

# Stakeholder Engagement Strategies

## How to Message Change and Solidify Stakeholder Buy-In focused on Employment

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2016 SYSTEMS TRANSFORMATION CONFERENCE

MARCH 2, 2016

# Objectives

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- Review three stakeholder engagement strategies
- Develop key messages that support a transformation plan
- Develop communication strategies that support a transformation plan
- Review Tools and Resources related to stakeholder engagement

# Questions?

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- What are the key elements of your organization's transformation plan?
- Who needs to 'buy-in' in order for the plan to be successful?
- Of those who need to 'buy-in', who would have the most issues or concerns with the changes?



## Strategy #1 Community Conversations

# Community Conversations: World Café Model



Source: [www.theworldcafe.com](http://www.theworldcafe.com)

# Inviting the Community



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## News/Community

April 10, 2008  
Stoughton Courier Hub

'Community Conversation' event to explain why

### Students with disabilities need jobs to secure county funds

By Autumn Drussell  
Associate Editor

On Thursday, April 17, Stoughton area residents, business owners and stakeholders are invited to participate in a "Community Conversation" to address the needs of paid employment opportunities for Stoughton's youth with disabilities.

A directive of the Mayor's Committee on Human Services, the event will serve as an opportunity to educate the community on the importance of providing paid employment to disabled youth.

Currently if a student identified with a disability does not have paid employment upon his or her graduation, that student is no longer entitled to supportive, county funding. Priority funding is given to those individuals who graduate from high school with a job, said Kurt Schneider, director of student services for the Stoughton Area School District.

"The purpose of this event is to educate the Stoughton community about individuals with disabilities in employment settings and looking at ways the community can come together to provide a range of opportunities," said Schneider.

He said those opportunities should come from other industries besides food service and cleaning, where most individuals with disabilities are placed.

"The community perspective on persons with disabilities is bigger than just a high school problem."

**Daria Fienne** ties as having not as advanced on a skill set as those with a more sophisticated skill set, said Schneider. "And that puts a ceiling on an individual when they can do more than what people think."

Schneider said thankfully Stoughton has a generous history of supporting youth with disabilities.

Daria Fienne, special education administrator at Stoughton High School, said she recently went through 10 years of employment data and discovered over 300 Stoughton businesses have employed a youth with disabilities from the high school.

Eligibility doesn't guarantee services, added Brandt, because there is a lack of county funding for people with disabilities. "Basically," she said, "slightness means you get to onto a near seven-year waiting list," she noted, often sending families into crisis mode.

"For years those families have depended on the school system to provide education and supportive care for their students during the school day," explained Schneider. "But when a student is no longer entitled and they go onto that waiting list, that means they often are sitting at home if they can't find employment. And some require around-the-clock care. Some families can't afford to quit their jobs to be able to stay home to care for these individuals," which prompts the crisis.

That's why it's critical high school students acquire paid employment before leaving their school setting. As Schneider pointed out earlier, individuals with disabilities who are employed receive priority funding over those who aren't.

"That's why it is so important students early on become independent and learn work ethics and responsibility," said Schneider.

"Students who continue to receive county funding upon graduation have met that transition requirement," said Brandt, and if the schools have done their part, that student will have received a job."

Schneider agreed. "If when that student leaves school he or she is working four hours a week, that's what they continue to get," he stressed. "That's why schools play a major role in the transition process. The more skills a student is able to acquire while in school, the more positive he or she will look in the eyes of an employer."

"And it used to be that if you found that student a job, it didn't matter if they liked it or not, they did it because they had to," said Fienne. "But more and more students are choosing to leave work because they don't enjoy it. Now we are having students choose a job not only based on aptitude and talent, but also interest. You stay in a job longer when you like it. And why should they be able to? Individuals with disabilities have the same goals and dreams as their able peers."

Fienne added although educating the public and preparing youth for work after school begins at the high school level, "the community perspective on persons with disabilities is bigger than just a high school problem," Fienne said, meaning

#### If you go . . .

**What:** Community Conversation: Increasing employment for youth with disabilities  
**When:** Thursday, April 17, 6:30-8:30 p.m.  
**Where:** Victoria's of Stoughton (formerly MASH Bar), 111 Chalmers Drive  
**RSVP by:** April 14 to Beth Swedeen, 262-6745.

Businesses, as well as communities, benefit through an increased pool of potential workers, better connections and knowledge of available resources and support available in the community, better on-the-job support for youth with disabilities, and stronger contributions to the community.

Youth with disabilities are an untapped labor source and often stay in jobs longer; are more reliable in hard-to-fill and high-turnover positions. And, youth with disabilities who work during high school are four-times as likely to complete high school as their peers who don't work. Early work experiences are one of the strongest predictors that youth with disabilities will be successful as adults. Also, tax incentives are available to business owners who hire youth with disabilities.

Fienne said more than 700 employers around the Stoughton area have been invited to the Community Conversation, including all Stoughton Chamber members and more. The event will be held from 6:30-8:30 p.m. at Victoria's of Stoughton, 111 Chalmers Drive.

Folstein said it's important for the city to become involved in helping to raise awareness.

"We have got to do what we can to bring awareness to this situation," she said. "We have an interest and show we

## Hubbub

THURSDAY, APRIL 10

Income Tax Assistance: Through VITA, volunteers work free to assist qualified people in filing income tax returns. Noon-5:30 p.m., through April 10, second floor, Public Safety Building, 321 S. Fourth St. For individuals using the

## Arrowhead HS and the Hartland Area Chamber of Commerce

# Invite You To A Community Conversation



## on increasing employment for youth with disabilities

### Why Hold a Community Conversation?

- ☺ Businesses need good employees
- ☺ Youth with disabilities are looking for meaningful work experiences
- ☺ Our community is stronger when everyone has a chance to contribute and participate

We invite you to an evening of conversation about how our community can increase employment and other opportunities for young adults with disabilities. Join us as we explore together ways to create new opportunities in our community. We'll have an informal and engaging discussion over coffee and desserts.

### Who Should Attend?

Employers...community leaders...teachers and other school staff...organizations and agencies serving youth...family members...high school students and youth adults...or anyone else invested in Hartland and the surrounding areas.

We want to hear from you!!! Come and join us...

WHEN: January 24, 2008 from 6:30 to 8:30 pm

WHERE: Ironwood Golf Course Clubhouse

W270n6166 Moraine Dr., Sussex, WI 53089 (phone 262-258-0774)



Please RSVP by January 21 to  
Beth Swedeen (608-263-6745) or

[swedeen@waisman.wisc.edu](mailto:swedeen@waisman.wisc.edu) or at [www.projectssummer.info](http://www.projectssummer.info)

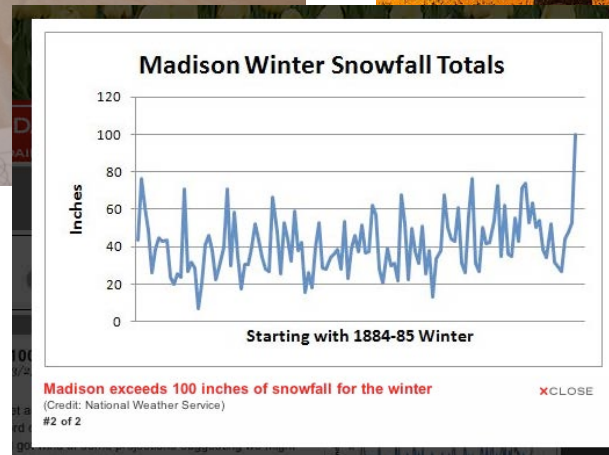
A raffle featuring great prizes donated by generous local merchants will support student & family transition activities!!!



Tasty Desserts, Great Coffee, Good Conversation

# Location, Location, Location

(and Timing)



# What Background Information Do We Provide?

Overall project goal

Contributions of employment to job seekers and the community

Changing expectations of job seekers and funding sources

It can be done...and everyone else is also changing

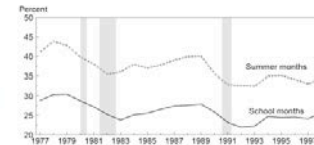
## Wisconsin's Aging Population

### Why Youth with Disabilities?

### Stoughton Area Business Success

### Why Summer?

- ✓ It is what youth do...
- ✓ More job openings
- ✓ Reduces learning loss
- ✓ Benefits family economics
- ✓ Engages youth in *positive* activities
- ✓ Provides early work experiences
- ✓ Provides more work opportunities





# World Café Guidelines



Source: [www.theworldcafe.com](http://www.theworldcafe.com)

# Questions That Matter



What Questions Matter To You?

# Our Process (2 hours-6:30 to 8:30 pm)

5-8 participants sit at café style tables

Every café table has a host who remains at the table

People travel to various tables engaging in conversations lasting for about 15-20 minutes

People listen together for patterns, insights, and ideas

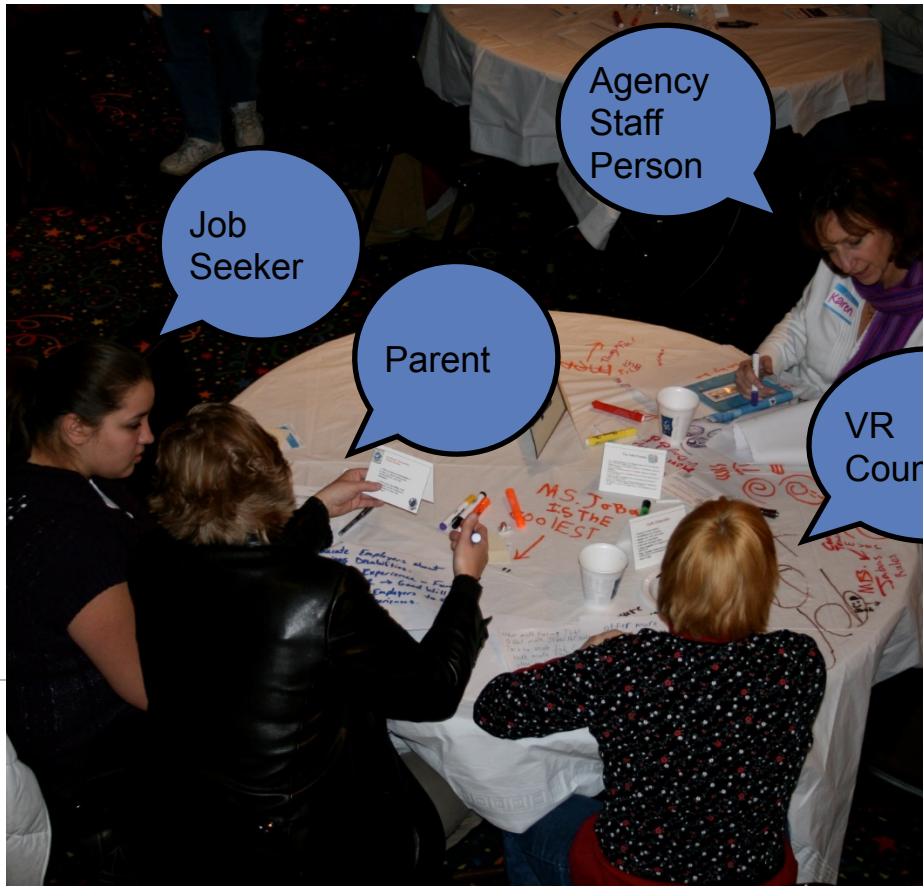
When the first round is completed everyone (but the host) travels to a new café table

Travelers begin to synthesize their discoveries and sometimes a deeper question emerges

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At the end, members share collective discoveries and insights as a whole group in a town meeting called “Harvesting”

The result is a sense of the larger whole, new possibilities for action emerge.





School Administrator

Chamber President

Business Owner

Mayor

Case Manager

Faith Community Member

Parent

Parent

# Harvesting Ideas



Group Share

Place Mats

Table Cloths

Conversations  
Before and  
Afterwards

Follow-up  
Conversations



Att Poster 3

- A mailing/letter to explain advantages + tax benefits to employers. Then questionnaire on employment needs. Employers could look at letter to see if it would work.

- Schools need help marketing

- Transportation -

1. volunteer-coordinated car pool. Students could pay small fee.

- There is a small cab co. foreldn  
Could you expand it to kids w/ds to get to jobs?

Att Poster 5

- We have a great Community!

- transport.

- Getting the word out - employer network to get word out

- Local paper run a photo/caption each wk. featuring business employing youth with dis.

- Reward good Service - Support local businesses & tell bus. peop that we appreciate hiring peop w/disabilities

- Educ. thru Chamber or other bus. group on how to interview/ support youth w/disabilities

Att Poster 3

• Employers need to know they can start small - min wage and fewer hours.

• Help families thru trans process thru trainings, etc.

• Retired teachers/professionals can mentor youth around employ

• Schools need to have personnel trained on all aspects of trans. process so parents/families also can understand process.

• Put supports in place so youth can keep jobs.

• Job readiness - all youth need to build skills  
Start with job shadowing internships or shadow & have DVR pay

# Why Do This?

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Raises awareness

Gets new conversations started

Avenue for launching community-wide efforts

Fuels creativity and idea generation

Brings in new partners & allies

Focuses on local assets and community pride



# Why Do This? (cont.)

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Networking opportunities

Connects the agency with others

Frames this as a community issue

We are not alone (affirming)

Generates a list of “first steps”

It is actually fun! (even for hosts!)



# Strategy #2 Resource Mapping

# Resource Mapping Defined

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- A *system-building process* that:
  - Leads to change
  - Identifies resources and barriers to building a system
  - Strategizes optimal uses of resources
  - Identifies limitations and gaps in resource coordination
  - Explores new resources
  - Coordinates resources for strategic planning

# Resource Mapping

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Helps consumers, families, and employment teams identify all available community supports and resources:

- Disability-related services
- Generic services and supports
- Employment and volunteer opportunities
- Social and recreational options

“The long-term development of a community rests on its ability to uncover and build on the strengths and assets of its people, institutions, and informal organizations.”  
Lionel Beaulieu (2002)



# Purpose of Resource Mapping

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Comprehensive approach to:

- build capacity
- sustain practice
- inform strategic action planning
- make informed decisions
- collect and analyze data
- share information that benefits all stakeholders

# Why Do This?

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Helps document many “unspoken” resources--makes them public for everyone

Brings together disconnected and fragmented efforts into one place

Show areas in which communities are doing well

Identifies areas in which talents and gifts of communities are being used well or underutilized

Invites new partners into this work

Gets info into the hands of consumers and families



# Outcomes of Resource Mapping

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## Improved outcomes

- Competitively employed
- Community integration

## More collaborative partnerships

More efficient and effective in delivery of services to consumers and their families

“Map” of resource available for consumers and families



# Strategy #3 Futures Planning



# Futures Planning

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Promotes individualized supports and services based on person's interests and abilities

Makes long-term planning relevant by connecting future to short-term opportunities and goals

Brings together key people in individuals' life to help design and support meaningful outcomes

Depends on active involvement by consumer in the planning process



# An Example Planning Tool

**Summer Activities Planning Tool**

Student: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ Location: \_\_\_\_\_ Led by: \_\_\_\_\_

**1. Who was part of this meeting/conversation?**

_____	_____ Student _____	(student must be present)
_____	_____	(role/relation to student)
_____	_____	(role/relation to student)
_____	_____	(role/relation to student)
_____	_____	(role/relation to student)

**2. What are some of the student's long-term, "big picture" goals for life after high school?**  
Example Guiding Questions: What are you really good at? What do you like to do? What kind of job would you like after high school?

**3. What are the student's short-term goals for the spring semester and upcoming summer in the area of work and other community activities?**  
Here are some questions you might ask to help the student identify their goals:

- What types of jobs have you had in the past? Are you working right now? Did you work last summer?
- What types of experiences this summer could help you meet your goals for after high school?
- What would be your top three places to work this summer? What other kinds of jobs sound interesting to you? What do you like to do in your spare time?
- What types of jobs or activities would you definitely not want to do?
- What is important to you in a summer job?
- What is available in our community that might be a good fit with your interests?
- What would help in the next few months to connect you with a summer job? (Examples: help with applications, phone calls, finding openings, practice interviews, etc.)
- Are there other people—like friends, relatives, neighbors, or other people you or your family knows—who might help connect you with a job opportunity?

**4. List these short term goals and needed supports on the next page.**

# Planning Tool (cont.)

Short-term/Summer Goals	What are some possible places in our community to do this?	Who do we already know—or need to seek out—who might help?	What supports or resources are needed to make this happen?	Who will take responsibility for following up on this?
1.				
2.				
3.				

Consider some of the following questions when thinking about the supports and resources the student might need:

- Will the student need direct help or support on the job? If so, who might provide that support?
- Will the student need someone to check in on him or her periodically during the summer?
- Are there transportation issues, scheduling issues, family concerns, or other issues that need to be considered?
- Are there skills the student should learn to better prepare them to find and keep a job?
- What roles will the student play connecting to this job? Family members? Teachers? A business representative?

# Why Do It?

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Prompts early planning

Brings new players to the table

Increases consumer and family buy-in

Provides important logistical information teams need to effectively locate opportunities

Provides mechanism to ensure needed experiences, supports and connections are identified



# Essential Components of Effective Communications with Individuals & Families

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- Give individuals and families opportunities to express their hopes and fears
- Describe what employment and wrap around services will look like – what will change/what won't
- Establish trust – let them know you'll be there if the job falls through or if there are benefits issues
- Access to management level staff
- Maintain Ongoing Contact

from Rachel Pollock

# Strategic Partnership Engagement through Effective Messaging

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Powerful, strong, but concise statements that convey palpable and easily digestible messages that you can use consistently in your communications with targeted stakeholders in order to secure their positive engagement in your transformation efforts

from Rachel Pollock

# Effective Messaging Strategies

## Three-Step Process

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- Step One: Goal Clarity
- Step Two: Creating/Customizing “the Schtick”
- Step Three: Effectuating Belief in the Inevitability of the Goal
  - Consistent Message Dissemination (Roll-out, Vehicles, Timing/Sequencing)

from Rachel Pollock

# Questions?

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- Which stakeholder engagement strategy would best support your transformation plan?
- Who needs to be involved in implementing this stakeholder engagement strategy?
- What tools and resources do you need to implement this stakeholder strategy?



# Homework #3: Getting Started with Stakeholder Engagement & Message Development

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## WHEN YOU RETURN HOME:

### 1. Conduct Stakeholder Mapping

- WHO
  - Top Three Targets: For the purposes of your transformation efforts, who are the top three targets that you need to reach? [These are your “essential partners”]
- WHEN
  - Timing: What is your timeline for garnering the level of support required of key decision makers within your three top targets?
- HOW
  - Action Steps: Which stakeholder engagement strategy is your team is going to commit to in order to engage the right people in your top three stakeholder target categories?

from Rachel Pollock

# Homework #3 (cont'd): Getting Started with Stakeholder Engagement & Message Development

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## WHEN YOU RETURN HOME:

### **2. Develop an Effective Message Tool for Organizational Leadership & Staff**

- Identify key messages for each targeted stakeholder group.
- Test messages through focus groups and 1:1 feedback sessions with members of targeted stakeholder groups.
- Create easy-to-use reference tool for organizational leadership and staff to use to memorize and practice key messages.

### **3. Develop Communications Roll-out of Transformation Process**

- Create phased in communications & stakeholder engagement plan, with specific milestones and timelines.

from Rachel Pollock

# Some Final Thoughts...

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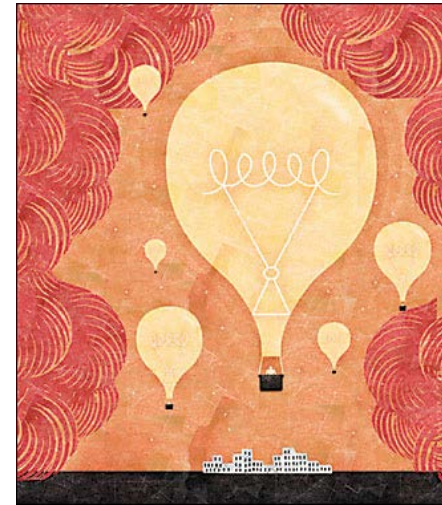
Begin planning early

More actively involve families and stakeholders

Engage business community

Capitalize on Community Involvement

Draw in other formal support systems and agencies



# Contact Information

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