

## Stakeholder Analysis for Successful Engagement

Method for developing a stakeholder analysis:

1. Identify stakeholders and their interest in relation to the project/issue
2. Consider the influence and importance of the stakeholders
3. Use this to inform your engagement plans

*Example in grey italics*

Issue	<i>Trying to get a community fridge</i>			
Stakeholder group	Type of interest (+ positive, - negative)	Level of importance to them (1 low, 5 high)	Level of influence they have in decision making (1 low, 5 high)	Action
<i>College Board of Directors</i>	<i>?</i>	<i>2</i>	<i>5</i>	<i>Find out what they think about the issue, and why they haven't done it already</i>
Students	Positive (otherwise there is no point)	4/5	3	Bring it up to the Student Union to hopefully persuade others in making the decision.
Tutors	Positive	3	2	Collective decision. Bring it up to the principal/decision makers.
Student union	Positive	4	5	Collect feedback Collect opinion from Focus groups (specific Dietary requirement's)
Local business	positive	2	2	It might be a good

leaders				opportunity to help and get advertised
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### Types of engagement

1. 1-2-1 meetings with stakeholders
2. An email with a question
3. Information stalls
4. Events to gather feedback
5. Class rep meetings
6. Panel discussions on an issue
7. A film night with more information on the issue
8. A workshop with students or staff
9. Focus groups
10. Survey
11. Any opportunity to gather more information/perspectives on an issue...

### Technical, Practical and Emancipatory

**Technical** (use tools and plans to monitor what you plan to do)

- Have a plan
- Use different methods to engage different people
- Monitor your activity
- Gather quantitative and qualitative data
- Evaluate it at the end - what could you improve?

**Practical** (Will what you're planning work?)

- Have you got the resources to carry out the plan?

- People
- Time
- Money
- Space
- Buy-in from students
- Are you working on an issue that is important to students?
- Is it achievable? World peace may not be achievable, but a campaign against sectarianism within your college may be.

**Emancipatory** (Will your plan increase, or address inequality within, economic, social or political rights, for minority groups. Will it increase their voices in discussion of matters which affect them?)

- Does your plan negatively impact anyone?
- Is power delegated to those with lived-experience?
- Are you using your power to amplify other peoples voices?
- 'Nothing about Us Without Us'
- Are you missing voices from underrepresented groups, i.e.
  - Black and Minority Ethnic groups
  - People with disabilities
  - Women
  - Older students
  - LGBT+ students
  - And many others...