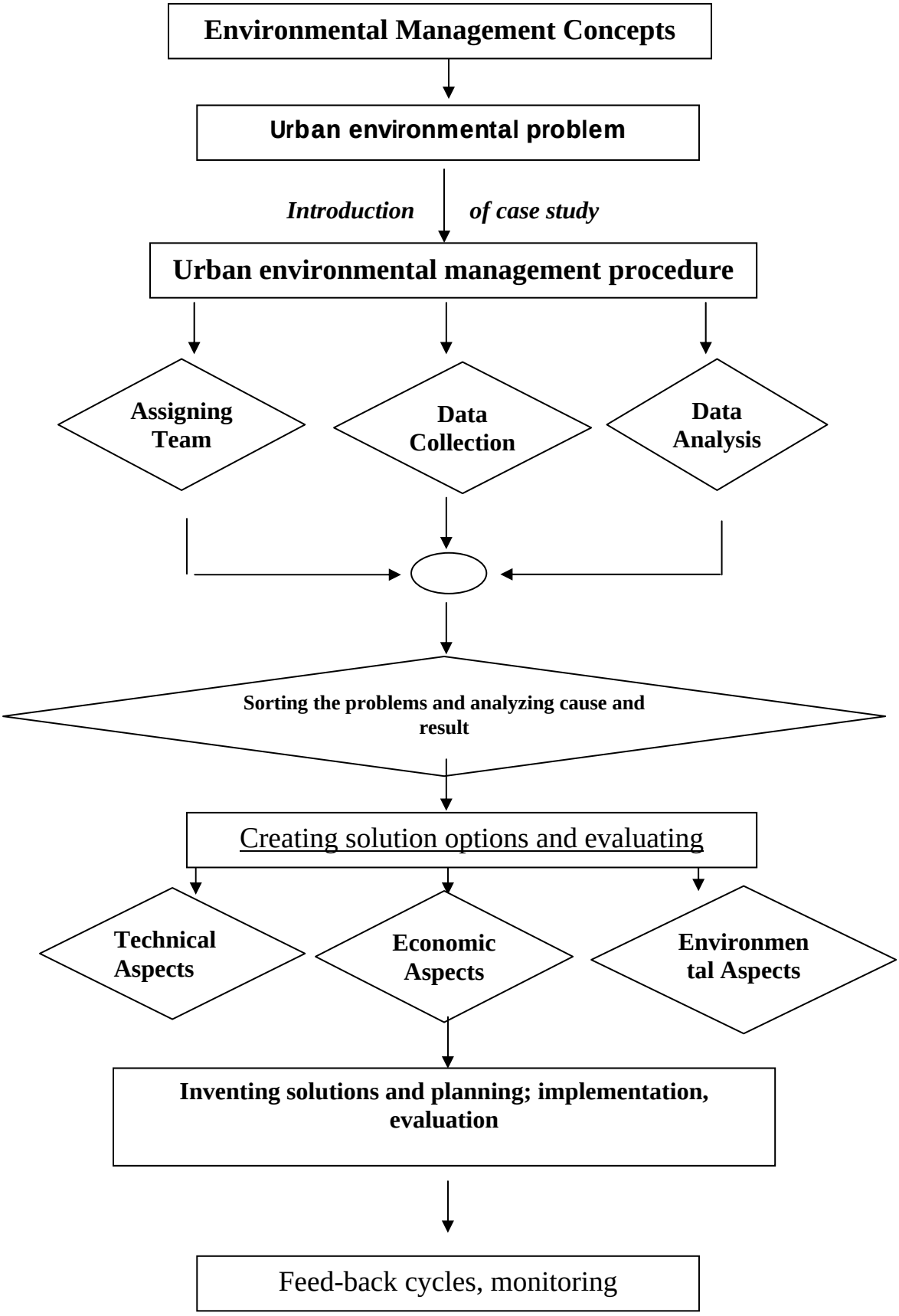
Learning objectives

- To familiarize the participants in using environmental management tools to identify problems and how to alleviate the problems.
- To give knowledge in urban environmental problems such as wastewater and solid waste.
- To introduce environmental management, appropriate technologies, and techniques in solving urban environmental problems.

Implementation Tips:

The following aspects might be useful to keep in mind during the training:

- ⇨ Participants of the WS are already active in urban environmental management. Utilize their extensive experience
- ⇨ Practical exercises to introduce tools should be conducted in groups of up to 10 people
- ⇨ Use games whenever possible during the learning process to establish the frame of concepts in leadership
- ⇨ Time between lecture and moderation should be equally shared, thus keep lectures to a minimum and employ a 3-i learning approach (Inductive, impartial, interactive: see chapter on didactical structure)



Graph 1: Essential aspects of an urban environmental management process

Sequence of process-sessions within the learning concept:

The sequence of the process-sessions of the curriculum is considered a suggestion to achieve an optimum content of the training. However, actual needs in Tesabans might indicate a slightly different approach.

1. **Urban Environmental Management**
2. **Urban Environmental Problems**
3. **Urban Environmental Management Case Study (if possible from a local example)**
4. **Urban Environmental Management Tools**

WS contents divided into process-sessions:

☑ Warm-up

1. **Get the participants to know each other**
2. **Assess the local urban frame as relevant for the session topics**
3. **Introduce the WS out-line in its relevance to the assessed local frame**

☑ Urban Environmental Management

Learning objective:
At the end of this session, the participants should be able to
1. Know, and understand the concepts and inherent implementation steps for urban environmental management

Link to the learning concept:
➲ Although a specific frame in urban environmental management must always have roots in urban management as such, it is important to clarify the specific problems in urban environmental management and – from the very beginning – link the theoretical concepts to process oriented steps to solve them.

Topics
1.1 Solving urban environmental problems
- Using innovative technologies
- Management approaches (for example, the PDCA cycle)

1.2 Urban Environmental Management (Beginning, Planning, specifying and analyzing options for solutions, implementing, evaluating, continuing the program)

Tools/skills taught should focus on:
The ability to select one or more approaches in urban environmental management, and problem solutions offered by it, that are most appropriate for the administration's actual and factual situation.

⌛ ***Implementation steps:***

⇨ Introduce each of the topics in an equal mixture of lecture and moderation

⇨ Conduct an exercise to assess the local urban assessment together with the lecturer, moderator and participants in one single, large group (style: group-discussion with following short summary of results).

⇨ Summarize specific problems identified in the assessment

⇨ Divide the participants into groups of not more than 10 heads each

⇨ Assign one of the specified problems to each team and have them draw up a management plan to solve the problem

⇨ Present results

☑ Urban Environmental Problems

Learning objective:
At the end of this session, the participants should be able to understand and comprehend in the specific context of urban management and urban environmental management the problems of

1. Water pollution/waste water, and
2. Garbage pollution and its treatment problems

Link to the learning concept:

➲ Technical aspects and physical data/characteristics regarding the pollutant, here water and garbage) are the most important factor in selecting the correct approach in problem solving and initiating the appropriate process, in consideration of an administration's factual situation.

Topics

2.1 Water pollution (Substance that creates pollution, wastewater from usage, water treatment, choosing water treatment system)
2.2 Trash management (litter spot, trash collection and transportation, trash elimination)

Tools/skills taught should focus on:
The ability to select one or more approaches in urban environmental management and problem solutions offered by it that are most appropriate for the specific type of pollutant.

⌛ ***Implementation steps:***

⇨ Introduce each of the topics in an equal mixture of lecture and moderation

⇨ Discuss the problem solutions offered by the group activity of the previous process-session in light of the new information added while introducing the topics

⇨ Let the groups revise their solution plans and present them

☑ Urban Environmental Management Case Study

Learning objective:
At the end of this session, the participants should be able to
1. Identify relevant existing data in regard to
   - the pollutant (water and/or garbage)
   - an administrations factual situation
2. Link to and utilize this data for a problem solution identified as most appropriate for an administration
3. Identify the most important steps in a solution process

Link to the learning concept:
➲ Sorting the problems and analyzing cause and result

Topics
3.1 Introduction of case study (if possible a local example)
(3.2 Group exercise)

Tools/skills taught should focus on:
Tools how to create solution options and evaluating these options practiced in a local context

⌛ ***Implementation steps:***

⇨ Group exercise. Follow the learning objectives in its implementation

⇨ Present results

☑ Urban Environmental Management Tools

Learning objective:
At the end of this session, the participants should be able to
1. Use a variety of tools to optimize urban environmental management

Link to the learning concept:
➲ Inventing solutions and planning, implementation, evaluation

Topics

4.1 A variety of tools that should enable participants to achieve the following objectives:

- To create continuous improvement/change within the organization/administration dealing with environmental management and the identified problem solution
- That can help raise new idea or concepts on environmental management as well as the suggestion for questions that need to be answered or problems that need to be identified
- Help specifying problems and create an understanding of cause & effect
- Cost-Benefit analysis
- Evaluating the solution options sorting them by order of importance to see the see the best and most suitable approach to the current situation

(4.2 Group exercise, continued)

Tools/skills taught should focus on:

Tools how to streamline solution options, plan for feedback-cycles and monitoring

Implementation steps:

- ⇨ Introduce a short summary of tools available to assist in urban environmental management
- ⇨ Utilize the result of the group work from the previous process-session to identify and utilize the new tools to improve them
- ⇨ Link the suggested problem solutions to future feedback-cycles and monitoring
- ⇨ Present results

Checklists on the most important management steps in Urban Environmental Management

Checklist 1
Urban environmental management

There are 6 steps to urban environmental management

1. Beginning
   - ★ Setting up Environment Committee, consisting of Municipal Administrator, Municipal Deputy, one of any concerned directors, other government offices, representatives from private sector, NGOs, education institutes, consultants, etc.
   - ★ Collecting data on urban environmental problems, general information, and environmental data
2. Planning
   - ★ Identifying problems and the causes of problems by brainstorming, fishbone chart, and analyzing actual problems and causes
   - ★ Setting up objectives and targets
3. Finding and analyzing solutions
   - ★ Finding solution options by brainstorming
   - ★ Screening the options
   - ★ Technical, economical and environmental analysis
   - ★ Action planning
4. Implementation
   - ★ Start implementing by prepare procurement and installation plans
   - ★ Prepare staff to solve new problems by training
5. Evaluation
   - ★ Constantly inspect and evaluate project implementations
6. Project continuation
   - ★ Add all changes into the management system
   - ★ Identifying new problems for further solutions

Checklist 2
Urban environmental problems

Major urban environmental problems in Thailand:

- ↳ Water pollution
- ↳ Trash management problems

1. Water pollution

1.1 Substances which pollute water

- ➢ Organic substance which pollutes water

- Food elements and mineral which create weed
- Bacteria which carry man and animal diseases
- Industry and agricultural toxic
- Sediments which make groundwater shallow

1.2 Activities pollute water

- Community activities
- Industrial activities
- Agricultural activities
- Garbage treatment

1.3 Waste water treatment

- Step 1: primary treatment
- Step 2: biological treatment
- Step 3: food substance treatment

2. Trash management problems

2.1 Causes of the problems

- Trash litter spots
- Trash collection and transportation
- Trash management

2.2 Trash container

A trash container should come with a proper lid, and has to be weather resistant, durable, easy to clean, light-weighted, and finally trash-collecting-truck compatible.

2.3 Trash collection and transportation must consist of these factors

- Tools
- Human
- Financial resources

2.4 Correct ways for trash management

- Hygienic burying
- Turning trash into compost
- Burning
- Trash classification

Attachment

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o ปฏิบัติการ แนวความคิด กลยุทธ์ และการดำเนินการตามแผน