BCS Professional Certificate in Stakeholder Engagement V2.2

Detailed Guidance

Change History

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

Version Number	Changes Made
V2.2 (Asset v1.1) March 2025	Updated guidance for 4.4 and 4.6
Version 2.2 October 2024	Syllabus update
Version 2.0 January 2019	Syllabus update
Version 1.0 October 2015	Detailed Guidance Created

BCS Professional Certificate in Stakeholder Engagement

Contents

Introduction

- The aim of this document is to provide information to possible Accredited Training Organisations (ATOs) to help them to understand the requirements for gaining accreditation.
- It covers the basic requirements for the training course and for the trainers who will deliver it.
- It references where the information for each syllabus topic may be found in the Recommended Reading List.
- For full information on accreditation, please refer to the BCS ATO Accreditation Regulations.

Target Audience

This documentation is relevant to any training organisation wishing to develop a training course and become accredited for the BCS Professional Certificate in Stakeholder Engagement.

Course Format and Duration

Candidates can study for this certificate in two ways: by attending an accredited training course provided by an Accredited Training Organisation or by self-study.   An accredited training course will require a minimum of 12 hours of study run over a minimum of 2 days.

Trainer Criteria

Summary of Criteria	- Hold the BCS Professional Certificate in Stakeholder Engagement - Have 10 days training experience or have a train the trainer qualification - Have a minimum of 3 years practical experience in the subject area

Classroom Size

Trainer to candidate ratio	1:12

Invigilator to Candidate Ratio during examination

Trainer to candidate ratio	1:16

Detailed Guidance

The guidance below shows where more information may be found about a particular Syllabus topic in the Recommended Reading List.

The full Syllabus and Recommended Reading List may be found on the [BCS website](.).

Syllabus topic	Reference
1. Managing stakeholders (15%)	
1.1 Stakeholder categories	[Business Analysis Techniques](.) (Cadle et al): Stakeholder Wheel
1.2 Stakeholder analysis and prioritisation	[Business Analysis Techniques](.) (Cadle et al): Power/Interest Grid [Toward a theory of stakeholder identification and salience](.): defining the principle of who and what really counts (Mitchell et al)
1.3 Stakeholder planning and monitoring	[Business Analysis Techniques](.) (Cadle et al) : Stakeholder Management Plan
1.4 Stakeholder perspectives	[Business Analysis Techniques](.) (Cadle et al) : World view analysis (within CATWOE technique)
1.5 RACI Analysis	[Business Analysis Techniques](.) (Cadle et al)
2. Communicating with Stakeholders (10%)	
2.1 The communication process	[The Human Touch](.) (Thomas et al)
2.2 Barriers to communication: semantic, physical, psychological	[The Human Touch](.) (Thomas et al)
2.3 4As communication planning	[Business Analysis Techniques](.) (Cadle et al): 4A's
2.4 Active listening	[The Human Touch](.) (Thomas et al): page 94
2.5 Listening behaviours: judging, filtering, being right, rehearsing	[The Human Touch](.) (Thomas et al): page 53

3. Working with Stakeholder groups (10%)	
3.1 Group development process	The Human Touch (Thomas et al): Tuckman model
3.2 Learning Styles: activist, pragmatist, reflector, theorist	Business Analysis Techniques (Cadle et al): Honey and Mumford's Learning Styles

4. Facilitating workshops (10%)	
4.1 Benefits of facilitated workshops	Business Analysis Techniques (Cadle et al): Workshops The Human Touch (Thomas et al)
4.2 Roles in a facilitated workshop	Business Analysis Techniques (Cadle et al): Workshops
4.3 Stages of a facilitated workshop	Business Analysis Techniques (Cadle et al): Workshops
4.4 Facilitated workshop planning	Business Analysis Techniques (Cadle et al): Workshops The Human Touch (Thomas et al): Facilitation
4.5 Running a facilitated workshop	Business Analysis Techniques (Cadle et al): Workshops
4.6 Facilitation techniques: elicitation, visualisation and solution evaluation	Business Analysis Techniques (Cadle et al): Workshops The Human Touch (Thomas et al): Force-field analysis

5. Building rapport (10%)	
5.1 The nature of 'rapport'	The Human Touch (Thomas et al)
5.2 Mehrabian's elements in communication: Words (Verbal), Tone of Voice (Vocal), Body Language (Visual)	The Human Touch (Thomas et al)
5.3 Techniques for creating and sustaining rapport	The Human Touch (Thomas et al)
5.4 Building rapport using mirror, match, pace	The Human Touch (Thomas et al)

6. Ensuring equality (10%)	
6.1 Equality, diversity and inclusion: definitions	https://www.acas.org.uk/improving-equality-diversity-and-inclusion
6.2 Empathy maps	Business Analysis Techniques (Cadle et al)
6.3 Unconscious bias	https://www.acas.org.uk/improving-equality-diversity-and-inclusion

7. Managing expectations (10%)	
7.1 Categories of expectations	[The Human Touch](#) (Thomas et al)
7.2 Sources of expectations: controllable and uncontrollable expectation creators	[The Human Touch](#) (Thomas et al)
7.3 Process for managing expectations	[The Human Touch](#) (Thomas et al)

8. Negotiating with stakeholders (15%)	
8.1 Principled negotiation	[Getting to Yes: Negotiating an agreement without giving in](#) (Fisher and Ury) [Business Analysis Techniques](#) (Cadle et al)
8.2 BATNA	[Getting to Yes: Negotiating an agreement without giving in](#) (Fisher and Ury) [Business Analysis Techniques](#) (Cadle et al)
8.3 Integrative and distributive negotiation	KONG, D. T., DIRKS, K. T. & FERRIN, D. L. 2014. INTERPERSONAL TRUST WITHIN NEGOTIATIONS: META-ANALYTIC EVIDENCE, CRITICAL CONTINGENCIES, AND DIRECTIONS FOR FUTURE RESEARCH. *Academy of Management Journal,* 57**,** 1235-1255.

9. Managing Conflict (10%)	
9.1 Roots of conflict: goals, judgements, values	[The Human Touch](#) (Thomas et al)
9.2 Options for conflict resolution	[The Human Touch](#) (Thomas et al)
9.3 Thomas-Kilmann conflict styles	[Business Analysis Techniques](#) (Cadle et al)

Excerpts from BCS Books

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Glossary of Terms

Term	Definition
Equality	This concerns the need for equality when offering job opportunities and fairness for employees and job applicants. People are protected by discrimination law from being treated unfairly because of reasons such as sex, age or race. These are known as 'protected characteristics'. Source: https://www.acas.org.uk/improving-equality-diversity-and-inclusion
Diversity	This concerns the range of people employed within an organisation. For example, employing people with different ages, religions and ethnicities, people with disabilities, and both men and women. It also means valuing those differences. To avoid bullying, harassment or discrimination, organisations need to make sure that: • The employees and managers understand what is protected by discrimination law. • What is expected under discrimination law is actually applied within the organisation. • Changes are made if what is expected is not actually applied. For example, deploying training to ensure everyone is aware of the importance of valuing diversity. • The employees and managers understand the benefits of working with a range of people. Source: https://www.acas.org.uk/improving-equality-diversity-and-inclusion
Inclusion	An inclusive workplace concerns ensuring that everyone feels valued at work and that employees feel safe and are encouraged to: • generate different ideas • raise issues and suggestions to managers • try doing things differently to how they've been done before. Source: https://www.acas.org.uk/improving-equality-diversity-and-inclusion
Unconscious bias	Unconscious bias concerns the impact the way a person thinks has on their behaviour. Sometimes, they have beliefs and views about other people that results from their life experiences and this may not be right or reasonable. This includes when a person thinks: • Better of someone because of the similarities they perceive with the other person. • Less of someone because that person is different to them. For example, where someone is of a different race, religion or age. Unconscious bias could cause someone to make a decision that is influenced by their beliefs or assumptions. This is also called 'stereotyping'. Source: https://www.acas.org.uk/improving-equality-diversity-and-inclusion