MODULE 2:

Efficient team working and effective interdisciplinary conflict resolution

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This training module is part of HERITAGE-PRO training scheme containing five training modules that have been developed within the Erasmus+ Strategic Partnership **HERITAGE-PRO – Interdisciplinary Training for Professionals of Different Disciplines Towards Sustainable Management and Preservation of Cultural Heritage.** The training modules are available in English, German, Spanish and Swedish.

A team of six public and private European institutions, networks, development agencies and associations – all linked to cultural heritage preservation - developed the training scheme focussing on interdisciplinary aspects in cultural heritage preservation. The training at a glance:

HERITAGE-PRO **Training Scheme**
Training Module 1: Global Challenges and Opportunities in Cultural Heritage Field
Training Module 2:   **Efficient Team Working and Effective Interdisciplinary Conflict Resolution**
Training Module 3: Valorisation of Cultural Heritage
Training Module 4: Participation
Training Module 5: Effective Communication in an Interdisciplinary Environment

Find out more: https://heritage-pro.eu

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Table of Content

2.0 ABOUT THIS TRAINING

As a professional in cultural heritage management you have your own background: You might be a cultural manager, an art historian, an architect, a geographer. You might also have a business administration or real estate management background. Entering the "world" of cultural heritage and its related complex social, economic and environmental processes that are including different layers and technical and planning steps with its numerous specialists, stakeholders and interests, is a true challenge. Maybe you have to lead cultural heritage preservation projects, moderate the interdisciplinary team working and you might have to resolve conflicts.

This training was developed by an interdisciplinary team for interdisciplinary purposes in cultural heritage management. It is based on many experiences of the European partners who want to further improve cultural heritage management. This training is based above all on the insight that the cooperation of different professional groups in complex conservation projects is a great challenge, which receives far too little attention in the relevant courses of university education and professional training. Therefore, this training is conceived as vocational further training, which wants to give you tools which you can use directly in your professional practice.

2.1 KEY WORDS OF THIS TRAINING MODULE

- Interdisciplinary team working
- Listening and discussing at eye level
- Trust building
- Conflict prevention and resolution
- Awareness of different roles
- Sustainability supported by interdisciplinary project management

2.2 TOPICS

Increasingly, preservation activities strive to serve the cultural, economic, social and environmental valorisation of cultural heritage following the general development in the sector from "preserve to use" of heritage assets. If we stick to the simple definition of this word, valorisation is "to give or assign a value, especially a higher value". But when it comes to cultural heritage preservation, admittedly, this can be a complex term with different definitions in Europe. Therefore, the HERITAGE-PRO partners dedicated a whole training module this term: "Module 3 – Valorisation of Cultural Heritage". Throughout the HERITAGE-PRO training, the authors have agreed that the term "valorisation" is understood in a holistic way reflecting herewith also the interdisciplinary approach of the whole training. Methodically formulated, this is a "systemic" approach. In Unit 1 of HERITAGE-PRO training Module 3 you will find more about this approach.

Valorisation of cultural heritage becomes more and more important. Cultural heritage sites, objects and practices are always unique in space, time and other framework conditions. Accordingly, each preservation activity of cultural heritage is the development of a "prototype" with a unique set of organizations and competences implemented by interdisciplinary teams of different disciplines. The right competences and organisations "around the table" and an appropriate project organisation are crucial for a successful cultural heritage project. A significant success factor is the **moderation of the interdisciplinary team** as a heritage preservation team may e.g. include cultural managers, art historians, architects, anthropologists, sociologists, urban planners, and representatives of different crafts, sponsors, investors, financiers, hotel managers and various stakeholders like tourism experts, guides or citizens. All of them are not only embedded in the projects, but in different organisations with organisations' specific tasks and cultures.

Within this Module you **gain social competences (**emotional, cognitive and behavioural skills needed for successful social adaptation**), process understanding and knowledge as well as how to develop specific attitudes needed to successfully and effectively moderate a team** working in an interdisciplinary project environment. You will also learn how to **motivate different team members and to enable them to perform together** fast, efficiently and within the limited timeframe of a project.

2.3 CHALLENGES

In a team, you will initially be confronted with **professional challenges** such as diverse approaches, working cultures or opinions in different, but work related, disciplines. Additionally, there are **challenges in social interaction** such as different ways of communication, different approaches for trust building, mutual understanding or acceptance of different behaviours.

Whatever your professional background is, you will most probably like to learn about methods and tools based on theories and models enhancing work in interdisciplinary teams. Knowledge and understanding of these theories are simplified in this module into easy to understand and use formats. This module will not only help you to cope with challenges like how to work towards creating a common vision of the final outcome of cultural heritage projects or clarifying goals, implementation steps and deadlines. You will also learn how to lead a targeted discussion about a suitable and sustainable future use of a cultural heritage asset (no matter if it is an object or a site), overcoming sometimes different opinions on the relevance of your own discipline or disciple of your collaborators, creating and accepting a role distribution and benefitting from the power of other disciplines.

Following this module you will also improve your skills and competences on coping with interpersonal behaviour, on motivating different "characters" of team members, finding the common language in an interdisciplinary team and improving your capability of self-reflection.

However, there is still a plethora of regulatory constraints that need to be taken into account and which may vary from local, regional, national and European level. You will not be able to change these yourself, even with the knowledge gained from our training module. However, it should already be promising if you involve the representatives of these (mostly public) regulations in an interdisciplinary and solution-oriented approach from the beginning.

2.4 REQUIREMENTS

The following requirements include educational, professional and social aspects to be able to follow and complete this module. You should have:

- basic skills in project management
- experiences in cultural heritage projects, e.g. by active involvement
- (bad or good) experiences in interdisciplinary team working
- willingness to share knowledge
- interest to think out of your own box
- self-confidence in your own knowledge and willingness to expand it into other disciplines
- acceptance of other experts' expertise and opinions

2.5 LEARNING OUTCOME

After completing this training module, you will understand the importance of setting up an appropriate core interdisciplinary team for cultural heritage projects and gain the skills to moderate the team effectively, resolve situations where compromise and consensus have to be reached and conflicts have to be solved, handle unforeseen challenges from outside the core team and prepare interdisciplinary resemblance, understanding and working sustainability.

This module will improve your existing and develop new social skills as well as you will become aware how to interact successfully in a respectful and objective-driven way, how to cope with criticism in a positive way, how to arrive to alternative solutions without letting anyone lose his/her aspect and how to feel comfortable in the team and make other colleagues feel comfortable as well.

2.5.1 KNOWLEDGE AND UNDERSTANDING

A team always encompasses people with specific knowledge, experiences and various social codes and even languages. These differences can be potential assets for a team if there are compelling discourse and common understanding from the accepted goal and objective of the group. The individual interactions toward a similar topic can be very different depending on professional background or individual ability. These attitudes are based on the knowledge, skills, interpretation, and reflection of the persons involved. Specifically, conflict resolution in multi- and interdisciplinary teams needs adequate instruments that are directed to inclusive team building rather than aspects of a single discipline. Adapting these instruments to a trans-disciplinary community engaged in cultural heritage valorisation will be the main task in this module.

After this training module you should

- have an improved knowledge of your own abilities or deficits in moderating
- an interdisciplinary team or contributing to a team
- know and understand the attitudes necessary to moderate an interdisciplinary team

- realize ways to understand the attitude of other team members
- be aware of other discipline's value and contribution to the overall objective of a cultural heritage valorisation project
- know and understand different tools to achieve the goals in interdisciplinary cultural heritage projects
- recognize professional and social aspects important for a cultural heritage preservation project
- understand the importance of methods and tools of self-reflection.

2.5.2 COMPETENCES AND SKILLS

Every single member of a team brings in her/his competences and skills based on education, experiences, personality and behaviour. Ideally, they will complement each other in a common goal towards a successful cultural heritage project. After this training module you should

- recognise competences and skills which you will have to develop and improve
- gain additional competences in reaching complex solutions under consideration of different approaches
- keep an eye on long-term defined goals
- learn to stick to solutions which a team has previously reached
- learn to bring in and discuss challenges which might arise unexpected
- be able to think in "creating synergies"
- be able to deal with and react to stressful situations or unexpected challenges
- be able think towards creative "out of the box" solutions to overcome challenges
- know how to integrate team members with different attitudes

2.5.3 APPROACH

You can achieve the previously mentioned goals in various ways through different methods and instruments. Not all will be suitable for all cultural heritage projects, but you will quickly find out which method and which instruments are best suited for your project and which unique elements shall be considered. You will learn about

- co-creation methodologies which facilitate the work of interdisciplinary teams in order to develop processes of co-generation and transformation that decrease the participants' stress (dispersion) and increase the effectiveness (focus) of the work;
- instruments that strive to identify alternatives in case of conflict and develop conflicts into negotiated agreements in interdisciplinary teams;
- developing the transferability of the learned content.

2.6 SUMMARY OF UNITS

The following 5 learning units will guide you through the most important steps of a successful inter-disciplinary project management. You will learn

- How to measure and guarantee project success by appropriate interdisciplinary project management
- How to set up and moderate an interdisciplinary team
- How to avoid and stream towards solving conflicts in interdisciplinary teams
- How to handle unforeseen challenges developed outside the team and
- How to make interdisciplinary collaboration sustainable.

It is recommended to work through the learning units in the continuity of their sequence, as they build on each other and link to other learning units of this training. At the end of the units you will find case studies from which you could get inspired by colleagues' experiences regarding the topics mentioned and what results they have come to. Exercises and assessment tools complement the training.

For each exercise, it is indicated:

- If the exercise is an "active" one, meaning that it entails "doing something", or a "reflective" one, which invites you to think further on a specific issue.
- If the exercise can be done alone, as an "individual", if it needs to be done in a "group", or it can work both for individuals alone and in a group.
- The estimated time to complete the exercise.

References to further literature and learning materials as well as a glossary at the end will deepen the overall understanding of the training topics.

2.7 UNIT 1: HOW TO MEASURE AND GUARANTEE PROJECT SUCCESS BY INTERDISCIPLINARY PROJECT MANAGEMENT

Project management is understood as the sum of all activities performed for the design, the steering and the development of purposeful socio-technical systems (Schalcher, 2007). There are numerous management methods and probably you are aware of and familiar with several. Maybe you have worked with some of them with more or less satisfying results. In this learning unit you will gain insight in basic project management principles of "systemic thinking" which is regarded as an approach specifically suitable for cultural heritage related interdisciplinary projects. The following chapters provide basic information about:

- *the principles (theories and methods) of systemic thinking*
- *the principles of systems engineering*
- *the principles of systemic management*
- *specifics concerning management of interdisciplinary project teams*

and how the application of the principles contributes to project success in cultural heritage valorisation.

Why systemic thinking is at present barely used and what it means

The term "management" today is understood - significantly influenced by the work of Gilbert Probst and Hans Ulrich from the University of St. Gallen *(Schalcher, 2007)* – as the sum of activities for design, steering and development of purpose and goal-oriented, socio-technical systems. The system-oriented knowledge and approaches developed for the management of enterprises can be easily transferred to other systems, such as project organization in heritage related projects.

A project is defined by its uniqueness, once-in-a-lifetime characteristics. The temporary organization has clear targets, and restrictions in time, finances, personnel or other. A project in your case might be a conservation activity at a cultural heritage site, the revitalisation of a historic garden or the energy-efficient restoration of a historic building. Projects can be viewed, structured and treated from a systemic perspective, with a distinction at the highest level between the project itself and the project environment. The project environment can be subdivided into the general environment and the project-specific environment.

The general environment of a cultural heritage site includes the following aspects:

Infrastructural environment (transport, electricity & water supply, accommodation, communication, health care, schools, shopping, etc.).

Physical - ecological environment (affects mainly the climate – temperature, humidity, rain, etc. – these factors influence the behaviour of people, machines, materials and products).

Legal - political environment (laws, regulations, standards, procedures, permits and institutions - political system, authorities and offices, courts - that are relevant to the project. The general political and legal situation in the project field must be considered as well (e.g. strike, corruption).

Economic environment (economic situation, GDP, labour market, inflation, exchange rates, taxes, fees and donations).

Socio-cultural environment (structure and distribution of the population, educational level, religious and social institutions, cultural values and activities, gender issues, human rights, ethical values, working and leisure behaviour).

Technological environment (technology, research & development, potential of innovation, technology transfer, education, etc.).

Meanwhile, **the project-specific environment** is determined by the following stakeholders and their quality factors:

Client / visitor (competence, organization, procedures and decision-making: capacities, reliability, stability, image, ethics and creditworthiness of the client / visitor)

Suppliers (quality concept, availability and reliability; readiness to deliver, cooperation culture, image, relevant references, price, etc.).

Competitors (general competitive situation, competitive behaviour; quality concept, price transparency and stability; networks, professional associations).

Project Executives (project manager or project executive organization, their existing competencies (knowhow) and capacities (management and production); corporate culture and strategy; leadership

style, behaviour towards employees and partners; market knowledge, flexibility and mobility; innovation potential, image.

If we are talking about cultural valorisation and the project development and management behind of it, one of the key factors and significant challenges are to bring the stakeholders at one table and raise their awareness for one standardized system. People who love culture and history and want to preserve their value might not get along and understand the business perspective of potential developers and vice versa. Finding the common language and common goals are essential to successful project management. The systemic approach and thinking can support that.

Your cultural heritage project further on points at relevant aspects: a) time situation, b) financial situation c) performance situation (qualitative and quantitative) and d) resource situation.

These aspects are described by the open and fixed project requirements and are significantly influenced by numerous factors of the project environment. This **systemic approach** ensures that the relevant aspects and factors of a project are not disregarded. This applies to the project environment, which plays an important role throughout the project duration. In the next chapters we will have a deeper look at systemic thinking, engineering and management, which theories are helping to increase the possibility of practical success.

The principles of systemic thinking – systemic management - designing systems

First of all, design means creating a socio-technical system (organization, institution, etc.) and maintaining it as **a purposeful, actionable whole**. Socio-technical systems do not emerge by themselves but are created and operated by people for specific purposes. The task of designing is to select certain people and resources from the environment and **integrate them as elements** and components in a system that has the desired properties. However, the management as design does not stop at the founding of the system: its dynamics and the ongoing changes in the environment necessitate a periodic adaptation of the goals, elements and courses of action in order to preserve the system (in its whole).

Does this sound rather theoretical for you and difficult to transfer to the cultural heritage sector and your own working environment? Hold on, you will soon understand why these "basics" are important.

During the development of design models of socio-technical systems there are usually considerable difficulties to overcome; their **complexity** originates from such systems and their environment. From this point of view, design can also be understood as the "design of patterns" that reduces the extremely large variety of behaviour to purposeful and goal-oriented behaviours. **Complexity management is one of the key challenges of interdisciplinary cultural heritage management**.

A system has been built successfully, if it can adapt to ever-changing environmental situations, which presupposes specific but previously not known behaviours. In return, this requires a higher variety of behaviour of the system and represents a requirement to reduce complexity by order. Therefore, a socio-technical system must be designed to be able to adapt and operate anytime within short term to function with the required and optimal behaviours – adapted to the future state of the environment. **Complexity management** thus becomes a constant interplay of reduction and increase of variety, which keeps the system in a steady state with the environment.

Steering is the process of determining goals and defining, triggering and controlling purposeful activities of the socio-technical system or its components (subsystems) and elements. Steering in interdisciplinary cultural heritage projects is a function that must be exercised within the system so that it can fulfil its purposes through specific actions and achieve the goals' set. In other words, steering means that the system selects and realizes certain behaviours in a behavioural framework defined and delimited by design. It is not the system as a whole that acts; but the concrete activities are carried out through its components and elements. According to that, the components and elements of the system are the actual steering objects.

In traditional management studies, the **steering function** has often been equated with "leadership". However, this narrow view does not suffice for the systemic approach used here for cultural heritage. Naturally, the concept of steering is more comprehensive, and based on cybernetics, can be subdivided into the three aspects of control, regulation and adaptation, with the two first being particularly relevant in the present context.

Control involves actively influencing a system from the outside in order to correct an emerging target deviation.

Control is self-steering of a system by feed backing to a target. The control cycle includes:

- the message of the determined actual value to a control unit
- the determination of a possible deviation by comparing target and actual value
- the automatic initiation of appropriate corrective actions.

Due to the dynamics of the environment and their own ability to learn, socio-technical systems are subject to a **constant development process**, i.e. structures, processes and behaviour are constantly adapted to new circumstances. Such development processes should not simply be left to themselves in a purposeful and goal-oriented system, but they must be consciously promoted and directed. In comparison to long-term processes, there are some peculiarities or difficulties for systems that are only temporary (such as a cultural heritage project organization). The elements – team members – must share team spirit and willingness to learn as part of the development. The system must react and adapt very quickly to the challenges in any circumstances. These socio-technical systems are **dynamic and open** as some elements are only part of the whole for a very short period. Due to the temporary structure there is an existing risk for loss of knowledge. For that reason the development process should be ran in every project organization and newly built system.

Besides the theoretical approach it is not enough to mention repeatedly the importance of finding a common language among stakeholders in any cultural heritage development. This requires skilled people to coordinate and maintain the process.

The principles of systems engineering

Dividing a system into **phases of life cycles** enables a gradual planning, decision-making and implementation process. There are three main phases:

- the phase **development** divided into preliminary study, main study and detailed studies
- the phase **realization**, consisting of system construction and introduction, as well as
- the phase **utilization** with the reorganization or decommissioning of the system.

Solving problems within the system and organization can be tough. There are **alternative dispute resolutions**, settlement procedures to reach the best possible results within an organization.

Basically, the methods of dispute resolution can be divided into two main groups. While the disputes are handled by a third party (ordinary courts or arbitration), the second group aims to settle the disputes internally under its own responsibility. The advantage of self-responsible methods lies above all in the self-directed, usually rapid, conclusive, and universally accepted settlement of disputes. In contrast, conventional dispute resolution often only starts after the project has been completed (e.g. in warranty claims in historic buildings), and thus misses out on the opportunity to resolve a conflict quickly, effectively and efficiently.

The principles of systemic management

Systemic management is the result of systemic thinking. In the following, we summarize the three main pillar of systemic management that you already know: design, steering, development.

> ***Design*** means creating a socio-technical system (organization, institution, etc.) and maintaining it as a purposeful, actionable whole. Socio-technical systems do not emerge by themselves but are created and operated by people for specific purposes. The task of designing is to **select certain people and resources from the environment** and integrate them as elements and components in a system that has the desired properties. However, the management as design does not stop at the founding of the system: its dynamics and the ongoing changes in the environment necessitate a periodic adaptation of the goals, elements and courses of action in order to preserve the system as a whole.

> ***Steering*** is, as already shown above, the process of determining goals and defining, triggering and controlling purposeful activities of the socio-technical system or its components (subsystems) and elements. Once again: Steering is a function that must be exercised within the system so that it can fulfil its purposes through specific actions and achieve the goals' set. In other words, steering means that the **system selects and realizes certain behaviours in a behavioural framework defined and delimited by design.** It is not the system as a whole that acts; but the concrete activities are carried out through its components and elements. According to that, the components and elements of the system are the actual steering objects.

> ***Development***. Due to the dynamics of the environment and their own ability to learn, socio-technical systems are subject to a ***constant development process***, i.e. structures, processes and behaviour are constantly adapted to new circumstances. Such development processes should not simply be left to themselves in a purposeful and goal-oriented system, but they must be consciously promoted and directed. In comparison to long-term processes, there are some peculiarities or difficulties for systems that are only temporary (such as project organization).

Specifics concerning management of interdisciplinary project teams

A cultural heritage preservation project is all about teamwork. The success of a project depends essentially on the quality of cooperation within the project organization, the team members. In the temporary project organization (project team), the following special situations and trouble sources can pop-up:

- There is a fundamental competition between the requirements of the project and the 'parent organization', where the project team members were recruited from.
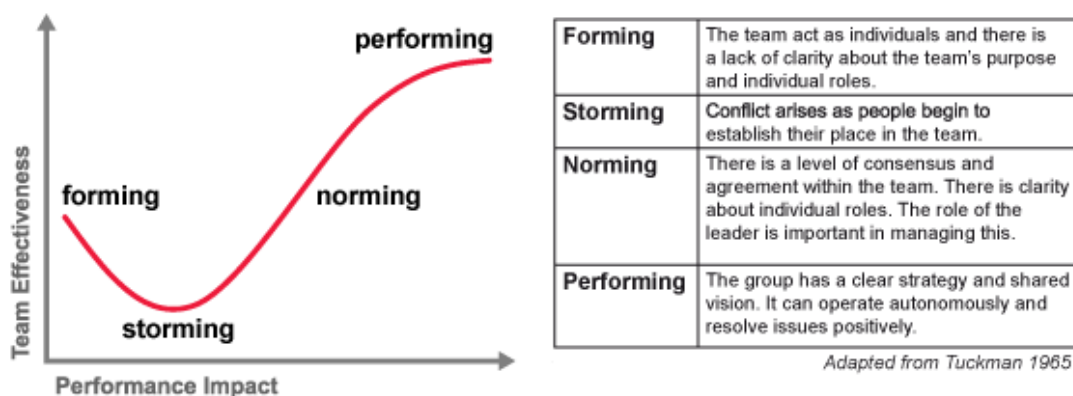
- The personal cooperation of the project team can only be influenced partially, to a limited extent.
- Because of the short, temporary existence of the project team, learning effects are very difficult to realize.

Basically, the team moderation is a task of the project manager. S/he is best suited to moderate the project team due to his/her leadership, overall vision and overall responsibility. As a rule, s/he does not pursue particular or personal interests as opposed to individual specialists in the project team (for example the restorer or the mason).

However, this favourable starting position for the project manager is not enough for a successful team moderation. The trusted person must have very specific personal abilities, especially in the area of social competences, including:

- Psychological knowledge in human behaviour
- Ability for communication and motivation
- Openness to new and unconventional developments / solutions
- A certain altruism (the common solution has priority not one's own opinion).

Teamwork in cultural heritage projects does not work right away. It is a learning process of the group, always in the phases of "Forming", "Storming", "Norming" and "Performing". It is advisable to consciously plan and experience these phases in the interdisciplinary team building process.

Forming	The team act as individuals and there is a lack of clarity about the team's purpose and individual roles.
Storming	Conflict arises as people begin to establish their place in the team.
Norming	There is a level of consensus and agreement within the team. There is clarity about individual roles. The role of the leader is important in managing this.
Performing	The group has a clear strategy and shared vision. It can operate autonomously and resolve issues positively.

Adapted from Tuckman 1965

It should be noted that the individual team members usually take very specific behaviours. After a short time, roles such as the "innovative", the "know-it-all", the "keeper", the "critic", the "observer", etc. are appearing. This variety of roles and the resulting competition is a significant potential for success of teamwork and must neither be negated nor suppressed.

Working successfully in an interdisciplinary team is characterized by the following conditions and behaviours:

- The problems and the set goals to be achieved are clearly defined, delimited and accepted by the whole team.
- The team size is adapted to the problem, but never exceeds 12 people.
- The atmosphere should be relaxed and informal.
- All participants can express their opinion openly and are listened to.
- The discussions focus on the factual level of the problem.

- Any personal differences or group conflicts that arise are immediately taken up and brought to a solution outside of problem-solving.
- The moderator moderates the team and dominates neither the group action nor individual members.
- Decisions are made by consensus.
- The result of the teamwork is documented and submitted to all team members for final approval. Subsequent retouching is inadmissible, because they torpedo the valuable effort in the team!

If these rules are adhered to by the entire team, they are the best prerequisites for a successful teamwork. Then the team is really different from a group or an unrestrained horde of dogmatists.

The following Unit 2 will go into more details concerning the management of interdisciplinary teams with practical recommendations for your cultural heritage related projects.

Possible ways to learn to apply and to adapt the principles

Besides **gaining experience and learning from mistakes, knowledge management and reducing the risk of information loss are key** to long-term developments. Gaining more experience can be reached not just by education, life-long-learning, "Do-It-Yourself" etc. methods, but creating theoretical, imaginary situations and by applying theory on them, gaining more learnings on your own.

During the following exercises you can already apply theory on existing or imaginary situations. It is important to list the learnings and apply them in significant future situations.

*Please go to **Exercise 1** in Chapter 2.12: "The placement of a project – analysis of the environmental factors"*

*Please go to **Exercise 2** in Chapter 2.12: "Developing problem solving skills"*

2.8 UNIT 2: HOW TO MODERATE AN INTERDISCIPLINARY TEAM

In this unit you can reflect on moderating interdisciplinary collaboration in order to combine "the best of all disciplines". In fact, it often looks different: A lack of knowledge about the abilities of people from other disciplines as well as different "languages" (in the sense of terminologies) and working styles can lead to solutions that are acceptable but not optimal from the point of view of all involved parties. Interdisciplinary collaboration is a challenge that has a high potential for conflict, but also brings with it many opportunities.

It is important to distinguish multi-disciplinary or inter-professional:

- Multi-disciplinary: those from different specialisms working alongside one another
- Multi-professional: those from different professions working alongside one another
- Inter-disciplinary: those from different specialisms **working with each other**
- Inter-professional: those from different professionals working with each another
- Trans-disciplinary: specialists moving out of their discipline to form new roles and undertake alternative tasks

Crucial features of interdisciplinary teams:

- Different specialisms
- Different professional backgrounds
- Definition of common goals
- Mutual interdependence
- Flexibility
- Sensitive communication
- New ways of working

When setting up a team keep the key team principles:

- All team members should have a common understanding of cultural heritage and the values their work will maintain
- All team members have a contribution of the same value to make
- Professionals get to know about each other's' works, strengths, interests
- Try to create a stable team without much changes
- The team is co-located in one office for all rather than in 'own' consulting rooms
- Team members are around for advice or to discuss their concerns regarding cultural heritage issues

Avoid setting non-efficient teams by considering the following aspects:

- Diversity of professions within a team provides greater experience and skills which can result in more holistic and creative responses to the needs of cultural heritage
- Perceived equality in status and power between team members is important
- Leadership and co-ordination are essential for communication and cooperation within a team and in developing positive relationships with external teams
- Clear objectives provide a vision of what success (for both, team and cultural heritage) will look like and for team members to understand the role of their individual contribution
- Supportive physical, technological, organisational and policy context in which an interdisciplinary team operates

Organising regular group discussions

In contrast to projects in which people from different disciplines work on different areas (meaning that they have different individual goals), people in interdisciplinary teams have common goals that they can only achieve together. In order to achieve common goals, procedures, methods etc. must be negotiated and agreed on between the representatives of the different disciplines. All involved parties need to be flexible and open for compromises and arguments. If this succeeds without conflicts, it can lead to existing methods being improved or even new solutions being created by the help of a common pool of knowledge. Through close, interdisciplinary cooperation between different disciplines, the potential offered by an interdisciplinary team can be used to complete projects effectively, efficiently and successfully.

Therefore, reflect upon an interdisciplinary team that you are a member of

- Which of the necessary 'inputs-outputs-processes' are in place?
- Which ones were not clear?

- What development was provided?

Factors to consider when moderating an interdisciplinary team:

- **Create the right attitude**

The composition of an interdisciplinary team depends not only on professional background and experience, but also on personality. Everybody must have an open, active, participatory and democratic attitude. Without it, the project could be in danger. Ego shooters are more likely to obstruct this.

- **Agree on a clear process**

Teamwork is about effectiveness and profitability. The more guided and goal-oriented a work process is, the better it can be achieved. A good moderation, fixed meeting formats and a clear distribution of tasks help you with moderating an interdisciplinary team.

- **Break down familiar roles**

The project manager or moderator must create the right conditions for open discussions, e.g. by breaking down existing roles. This is often done by working in a new team in which you do not yet know the others properly, or by taking on a different position in the new composition. Role plays can help: Are you an art historian, for example? Then slip into the role of a craftsperson and try to find out in a role play what his/her motivation and interests are in your cultural heritage preservation project.

- **Ensure a transparent and sensitive communication**

All participants should be involved in decision-making processes. However, this is not primarily a matter of co-decision, but rather of communicating decisions and corresponding reasons, listening to and considering the team's concerns or suggestions. If one knows why, for example, certain features were omitted or information was placed at a certain position, these decisions are not questioned, discussed or even ignored by other contributors.

Sensitive communication is a special way of communication which is strongly recommended in interdisciplinary teams. This way of communication is described in detail in the HERITAGE-PRO Training Module 5 "Communication" – have a look at the advantages of this kind of communication there!

- **Work in a new, unfamiliar environment**

Not always being in the same conference room opens up new perspectives. The team members do not stay on their ancestral territory, but have to get out of their routine which could make them more likely and open to think beyond one's own nose.

- **Break up hierarchies**

If you break up hierarchies, it can help a team to work on problems together without assigning them to individual persons. In order to break up and balance different levels of hierarchies, it helps to work visually or with role plays. There exists a wide range of tools you can use to break up hierarchies. From simple collection and mind maps to strategic role play tools in which team members take on the roles of dreamer, realist and critic and thus view a project or idea from different angles. New ideas are not assigned to an individual and can be the common outcome of a whole team. The project manager loses his/her leading role in such a context of role plays.

- **Use external moderators**

As an external moderator you can better capture certain personalities in the team - those who are extremely loud or those who prefer to hold back. An outsider can better leverage friendships or competitive relationships, create a common understanding and establish rules of the game. Communication habits and unwritten laws do not apply because the outsider simply does not know them.

*Please go to **Exercise 3** in Chapter 2.12: "Organise your team work"*

*Please go to **Exercise 5** in Chapter 2.12: "Check it out: project hand books"*

*Please go to **Exercise 6** in Chapter 2.12: "Feasibility studies"*

2.9 UNIT 3: HOW TO COME TO ALTERNATIVES WITHOUT LETTING ANYONE LOSE HIS/HER FACE – CONFLICT SOLVING

In this learning unit you will recognize situations that you are guaranteed to have already experienced. It is about conflict situations that you have already been exposed to yourself or that you have (unintentionally) brought others into. This can happen very quickly in interdisciplinary teams, without any bad intentions, because your own discipline is in the foreground of your thinking, and the actions or suggestions of representatives of other disciplines are initially unknown and unexplored field. So what is the best way to deal with them or even, better, to avoid them happen?

Conflicts can always arise, for technical and interpersonal reasons. Interdisciplinary forms of work are particularly vulnerable to conflicts because of different ideas of implementation, sustainability and work processes that have to be balanced. Sometimes there are also interests of colleagues/team members who have nothing or little to do with the actual task, but are driven by particular interests.

Conflicts are not per se negative for a work team- sometimes they set innovative processes in motion that is a benefit for an entire team. Every conflict should be an occasion to generate something positive for the project and its participants, e.g. new or deepened knowledge, better understanding of advantages or disadvantages of another approach, practical necessities, ongoing research on a relevant topic, and dependencies of other disciplines.

Sometimes, however, it is difficult to think in terms of alternatives, especially when a suggestion, e.g.

- is formulated aggressively ("You can't be serious!")
- degrades the expertise of colleagues ("They represent methods whose effectiveness has long since been refuted").
- is formulated as an exclusion criterion ("Only under these circumstances can I support the next work step.")
- is linked to demands ("If we are to agree on this, I would also like to see my proposal from yesterday accepted.")

Nobody likes to be less respected, especially in front of colleagues. The best thing is not to always let conflicts arise in the first place, therefore:

- At the beginning of your project, communicate clearly with all participants on the **goals and implementation steps**. This may take some time, but it is well invested time in terms of preventive conflict avoidance.

- Create a **project handbook** that defines the structure of dealings with each other. It will not only record which milestones the project has, which results it will produce and which deadlines must be met. Rather, it should also state how the team wants to treat each other: respectfully, openly, discursively, in a spirit of partnership.
- Agree on **risk management** by identifying risks in advance and agreeing how to deal with them in the partnership (see Unit 4 below).
- Define the type of **communication**: Which instruments do you want to use and when? WhatsApp, e-mails, telephone contact, Skype sessions, Webinars, regular meetings?
- Create space for **informal exchange and getting to know each other**: This can be a weekly / monthly Jour Fixe, a joint event, a joint dinner or a study trip to another restoration project.
- Consider **external reviews** of your results: e.g. done by an external institution or an advisory board of your project. This kind of approval gives you as a manager security and all other stakeholders' satisfaction with the results.

As a manager, do not allow that anybody in the team be less respected by disrespectful behaviour of others. Sometimes it requires an open talk, sometimes it requires bilateral meetings before important rounds of discussion. This is definitely not the most comfortable part of your work, but part of your responsibility as a manager.

And last but not least: Be patient with your colleagues. Better ask two questions than one. Keep in mind that everyone at your roundtable can have different professional backgrounds and a different mind-set. But in the end, you have a common goal, identified in the project handbook – this will help a lot in case of disagreements.

*Please go to **Exercise 4** in Chapter 2.12: "The 'Top 5' of conflicts"*

2.10 UNIT 4: HOW TO HANDLE UNFORESEEN CHALLENGES FROM OUTSIDE THE TEAM

According to the prevailing understanding, successful management of teams and projects refers to planning, control and monitoring. This also includes the goal to overcome and eliminate uncertainty and unforeseen challenges as far as possible. Uncertainty and unforeseen challenges appear to be an obstacle and a threat to successful management of interdisciplinary teams. As a heritage manager you are well aware that unforeseen situations in preservation activities are the rule rather than the exception. Learn more about the handling in this unit.

Not only conflicts may cause a serious threat to your project. There are always risks and unforeseen challenges that could become an obstacle for your project implementation. In general one can say: The longer the duration, the higher the risks for the appearance of unforeseen challenges of your preservation project.

Handling unforeseen challenges is best possible, if you try from the beginning to identify them and prepare the handling of these challenges as far as possible. Although you will always have unknown factors, the following approach can help you to minimize the effects of possible challenges by preparing for the case they will become real. Always keep in mind that challenges highly depend on the specific subject, conditions, involved actors etc.

1. Identify possible risks and challenges

In a first step, you need to think about all possible risks and challenges that you could experience. Think of specific aspects of your plan and the environment that could change. Name them as concrete as possible. Include all members of your team.

Core questions:

What can go wrong?
What dangers could appear?
What external factors could influence our project at what stage of the project?
If you already have experience in comparable fields and projects: Where have problems existed before?

2. Assess the risks

Once a collection of risks and challenges has been compiled, the second important step is to assess them. The purpose of this assessment is to identify the important risks as not all risks endanger your project equally. As a result, it is important to concentrate on the most threatening risks and challenges. Consider as well the impact on other possible risks.

Core questions:

What is the probability that the risk/challenge will occur?
What damage will there be if the risk/challenge occurs?

3. Develop a strategy

Ideally, you will find that some risks exist, but they are not very likely to occur or cause much damage. You should deal with these risks in a different way than with really threatening dangers. That is the reason why it is useful to use different strategies for different risks.

Core questions:

What risks do I want to *avoid*?
Which risks do I want to *reduce*?
Which risks do I want to *transfer*?
Which risks can I *accept*?

4. Define appropriate measures

Risks that you are **not willing to accept** should be addressed with appropriate measures. Your objective is to 1. Avoid 2. Reduce or 3. Transfer possible risks and challenges.

Core questions:

Avoiding: Which measures can I use to reduce the probability of the risk occurring?
Reducing: What measures can I take to reduce the damage if the risk does occur?
Transferring: How and to whom could I transfer risks/challenges to before they occur?

5. Implement the countermeasures

If measures have been defined, they should be implemented. It is often useful to develop and establish separate work packages for their risks.

> Core questions:
>
> In which work packages are the measures going to be implemented?
> Who is responsible for the implementation?

6. Assess the impact of the measures

In order to be sure that your measures are effective, you should check and evaluate the measures to verify that you eliminated or reduced the risks and challenges.

> Core questions:
>
> Were the defined measures implemented?
> Were the measures taken successful?
> Could risks be reduced or avoided?

7. Monitor risks

You should not forget to regularly look at all the defined risks and check whether there could be new risks which could make it necessary to take further measures.

> Core questions:
>
> Has the assessment of risks changed?
> Have new risks emerged?

*Please go to **Exercise 7** in Chapter 2.12: "Manage your risks"*

2.11 UNIT 5: HOW TO MANAGE INTERDISCIPLINARY SUSTAINABILITY

The sustainable preservation of cultural heritage sites is an ongoing issue everywhere in heritage preservation and conservation. Many countries and institutions have already developed efficient instruments for this purpose, for example the Dutch "Monumentenwacht" whose proven concept of preventive conservation has already set a pattern far beyond the Dutch borders and has found numerous replicators. However, the following unit will not only deal with sustainability, but especially with a sustainability of interdisciplinary collaboration, which is a particular challenge.

In your interdisciplinary preservation project you will perceive sustainability by a holistic approach combining heritage-related, cultural, economic, ecological, and social aspects. This interaction is

called "valorisation" in our learning units. You will find more about this term in Unit 1 of the HERITAGE-PRO Training Module 3 ("Valorisation of Cultural Heritage").The integrative consideration of cultural, economic, ecological and social dimensions is increasingly becoming an important component of sustainability management in many cultural heritage institutions. For a sustainable interdisciplinary approach in your institution, we recommend that you first define an appropriate model for sustainability.

You may already have a **mission statement** of your institution. If not, you should consider creating such a mission statement in the course of or after completion of your preservation project. On the basis of your interdisciplinary experience, you can develop strategies to implement sustainable behaviour in the preservation of a cultural heritage site. Climate change is one of the greatest challenges facing your institution, and its far-reaching consequences can only be tackled with a sustainable and interdisciplinary approach. For example, the **sustainability goals of the United Nations, the European Commission and the Paris Climate Convention in the cultural heritage sector** have been defined and will be very helpful for you to formulate them for your institution and all projects.

Securing cultural and natural resources and passing them on to future generations is the fundamental objective of the **UNESCO World Heritage Convention** adopted in 1972. In addition, the General Assembly of the States Parties to the World Heritage Convention adopted guidelines for the integration of the concept of sustainability in 2015. The central concern is to combine the protection of World Heritage sites with sustainable economic development and social justice and to ensure that future generations have the same chances of a fulfilled life as today's generations. You can learn more about this in our training Module 1.

Management plan and management system

What has been mandatory for UNESCO world heritage sites since 2014, could also be an example for your cultural heritage site: management plan and management system. A **management plan** is an integrated planning concept for preserving the value of a cultural heritage site. It explains in detail the legal instruments, objectives and measures with which protection, maintenance, mediation, use and development are to be realised. These are the building blocks of a management plan:

- protective measures through laws, other regulations and contracts
- setting limits for effective protection
- buffer zones
- an established management system
- sustainable use.

A **management system**, on the other hand, describes administrative structures, responsibilities and procedures, ownership, and coordination of all actors.

The development of management plans and management systems is in line with an interdisciplinary approach. There is no template for this, but there are existing management plans that can be used as examples. A good example is the management plan of the Roman Antonine Wall, which we recommend for further reading. This is a document mapping out a five-year plan for the management and conservation for the Antonine Wall, part of the Frontiers of the Roman Empire World Heritage site in Scotland.

Find your own path!

If you follow the ***Exercise 8*** of this unit, you will find out how different management plans can look like, as they are highly individual instruments. You shall be concerned with the question of where you will set your own priorities and which partners you will need. If, for example, you decide to access different aspects of your cultural heritage site for tourism, you will diverse partners to ensure access to mobility, visitors, funding, regional planning and much more. There are many instruments for the implementation of a management plan, which we have already discussed in detail in the previous learning units.

Sustainability always requires a long-term approach; you define the period in your management plan. Sustainability instruments are, for example:

- The establishment of your own network according to your focus (tourism (e.g. conference tourism), climate change, health and well-being...),
- The foundation of an external circle of friends,
- The establishment of a technical advisory board,
- Cooperation with universities,
- The development of a training program for your employees.

Some of these instruments you certainly know or already have. But do they already reflect an inter-disciplinary approach? Our Exercise 10 will help you to become clear about them.

*Please go to **Exercise 8** in Chapter 2.12: "Get inspired! Management Plans and Management Systems"*

*Please go to **Exercise 9** in Chapter 2.12: "Create your Management Plan!"*

*Please go to **Exercise 10** in Chapter 2.12: "Interdisciplinarity check"*

2.12 EXERCISES

Please find below all the exercises which were already indicated in the units.

2.12.1 UNIT 1 – Exercise 1: Project placement – analysis of the environ-mental factors

Active – Individual or Group – around 4 hours

Take a favourable, undeveloped (=have not considered yet for valorisation) cultural site and develop a basic environmental mapping for general environment and project-specific environment. Before you start, list your expectations and ideas of valorisation for the project. After that compare these points with the learnings from the environmental analysis. How much has your project altered between the first idea and the environmental analysis?

2.12.2 UNIT 1 – Exercise 2: Developing problem solving skills

Reflective – individual – around 3 hours

Solving problems within the system and organization can be tough. Take a strong dispute from your past job experiences or your current organization and go through it from different perspectives and analyze the situation with different dispute resolution methods. List the possible, various outcomes from the best to the worst. These theoretical trainings can help you to solve problems in similar future situations.

2.12.3 UNIT 2 – Exercise 3: Organise your teamwork

Reflective – individual – around 4 hours

Your interdisciplinary team needs to have clear processes in order to facilitate the common work. Please draw an organisation chart of a team and its members for a project of your choice and allocate each member certain roles, responsibilities and indicate the relation between the team members. Define the processes each role needs to fulfil and consider that the team members have different professional backgrounds. Where could there be conflicts within the team? How could these conflicts be solved/avoided? Would it be possible to switch the role of some members in order to break hierarchies?

2.12.4 UNIT 2 – Exercise 4: The "Top 5" of conflicts

Reflective – individual – around 1 hour

You certainly already have experience of what kind of conflicts can arise in the management of preservation measures for cultural heritage sites. Write them down in the order of their frequency - what does your "Top 5 list" look like?

2.12.5 UNIT 3 – Exercise 5: Check it out – project hand books

Active – individual or group – around 4 hours

You will find numerous samples of project manuals on the Internet or in specialised literature. But how do they already consider the interaction of different disciplines? Research 2 - 3 such project manuals and evaluate them for their interdisciplinary relevance!

2.12.6 UNIT 4 – Exercise 6: Feasibility studies

Active – individual or group – around 4 hours

If big projects are planned – no matter if they are linked to cultural heritage preservation or not - it is common to conduct a feasibility study to check, whether a project is feasible and what it needs to make the project become real. Feasibility studies usually consider risks and possible solutions for the handling of these risks. You will find a lot of examples for feasibility studies online. Research such a feasibility study and analyse how risks are identified and how these risks could be eliminated and dealt with.

2.12.7 UNIT 4 – Exercise 7: Manage your risks

Reflective – individual or group – around 2 hours

Imagine a project of your choice that you are planning to realise. Take the before-mentioned feasibility studies **in Exercise 6** as example and conduct the risk management described in Unit 4 for your project. Answer especially the core questions step by step.

2.12.8 UNIT 5 – Exercise 8: Get inspired! Management plans and management systems

Reflective – individual – around 4 hours

Research what management plans and management systems already exist in your country for cultural heritage sites. A publication on the Internet is usually a sign that its authors have dealt intensively with the topic and that transparency is important to them. Evaluate these plans on the basis of your interdisciplinary experience.

2.12.9 UNIT 5 – Exercise 9: Create your management plan!

Active – individual or in group – around 6 hours

Create the content structure of your management plan. Consider what an interdisciplinary approach might look like in the individual chapters: Whom do you need to involve for successful execution? Choose a topic that could be your main focus and play it through in your draft.

2.12.10 UNIT 5 - Exercise 10: Interdisciplinarity check!

Reflective – individual – around 2 hours

Check your existing accompanying instruments (e.g. check lists, schedules, defined coordination channels, communication lists) for their interdisciplinary orientation. Do you find all those disciplines in it that help to ensure the continuity of your work?

2.13 CASE STUDY: THE "CLIMATE FOR CULTURE" PROJECT AS A CASE STUDY FOR INTERDISCIPLINARY COOPERATION

During the years 2009 – 2014 one of the most challenging European projects in cultural heritage preservation was implemented by a truly interdisciplinary team: "Climate for Culture". The interdisciplinary team of 29 institutions from 16 European countries from research as well as economy and social sciences identified the damage potential of cultural heritage most at risk, so as to encourage the development of strategies to mitigate the effects of climate change. The project used simulation and modelling tools to better predict the influence of the changing outdoor climate on the microclimate in historic buildings until 2100, and to assess the damage potential of these future microclimates on art collections in various climate zones.

www.climateforculture.eu (as of May 6th, 2020)

2.14 ASSESSMENT

With this training module you can learn in three different ways:

1. You can work through the entire Module as a self-learning course by first acquiring the content and then deepening it with the exercises and case study provided. In this case, the exercises serve as a review and self-reflection of your learning success.
2. You can work through the module together with colleagues, for example by acquiring the content of all or single training modules over a pre-defined period of time and exchanging information in regularly recurring discussion rounds, giving each other feedback on the exercises.
3. A third possibility is that you work through the modules with a professional trainer who is engaged by your institution as part of an internal training measure. All institutions that have participated in the development of these modules are listed at the end of the Module and offer the training as a service.

2.15 GLOSSARY

Interdisciplinary – multidisciplinary – interprofessional - transdisciplinary? Check the differences in your own working environment:

- Multidisciplinary: those from different specialisms working alongside one another
- Multiprofessional: those from different professions working alongside one another
- Interdisciplinary: those from different specialisms working with each other
- Interprofessional: those from different professionals working with each other
- Transdisciplinary: specialists moving out of their discipline to form new roles and undertake alternative tasks

Valorisation

The term "valorisation" is understood in a holistic way reflecting the interaction of cultural, economic, environmental, social and sustainable factors for the preservation of cultural heritage. In Unit 1 of HERITAGE-PRO Training Module 3 you will find more about this approach.

Systemic approach

As a result of the project management, the project manager will fulfil the customer's wish – no matter, if the "customer" is the public sector, a private owner or investor. This must conform to the right quality or performance, on time and within the defined budget. The only way to do this is to use a systemic approach which takes into consideration many different aspects in a holistic way. A consistent approach reduces the risk of failure and gives confidence to the project team via well-defined project objectives, improved estimating, consistency for monitoring and control. The systemic approach provides consistency in project control, it is the best method of ensuring nothing is missed when plans are put together.

Management plan and Management System

The terms used are based on the UNESCO terminology for the creation of management plans and systems at UNESCO World Heritage sites.

https://www.unesco.de/sites/default/files/2018-05/Management_Plan_for_Wold_Heritage_Sites.pdf
(as of May 6th, 2020)

2.16 REFERENCES

Initiatives

Forschungsallianz Kulturerbe

http://www.forschungsallianz-kulturerbe.de/
(as of May 6th, 2020)

The Forschungsallianz Kulturerbe ("Cultural Heritage Research Alliance") is a reliable point of contact for all questions relating to sustainable restoration. Three German research institutions pool their knowledge here and also act in an advisory capacity. The alliance brings together 15 Fraunhofer Institutes, eight Leibniz Research Museums and five main facilities of the Prussian Cultural Heritage Foundation. An English speaking service is offered by the coordinator: Dr. Johanna Leissner: johanna.leissner(at)zv.fraunhofer.de; Tel. 0032 2 506 42 43

Monumentenwacht

https://www.monumenten.nl/
(as of May 6th, 2020)
Since 1992, Monumentenwacht is a Dutch institution that offers its affiliated members (owners or managers of a monument or valuable heritage site) an inspection system in which the state of preservation of a valuable building, interior or works of art, sailing heritage and archaeological sites,

are regularly examined. At the end of the inspection, a report is drawn up containing concrete recommendations for maintenance and repair. In this way, the owner of the site knows exactly which works and interventions for conservation are urgent.

Books and publications

Bruce W. Tuckman (1965): 'Developmental Sequence in Small Groups', Psychological Bulletin 63
H.R. Schalcher (2007): Projektmanagement – Seminar Script, ETH Zürich, IBB Institut für Bauplanung und Baubetrieb
H.R. Schalcher (2007): Systems Engineering – Seminar Script, ETH Zürich, IBB Institut für Bauplanung und Baubetrieb

General information about project management:
http://www.project-management-basics.com/
(as of May 6th, 2020)

UNESCO Publication: "World Heritage and Sustainable Development. New Directions in World Heritage Management"

https://www.routledge.com/Key-Issues-in-Cultural-Heritage/book-series/KICH
(as of May 6th, 2020)

Handreichung der Kultusministerkonferenz der Länder zum UNESCO Welterbe (in German only)

https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/Online_Version_Brosuere_Welterbe.pdf (as of May 6th, 2020)

Antonine Wall Management Plan

The plan of the British UNESCO World Heritage site of the Roman Antonine Wall s a good example of a management plan which considers a sustainable and interdisciplinary approach in heritage management:

https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationid=f477ec1e-8366-4295-ac10-a5c900aab488 (as of May 6th, 2020)

Brainstorming Report – ˮ**Towards an integrated approach to cultural heritage for Europe – prospects on skills, training and knowledge transfer for traditional and emerging professions**ˮ

In the so-called "Structured Dialogue" of the European Commission 32 European experts wrote a study on the topic "Towards an integrated approach to cultural heritage for Europe – prospects on skills, training and knowledge transfer for traditional and emerging professions" within the framework of the EU initiative Voice of Culture. The aim was to develop strategies for the European Cultural Heritage Year 2018 on how education and knowledge transfer in cultural heritage conservation must be organized in the future. Interdisciplinary aspects are strongly considered in this report.

https://heritage-pro.eu/brainstorming-report-on-skills-for-heritage-preservation/ (as of May 6th, 2020)

Fostering cooperation in the European Union on skills, training and knowledge transfer in cultural heritage professions

Study
The Council of the European Union had invited a group of national experts to investigate skills, training and knowledge transfer in the heritage professions in Europe. The group was operational in 2017 and 2018 under the Work Plan for Culture 2015-2018, with the support of the European Commission. This report is intended to be a resource for the European Union (EU) to ensure the long-term sustainability of Europe's cultural heritage. It aimed to do this by contributing to the European Year of Cultural Heritage 2018 objective 'to support the development of specialised skills and improve knowledge management and knowledge transfer in the cultural heritage sector, taking into account the implications of the digital shift'. It contributes to the European Framework for Action on Cultural Heritage, launched by the European Commission with the aim of leaving a policy imprint beyond 2018

https://publications.europa.eu/en/publication-detail/-/publication/e38e8bb3-867b-11e9-9f05-01aa75ed71a1/language-en/format-PDF?fbclid=IwAR0z_YkYlmIfsZET7onnk-DfXeOqbjFGj6qH8IU0bFK_gP5eb-l_YpJm-aw (as of May 6th, 2020)

Arts Council England (2018). "Changing Cultures - Transforming Leadership in the Arts, Museums and Libraries."

https://www.artscouncil.org.uk/sites/default/files/download-file/Changing%20Cultures_0.pdf (as of May 6th, 2020)

2.17 THE HERITAGE-PRO PARTNERS: AN INTERDISCIPLINARY TEAM FOR SKILLS DEVELOPMENT IN CULTURAL HERITAGE PRESERVATION

HERITAGE-PRO is an Erasmus+ initiative of six European partners from five countries who strive to answer to the continuing call for interdisciplinary training for professionals of different disciplines towards sustainable management and preservation of cultural heritage.

The **HERITAGE-PRO** website https://heritage-pro.eu/ provides you with further information and updates. Please feel invited to browse through the pages and benefit from information and training material alike.

HERITAGE-PRO is implemented by a partnership of six European institutions, companies and networks from Germany, Spain, Austria, Sweden and Belgium, all active in vocational training for the

preservation of cultural heritage. They developed cooperatively this vocational training scheme that closes the gap of interdisciplinary training in the field.

- **Kultur und Arbeit e.V. – Bad Mergentheim / Germany (coordinator)**
  www.kultur-und-arbeit.de

- **Restrade – Höganäs – Sweden**
  www.restrade.se

- **Asociación Española de Gestores de Patrimonio Cultural (AEGPC) – Madrid / Spain**
  www.aegpc.org

- **European Network on Cultural Management and Policy (ENCATC) – Brussels / Belgium**
  www.encatc.org

- **Institut für immobilienwirtschaftliche Forschung (IPRE) –Vienna / Austria**
  www.ipre.at

- **Entwicklungsagentur Rheinland-Pfalz – Mainz / Germany**
  https://ea-rlp.de/

2.18 ACKNOWLEDGEMENTS

The **HERITAGE-PRO** team is very proud that the following European experts have accepted the invitation in the Advisory Board of the project. Their institutions are Associated Partners to the project:

Germany

Mrs **Patricia Alberth**, head of the World Heritage Office of the City of Bamberg.

Mr **Thomas Metz**, director of the General Directorate for Cultural Heritage of Rhineland-Palatinate

Mr **Frank Sprenger**, head of the Centre for Conservation and Monument Conservation of the Koblenz Chamber of Crafts

Mr **Titus Kockel**, PhD, Head of Unit Promotion of the Trades, German Confederation of Skilled Crafts and Small Businesses

France

Ms **Claire Giraud Labalte**, heritage expert, art historian and professor emeritus. Member of ENCATC / Alliance 3.3. She is president of *Le Pôle du patrimoine en Pays de la Loire* and president of the association Territoires imaginaires.

Sweden

Ms **Rebecka Nolmard**, director-general, Swedish Ministry of Culture

Mr **Gunnar Almevik**, PhD, Professor at Gothenburg University, Department of Conservation

Spain

Mr **Carlos Romero** Moragas is an archaeologist and cultural manager. He is the **Head of the Centre for Training and Dissemination at the Andalusian Institute of Historic Heritage** (IAPH), a regional public agency located in Sevilla (Andalucía, Spain).

Mr **Gabriel Morate Martin** is **Director of the Spanish Historic Heritage Preservation Program at MonteMadrid Foundation,** member of the Executive Board of Hispanic Nostra and the Spanish Association of the Friends of the Castles (Head of the Technical Department). He is the Editor of the "Monumentos Restaurados" Publication Series.

Norway

Dr. Terje M. Nypan, Technical Director at Riksantikvaren (Norwegian Directorate for Cultural Heritage).