

Worksheet 1: Stakeholder Identification

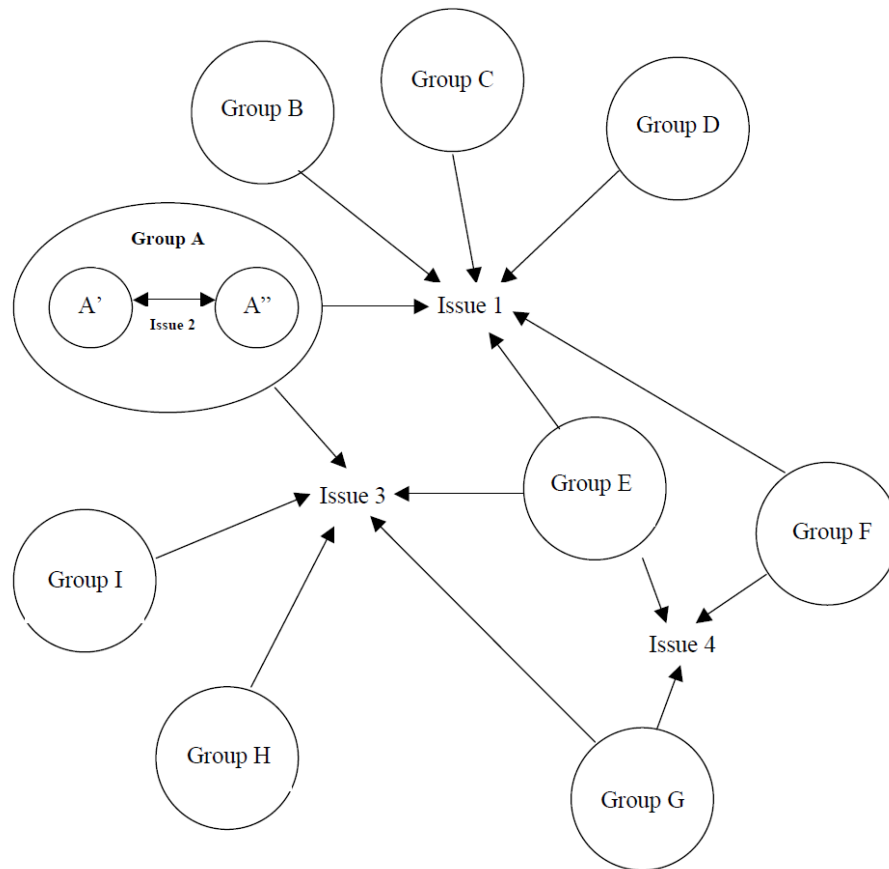
Use this worksheet and the accompanying exercise to identify stakeholders to include in the planning process.

- Instructions:
- 1) Identify the broad topic or specific issues to be addressed by planning.
 - 2) Identify types of stakeholders potentially interested in or affected by the issue.
 - 3) Identify specific individuals or groups that should be involved.

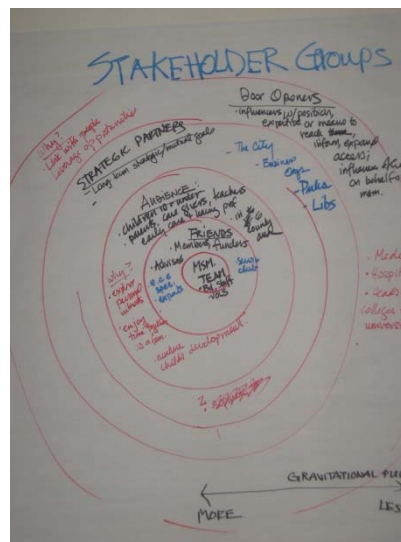
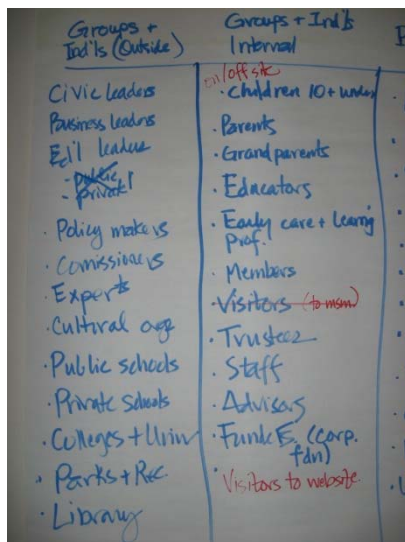
Identify Potential Stakeholders	Identify Potential Issues				
	<i>Example</i> Transportation	Economic Development	Housing	Agriculture	Natural Resources
<p><i>Example</i></p> <p>Local Government</p> <ul style="list-style-type: none"> ▪ Elected officials ▪ Local departments ▪ Regional government ▪ State government ▪ Federal government ▪ Quasi-public agencies 	<p>Public works</p> <p>Highway dept</p> <p>Planning dept</p> <p>RPC / Metro planning org</p> <p>DOT</p>	<p>Community development</p> <p>Econ dev corporation</p> <p>Chamber of commerce</p> <p>WEDC</p>	<p>Housing authority</p> <p>WHEDA</p> <p>HUD</p>	<p>Land and water conservation</p> <p>Extension</p> <p>DATCP</p>	<p>Parks and recreation</p> <p>Land and water conservation</p> <p>DNR</p>
<p>Community Members</p> <ul style="list-style-type: none"> ▪ Age ▪ Gender ▪ Race/ethnicity ▪ Income/employment ▪ Housing status ▪ Familial status ▪ Geographic location ▪ Political view ▪ Opinion leaders 					
<p>Organizations</p> <ul style="list-style-type: none"> ▪ Civic ▪ Cultural ▪ Religious ▪ Business ▪ Geographic ▪ Special Interest 					
<p>Private Sector</p> <ul style="list-style-type: none"> ▪ Health ▪ Education ▪ Business ▪ Retail/services ▪ Manufacturing ▪ Construction ▪ Agriculture ▪ Forestry ▪ Other 					

Exercise 1: Stakeholder Relationship Mapping

Use the following space or a large sheet of paper to identify stakeholders and their relationships to local planning issues and/or each other. If desired, make notes directly on the paper or use different symbols or lines to identify important relationships (i.e. common interests, influence, etc.). This type of exercise is useful for identifying stakeholders, brainstorming potential issues, and uncovering hidden relationships.



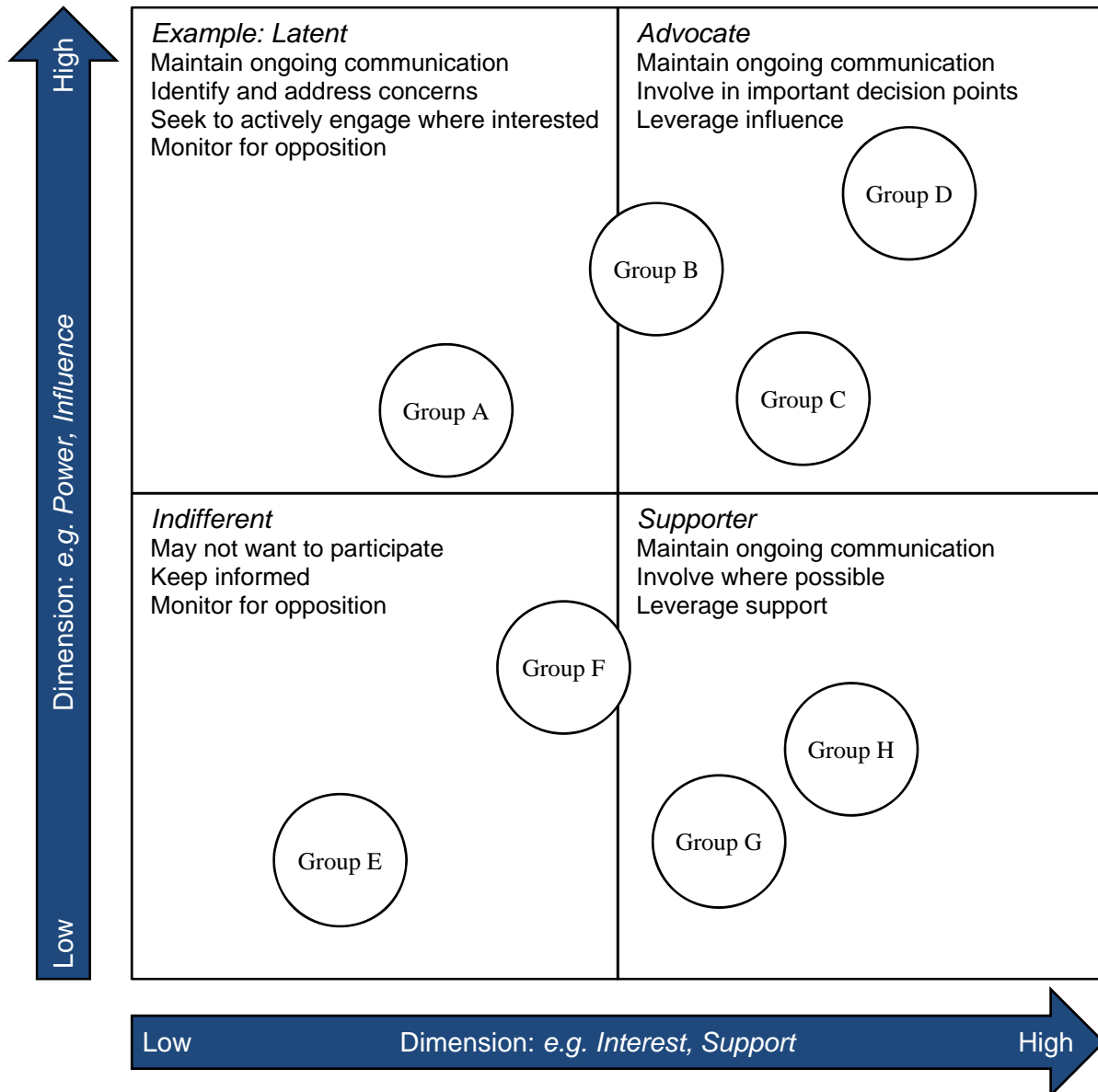
Examples:



Graphic from Bryson, 2004 and Bryant, 2003. Photos 1 and 2 from Stakeholder Analysis, Museum Notes Blog, February 7, 2011. Photo 3 from Stakeholder Interests, Sustainable Sanitation and Water Management, 2010.

Exercise 2: Stakeholder Analysis Matrix

Use the following space or a large sheet of paper to identify and classify stakeholders according to selected dimensions. Represent one stakeholder dimension along each axis. If desired, use different symbols, colors, sizes or lines to represent a third dimension (i.e. size of symbol = degree of influence). Begin to make note of potential strategies to involve each group. This type of exercise is useful for analyzing how stakeholders relate to an issue or process, and identifying methods to engage stakeholders.



Stakeholder Dimensions:

Power: the power a stakeholder has over the decision

Influence: the ability of a stakeholder to influence other stakeholders

Impact: the degree to which the decision will impact each stakeholder

Interest: the perceived level of interest that each stakeholder has in the decision

Support: the degree to which a stakeholder supports or opposes the project

Resources: the level of resources a stakeholder is able to bring to the process

Knowledge: the level of knowledge a stakeholder has about the project

Adapted from *Tools for Institutional, Political and Social Analysis of Policy Reform: Annex*. 2007. The World Bank.

Worksheet 3: Public Participation Strategy

Use this worksheet to develop a strategy for public participation, including methods, timing and audience.

- Instructions:
- 1) Identify tasks to complete during each major step of the planning process.
 - 2) Identify objectives for public participation at various points in the process.
 - 3) Identify tools and stakeholders appropriate for each task.

Identify Planning Tasks	Identify Participation Strategy				
<i>Example</i>	Awareness	Education	Input	Interaction	Decision
Data Collection and Analysis	✓	✓	✓		
1. Identify data and information needs			Plan commission		
2. Gather spatial and technical data					
3. Verify data for accuracy			Data review committee of citizen/experts		
4. Analyze data for patterns and trends					
5. Disseminate information	Press release targeting general public	Kickoff mtg. targeting general public			
Issue Identification					
1.					
2.					
3.					
Goal and Objective Formulation					
1.					
2.					
3.					
Strategy Formulation					
1.					
2.					
3.					
Plan Review and Approval					
1.					
2.					
3.					

Adapted from *Crafting an Effective Plan for Public Participation*, Miskowiak, 2004. Center for Land Use Education.

Worksheet 5: Communication Strategy

Use this worksheet to develop a communication strategy for public participation, including key information to relay to the public and preferred techniques.

Event: _____

Participation objective: _____

Target audience: _____

Date: _____ Time: _____

Key Information	Responsible party	Target completion
Identify the key information you will relay to the public.		

Technical Information	Responsible party	Target completion
Identify technical and background information needed to ensure meaningful participation.		

Communication Techniques	Responsible party	Target completion
Identify techniques to communicate with the public.		

- Public notice (posting, newspaper, etc.)
- Mass media (press release, letter to the editor, interview, etc.)
- Internet (email, calendar of events, Facebook, etc.)
- Print (postcard, factsheet, handout, etc.)
- Display (poster, map, photos, scale model, etc.)
- Audiovisual (PowerPoint presentation, video, etc.)
- Other:

Worksheet 6: Event Logistics

Use this worksheet to plan for individual public participation events, including facility, room setup and equipment needs.

Event: _____

Participation objective: _____

Target audience: _____

Date: _____ Time: _____

Facility	Responsible party	Target completion

Name: _____

Location: _____

Contact person: _____

Phone: _____ Email: _____

Rental fee: _____ Capacity: _____

Features: Adequate parking Restrooms Handicap accessible Other: _____

Equipment	Responsible party	Target completion

- Directional signage
- Name tags
- Sign-in sheet
- Presentation materials (maps, posters, PowerPoint presentation, etc.)
- Facilitation materials (flipchart, markers, paper, pens, post-it notes, sticky dots, etc.)
- A/V equipment (laptop, projector, screen, cart, extension cord, microphone, speakers, etc.)
- Refreshments (food, beverages, serving ware, tablecloth, waste/recycling, etc.)
- Handouts
- Evaluation forms

Room Setup	Responsible party	Target completion

- Tables: (registration, refreshments, handouts, displays, etc.)
- Chairs:
- Other:
- Room arrangement:

The physical arrangement of a room sets the tone for public participation. Use the following diagrams to select an arrangement that is appropriate for the intended event. Consider the number of participants, level of interaction and meeting goals.

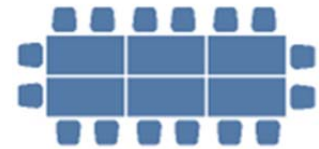
Circle

A plain circle of chairs is useful when the full involvement of each individual is required. This arrangement encourages discussion and interaction among peers and downplays the role of the leader. Use of audiovisuals or a flip chart may be difficult. If needed, tables can be used to remove the sense of vulnerability some participants may experience. Ideal for up to 20 participants.



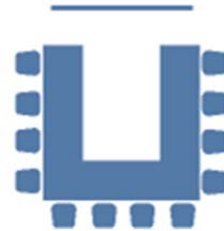
Conference Table

Ideal for small groups where close interaction and a lot of discussion are expected. Sharing a single table creates unity but may also suggest formality or hierarchy. Most effective with groups of 6-15 where participants can see and hear each other easily. If the group gets too large, people at the far end of the table may feel left out and form a separate group. Participants may need to move their chairs to properly view a presentation.



U-Shape

Popular set-up for groups where close interaction or collaboration is necessary. Gives participants a sense that they are equal in status. Group size should be limited to about 20 people so that participants can easily see and hear each other. Front area can be used for audiovisuals and center area for simulations or role plays. A table could be added to the front of this arrangement to create additional seating, but may limit functionality.



Classroom

A classroom-style setup provides a work surface for note taking and reference materials. It is ideal for one-way communication such as audiovisual presentations and lecture style programs. Though not ideal, participants can also break out into small groups at their tables or turn to the table behind them. Visibility and group interaction can be enhanced by arranging furniture in a semi-circle. Sound amplification may be needed in larger rooms.



Banquet

Ideal for small group discussion and project work within a larger group setting. Participants are seated at round or small rectangular tables. To maximize visibility, tables can be arranged in a semi-circle and seating limited to one side of the table. Small groups can easily return to the large group to focus on a speaker or audiovisual presentation. Sound amplification may be needed in larger rooms. A meal can be easily incorporated into this setup.



Theater

Ideal for one-way communication to large groups. Examples include audiovisual presentations and lecture style programs. Visibility can be enhanced by providing tiered seating or by placing chairs in a semi-circle. Note taking is cumbersome without tables. Sound amplification may be needed in larger rooms. Microphones placed throughout the room can be less intimidating than requiring speakers to come to the front of the room to provide input.



Worksheet 7: Event Debrief

Use this worksheet to evaluate the strengths and weaknesses of individual public participation events and transfer lessons to future activities.

Event: _____

Participation objective: _____

Target audience: _____

Date: _____ Time: _____

Strengths

What worked well? (timing, location, venue, activities, etc.)

- For specific audiences
- To achieve specific objectives

Weaknesses

What could have been improved?

- Barriers to participation
- Unanticipated events

Lessons Learned

What key learning experiences should be transferred to future events?

Worksheet 8: Documentation and Evaluation

Use this worksheet to document resources invested in the public participation program and evaluate its overall success.

Inputs: Document and evaluate resources invested in public participation

Resources	Evaluation Questions	Evaluation Results
<p><i>Example</i></p> <ul style="list-style-type: none">• Time• Money• Equipment• Technology• Staff• Volunteers• Partners	<ul style="list-style-type: none">• Were sufficient resources allocated to the public participation program? What else was needed?• Did the results justify the costs?	

Outputs: Document and evaluate public participation activities and involvement

Activities	Evaluation Questions	Evaluation Results
<ul style="list-style-type: none">• Notices• Educational materials• Meetings• Small group activities	<ul style="list-style-type: none">• Were there a range of opportunities to participate, both in-person and remotely?• Were the locations convenient and accessible?• Was the information distributed clear and easy to understand? Was it timely?	
<p>Involvement</p> <ul style="list-style-type: none">• Number of participants• Diversity of participants• Attainment of objectives• Quality of input• Public satisfaction		

Outcomes: Document and evaluate short, medium and long-term results of public participation

Short-term results	Evaluation Questions	Evaluation Results
<ul style="list-style-type: none">• Increase knowledge• Obtain feedback• Resolve conflicts• Gain consensus• Influence decision-making		
<p>Medium-term results</p> <ul style="list-style-type: none">• Adopt plan• Create policies, programs• Change behavior		
<p>Long-term impacts</p> <ul style="list-style-type: none">• Change social conditions• Change economic conditions• Change environmental conditions		