Stakeholder Analysis Tools for Policymakers and Planners  
PA 5920 Skills Class - Syllabus Spring Semester 2018  .5 credit

Instructors: Lee Munnich and Wendy Wustenberg

“Any ideas about how a problem should be understood and remedied must be developed and refined in concert with an array of stakeholders, since successful navigation of the policy change cycle requires the inspiration and mobilization of enough key stakeholders to adopt policy changes and protect them during implementation.”

_Leadership for the Common Good_, Crosby and Bryson (2005), p. 166

“Planning in a shared-power situation hardly ever follows a rigidly structured sequence from developing problem definitions and solutions to adopting and implementing proposals. Serious difficulties arise when people try to impose any rigidly sequential approach on a situation in which no one is in charge. Nonetheless, to be steadily effective, leaders must have an organized approach of some sort.

(Abramson and Lawrence, 2001).”  _Ibid, Preface xx_

“Looking for both positive and negative effects on each constituency enhances your credibility as a decision maker by showing that a wide variety of views of claims and supporting concerns and considerations have been sought out and carefully considered. This helps you to mobilize support and makes it easier to defend an action that may disadvantage some stakeholders.”

_Why Decisions Fail_, Nutt (2002)

Students will use research-based planning tools to explore the importance of stakeholders in a day of hands-on analysis of a real-world case for a nonprofit client. This skills class includes an active workbook on Moodle that requires approximately _4-6 hours of work_.

BEFORE CLASS:

1. **Review case study briefing materials for our real-world case.** Our nonprofit “client” will be The Alley, publisher of The Alley Newspaper that serves the Phillips Community neighborhoods of South Minneapolis.
2. **Select ONE stakeholder from the online Moodle list.** You are expected to research that stakeholder’s interest in the case and contact them for an interview.
3. **Download the Stakeholder Identification Interview for that conversation, complete and post on no later than noon Wednesday Feb. 1, 2018.**
4. **Upload your photo and a personal introduction to the class on Moodle.**

CLASS DAY -- Feb. 3, 8 to 4:30 p.m. will be spent in “serious play” with the client present, using five planning tools designed to analyze and mobilize stakeholders.

AFTER CLASS: _The final paper is a memorandum written for the Client_ that includes recommendations about how to involve your selected stakeholder in a strategy to accomplish state funding this Session. It is intended that the experiences of this skills class will transfer to new ways of working that add value to graduate school coursework, professional jobs, and volunteer leadership and staff work.

_This paper is due by 5 p.m. Friday Feb. 23, 2018._
Learning objectives

1) Develop expertise in management of stakeholder relationships:
   a) Lecture will introduce research about the role of input in successful decision processes (Paul Nutt, Why Decisions Fail);
   b) Lecture will introduce research about stakeholders in public policy formulation (Barbara Crosby and John Bryson, excerpted readings)
   c) Build empathy for diverse viewpoints among stakeholders through Stakeholder Role Play of a case study.

2) Develop skills to engage individuals, small groups, and organizations using shared-power planning tools to understand an issue and inform effective decision-making:
   a) Lecture will survey the variety of stakeholder planning tools available today;
   b) Develop competence using Stakeholder Identification & Analysis;
   c) Develop competence using Power v. Interest Grid;
   d) Develop competence using Strength/Weakness/Opportunity/Threat (SWOT) Analysis;
   e) Develop competence working creatively to find solutions that will be evaluated by small and large group in a Criteria Grid.

3) Develop skills in seeking out diverse stakeholder input and building coalition to accomplish action in the public arena.
   a) Students will choose a stakeholder from a list or their own research to research and represent in class during role play exercises;
   b) Apply conflict management skills, as needed, to develop coalition and identify possible solutions to the case problem;
   c) Learn how planning tools can help make diverse viewpoints visible for the purpose of convening people together.

4) Equip participants with stakeholder tools in a durable form with skills to use them in future class or workplace settings.

MATERIALS PROVIDED FOR CLASS: Moodle Site (online readings, case briefing, case supplemental readings; stakeholder list; select stakeholder tools to use before and during class; In Class Resources Provided: nametags; markers; facilitator pads for eight work groups; markers; masking tape; Post-it-Notes®; easels or whiteboard; projector and screen for PowerPoint.
Class Agenda: PA 5920 Stakeholder Skills for Policymakers and Planners Feb. 3, 2018
Room 10, McNeal Hall, St. Paul Campus (to avoid Super Bowl festivities)

8:00 am  Intro: Munnich & Wustenberg – enjoy today’s “serious play”
8:05 am  Intro our Client: Cathy Strobel, Board Chair of The Alley Newspaper
8:20 am  Q&A
8:35 am  Student Introductions (Stakeholder ID Exercise 1- (Wustenberg)
9:30 am  BREAK
9:40 am  Lecture 1: “Leaders need to figure out what's going on.”
   Wustenberg – Paul Nutt “Why Decisions Fail”
9:55 am  Lecture 2: “Stakeholders in a Shared Power World” – (Munnich)
10:15 am “What's Going On” Exercise 2: Stakeholder Analysis
   Munnich Introduction & one example to explain how this tool typically works.
10:20 am  Small Groups: What the Stakeholders Think About the Client & The Case
10:40 am  Small Group Reporting – Wustenberg Records Results
   Class Comments
11:00 am  “What's Going On” Exercise 3: Power v. Interest Grid – (Munnich)
   • Power V Interest Grid as a Tool
11:10 am  Students will each nominate their stakeholder for a position on the grid
   and explain why that placement makes sense relying upon their analysis.
   Post-It-Notes with the stakeholders’ names will create a visual map.
11:25 am  Small Group analysis: What does this diagram mean for our Case Study?
11:40 am  Small Group Reporting (Wustenberg recording)
11:55 am  Comments & Observations
Noon  LUNCH with Clients: Harvey Winje, Sue Hunter-Weir, Cathy Strobel & Susan Gust
1:00  “What's Going On” Exercise 4: SWOT/C Analysis – (Munnich)
   Lecture overview about what SWOT/C is, and why it’s a powerful tool.
   * Students will role-play as advocates for their stakeholder.
1:30  Individual Work: Generating a fast list of ideas (7 +/- 2 ideas; Pauling).
1:40  SWOT/C Exercise – Small Groups create map of ideas & ID top idea in
   each category to develop four strategies: S-O; W-O; S-T; W-T.
2:10  BREAK
2:25  Reporting on Small Group SWOT/C (remember: students can use ideas
   from all reports and diagrams for the final memorandum)
2:45  Guest Speaker: TBA
3:15  “What's Going On” Exercise 5: Multi-criteria Assessment Grid –
   (Wustenberg)
3:30  Small Groups: Brainstorm ideas & “vote” to identify best ideas.
3:40  Small Group Reporting & Master Class Grid (Wustenberg)
4:00  Volunteers to upload photos of each small group’s work to Moodle.
4:05  The Assignment: Memorandum to the Client by 5 p.m. Feb. 23, 2018
4:15  Course evaluation
4:30  Close
REQUIRED READING, LISTENING & ACTIVITY RESOURCES ON MOODLE:

Courageous Conversations – our commitment to a classroom experience that encourages us all to support one another as we stay engaged, experience discomfort, speak our truths, and expect/accept nonclosure (Courageous Conversations About Race, Singleton & Linton, 2005)

Introduce Yourself to the Class

Understanding the Case

- Stakeholder Skills Class & Case Study Requirements – 2018 (PDF)
- Case Statement for The Alley Newspaper (PDF)
- A Brief History: The Alley, Phillips Community & The Alley Newspaper
- First Person Radio, KFAI-FM – Laura Waterman Wittstock’s interview of Harvey Winje, Sept. 14, 2017 (digital file with permission to upload) and Migizi show promotion at https://migizi.org/harvey-winje-first-person-radio/

Becoming a Reader of The Alley Newspaper

- NOTE: The last two issues of The Alley Newspaper will be delivered to your mailbox in Room 130 by Thursday January 18, 2018.
- Read online editions at http://alleynews.org/
- Follow The Alley Newspaper on http://Twitter.com/@alleynewspaper
- Follow The Alley Newspaper on http://Facebook.com/@alleynewspaper

Engaging with Stakeholders of The Alley Newspaper

- Stakeholder Identification Interview Tool (to be downloaded, completed, and uploaded on Moodle by noon Wed. Feb. 1, 2018).
- Stakeholder Roster provided by client (each student must choose one to interview; first come basis).

Why Are Community Newspapers Valued by Readers?

A few good reads to kick-start your thinking and inspire your own curiosity to research:

- National Newspaper Association (http://www.nnaweb.org/about-community-newspapers)
- The National Newspaper Association’s 2017 National Community Newspaper Survey (1,000 Households) (PDF)
- New York Press Association’s press release summary of the 2012 National Community Newspaper Survey (an excellent summary of the longitudinal survey to compare against the 2017 full report provided by NNA (PDF)
Required Readings About Why Stakeholders Matter:


Recommended Readings:


ALSO ON MOODLE: Leadership for the Common Good Fieldbook by permission of University of Minnesota Extension Service. Includes templates of planning tools, including those used in this course.