



Stakeholder Engagement Training

Session 4: In-person workshop



Stakeholder Engagement Training

This training programme is in 4 parts:

- ❖ Part 1: Self-guided learning: Presentations & interviews with stakeholders;
- ❖ Part 2: On-line meeting: Q&A/discussion on experiences of engagement;
- ❖ Part 3: Homework: Reflection;
- ❖ **Part 4: In-person workshop;**
 - **Why** we engage
 - **How** to plan and carry out engagement
 - **What** resources and materials to use

Training NOT Information: What you put in you will get out

Ground Rules

- ❖ Facilities, Fire Exits and Alarms
- ❖ Phones off
- ❖ Everyone should participate actively
- ❖ Open dialogue
- ❖ Peer learning and support – treat what others share in confidence
- ❖ Respect others' views – they may be different from yours but equally valid
- ❖ **Today we have approximate timings for each session, but it is important that there is a good level of discussion and information exchange, and we will be guided by you. The intention is we will finish no later than 16:30.**

Agenda for Today

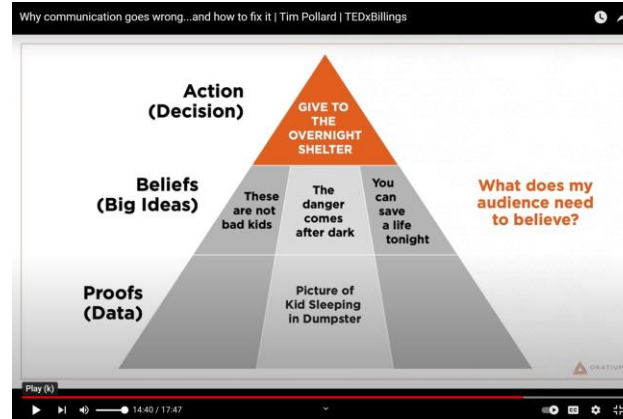
- ❖ Reflections on Homework – TED Talks
- ❖ Recap WHY we do Stakeholder Engagement
- ❖ Identifying and Analysing Stakeholders
- ❖ Engagement Techniques
- ❖ Producing a Stakeholder Engagement Plan
- ❖ Preparing for Engagement
- ❖ Sharing and Reflecting on Example Materials
- ❖ Useful Resources and Case Studies
- ❖ Interpreting Stakeholder Feedback
- ❖ You Said, We Did – The importance of feeding back to stakeholders.

TED Talks – Tim, Frederik and Jay

**ON POST-ITS GIVE
ONE OR TWO
EXAMPLES OF
SOMETHING THAT YOU
WOULD CHANGE OR
DO DIFFERENTLY
RELATING TO
STAKEHOLDER
ENGAGEMENT AFTER
WATCHING THESE
FILMS.**



Key Take Aways from TED





Stakeholder Engagement: The process of involving people in the decisions or activities that affect them.

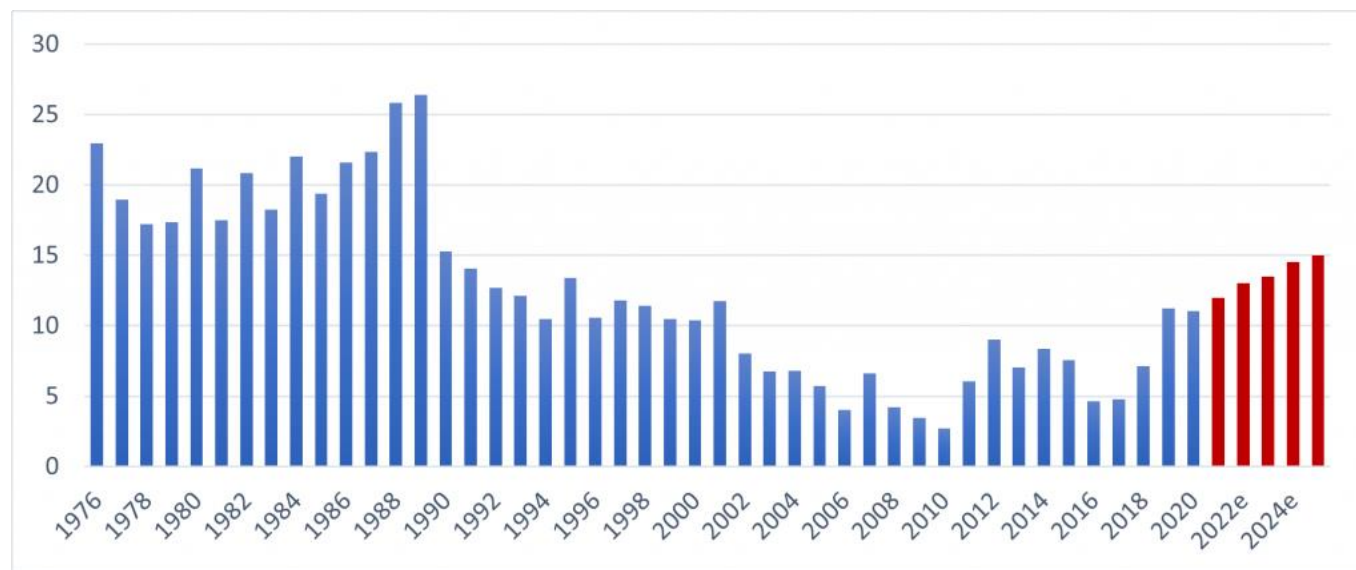
Aigas Community Forest: Pre harvesting site walkover reviewing access impacts © A Bryan

WHY?

“We have big ambitions with forestry and to achieve our goals we must work collaboratively. Key to this is ensuring that forestry fits with other land uses and that we plant the right trees in the right places.

“People and communities must also be at the forefront of our efforts to tackle climate change and we will strive to ensure that no-one is left behind or unfairly disadvantaged. This new Implementation Plan sets out the key forestry actions required to help us achieve this.”

Mairi McAllan - Forestry Minister,
June 2022



Actual and Targeted Woodland Creation in Scotland, 1976-2025 (forecast) '000 hectares

© CarbonStore

Issues Log - Good Practice



Confor
Promoting forestry and wood

Regional Archaeology Service	05/05/23	09/05/2023	Scheduled Monument (SM148, our HER record NO53NW0003)	Consult the HES. Set up and mark a 20 m buffer around the SM. Follow the recommendations to protect SM during forest operations and in the future by not planting sensitive areas. The operators will receive the maps with the protected areas.
			HER NO53NW0004 in proximity - all operators should be aware of undiscovered potential archaeology.	To follow the Regional Archaeology Service's recommendations: "There is a legal requirement in Scotland under the laws of bona vacantia, to report any objects/artefacts found to the Treasure Trove Unit"

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			HER NO53NW0097 records a folly comprising 18th artificial gothic ruins.	(http://www.treasuretrovescotland.co.uk/), and we also ask that the Service is also notified as regional archaeologists for the Aberdeenshire area. There is a legal requirement in Scotland to notify the Police if human remains are uncovered. Should any human remains be identified work will need to cease, pending the outcome of the reporting process. We also ask that the Service is also notified."
	05/05/23		no responses received	To follow the Regional Archaeology Service recommendation: "These should be safeguarded during forestry operations and retained unplanted with an open buffer."

Issues Log – Could Do Better

prescription you intend to use.

The birch trees are tall and overmature and starting to blow down. There is a high risk they will fall onto the railway line. Some have honey fungus. The ground consists of ex coal mining waste and is a bing of unstable material to support trees as they grow large. So many sycamore , beech and birch through out the wood are blowing. Storm Arwen blew some too on the northern side. We feel it best to clearfell all the trees now before some end up on the railway line. Where possible any small trees will be retained but we will use a skidder to winch the birch trees away from the railway when felling them. And the wood allowed to regenerate naturally . We have allowed to regenerate at 1100 per ha which seems sensible for this site.

Please provide details on the stakeholder engagement you have undertaken, this must include contact with adjacent properties and potentially affected neighbours.

Individual / Organisation	Date contacted	Date feedback received	Response	Action
e.g. Mrs Mackenzie, Fearnan House, meeting	14/10/2019	20/10/2019	Private water supply in SE corner of area to be felled.	Ensure route of water supply is protected during operations and liaise with owner.
There are no neighbours to this site.				

Feedback from Local MSP

- Not enough public meetings/engagement at an early stage – regular online calls/public meetings are wanted by constituents.
- Consultation/planning notices not sent to enough residents – constituents are always suspicious and this makes them think they are being ignored.
- Confusion over what the consultation/planning process is – how and when should residents be taking part/submitting objections etc.

Engagement Framework for Forestry

❖ Land Reform

- ❖ Land Reform (Scotland) Act 2016
- ❖ Land Reform in a Net Zero Nation: Consultation
- ❖ LRRS and Protocols

❖ Sustainable Forest Management

- ❖ Forestry and Land Management (Scotland) Act 2018
 - ❖ Part 2 -Duty on Scottish Ministers to promote SFM
 - ❖ Part 3 – Duty on Scottish Ministers to prepare a forestry strategy
- ❖ Forestry Standards – Consumer Demands and Expectations
 - ❖ FSC, PEFC → UKWAS
- ❖ Public Money Invested – Delivery of Public Benefits
 - ❖ FGS → UKFS

Are there other reasons why we might engage?

Are there other reasons why we might engage?

Helps to understand the issues (local people may know site better than you)

Can provide high level of local detail

Results in better solutions (and innovation) – improves quality and efficiency

Builds consensus and support

Breaks down barriers and builds trust – builds relationships

Saves time and resources in the long term

Mutual Understanding

Reputation

Potential Business

When to Engage

When planning or developing new activities or services

- Woodland Creation
- Timber haulage
- New Recreation Facilities
- Special Events

In the management of existing services or activities

- Pre-Harvesting
- Update to Long Term Forest Plans
- Volunteering/ Green Gym/ Education

In order to tackle problems

- Fly-tipping
- Unofficial mountain bike trail building
- Fire setting/ vandalism

Identifying Stakeholders: Sharing Case Studies

What project are you going to work through today:

- Name of project
- Type of project
- When is it due to start
- What, if any, stakeholder engagement have you considered to date

Definition of a Stakeholder (1)

“any group or individual **who can affect or is affected by** the achievement of the organisation’s objectives” (Freeman, 1984)

Definition of a Stakeholder (2)

“any group or individual **who can affect or is affected by** the achievement of the organisation’s objectives” (Freeman, 1984)

- ❖ Forest Owner
- ❖ Neighbours
- ❖ Adjacent Community
- ❖ Other organisations – user groups, special interest groups
- ❖ Contractors
- ❖ Scottish Forestry
- ❖ Local Authority, SEPA, NatureScot, HES etc.
- ❖ Other Staff from Your Own Organisation

Definition of a Stakeholder (3)

But remember a 'stakeholder' is not one dimensional:

- ❖ Different backgrounds, perspectives and objectives.
- ❖ Can be influenced by other things going on around them – unconnected to you or your project.
- ❖ Their opinions and views can and will change over time.
- ❖ Stakeholders can also be interconnected – there are networks that operate out with your relationship with the stakeholder. Some may be complementary and collaborative others may be conflicting.

How do you identify stakeholders?

How do you identify stakeholders?

- ❖ Scottish Forestry – Woodland Officers
- ❖ Knowledge from Previous Schemes – public body contacts
- ❖ Knowledge from Colleagues
- ❖ Landowner
- ❖ Online Searches
 - ❖ Third Sector Interfaces : Community Councils : DTAS : CWA
 - ❖ Land Information Search etc,
- ❖ Registers of Scotland/ Planning Portal
- ❖ Elected Representatives – Councilors, MSPs, MPs
- ❖ Signs in Forest
- ❖ Strava
- ❖ Social Media
- ❖ Neighbourhood Watch Groups
- ❖ RPID, NFUS, Grazings Committees
- ❖ Deer Management Groups/ Trail Associations/ Access Fora
- ❖ Personal Contacts & Snowballing (Follow Ups)

Exercise 1: Identify Your Stakeholders

Using Worksheet 1 list the stakeholders for your own identified project. Complete Columns 1 and 2.

Be as specific as you can. Don't just list 'community' – think about the specific community organisations that may have a direct interest in your site.

Think about different groups of access users that you may need to engage with.

Think about different neighbours – group and list them depending on interests.

Remember you may also be liaising with different individuals in the same organisation over different aspects of your project. These should be considered separately.

Stakeholder Name	Contact Person	Power	Interest	Engagement Strategy
Stakeholder 1	Contact 1			

Stakeholder Analysis

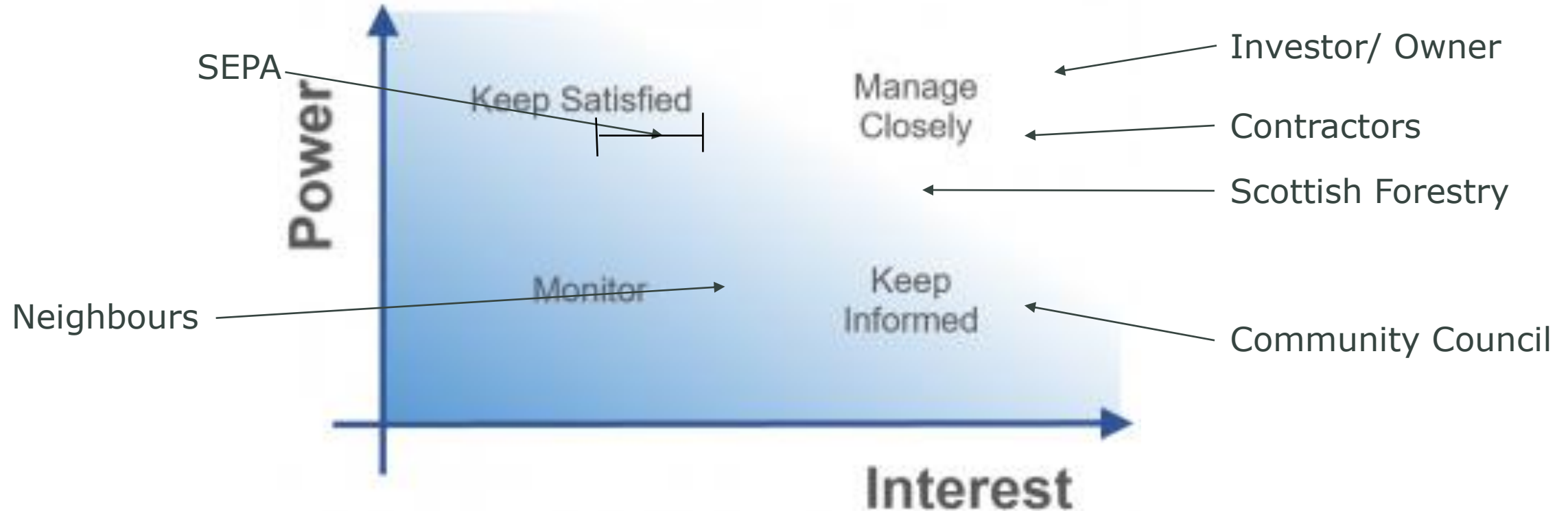
Using Mendelow's Matrix



Mendelow, A. L. (1991) 'Environmental Scanning: The Impact of the Stakeholder Concept'. Proceedings From the Second International Conference on Information Systems 407-418. Cambridge, MA.

© projectengineer.net

Exercise 2: Create a Stakeholder Map (Worksheet 2)



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Exercise 2: Create a Stakeholder Map

Once you have plotted where your stakeholders sit in Mendelow's matrix – complete column's 3 and 4 in your stakeholder worksheet 1.

Stakeholder Name	Contact Person	Power	Interest	Engagement Strategy
Stakeholder 1		Describe nature of power	Describe specific overlap of interest	



What is engagement?

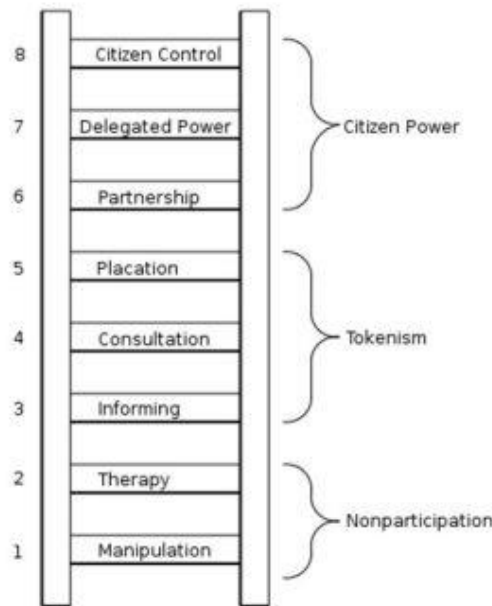
The **process** of **involving** people

- in the **decisions** or **activities**
- that **affect** them.

Dialogue: speaking and listening and responding

Levels of Engagement (1)

A Ladder of Citizen Participation, Arnstein, 1969



1 Manipulation and 2 Therapy. non participative, cure or educate the participants. achieve public support by PR.

3 Informing. one way flow of information

4 Consultation. attitude surveys, neighbourhood meetings and public enquiries. Window dressing ritual

5 Placation. Allows citizens to advise but retains for power holders the right to judge the legitimacy or feasibility of the advice.

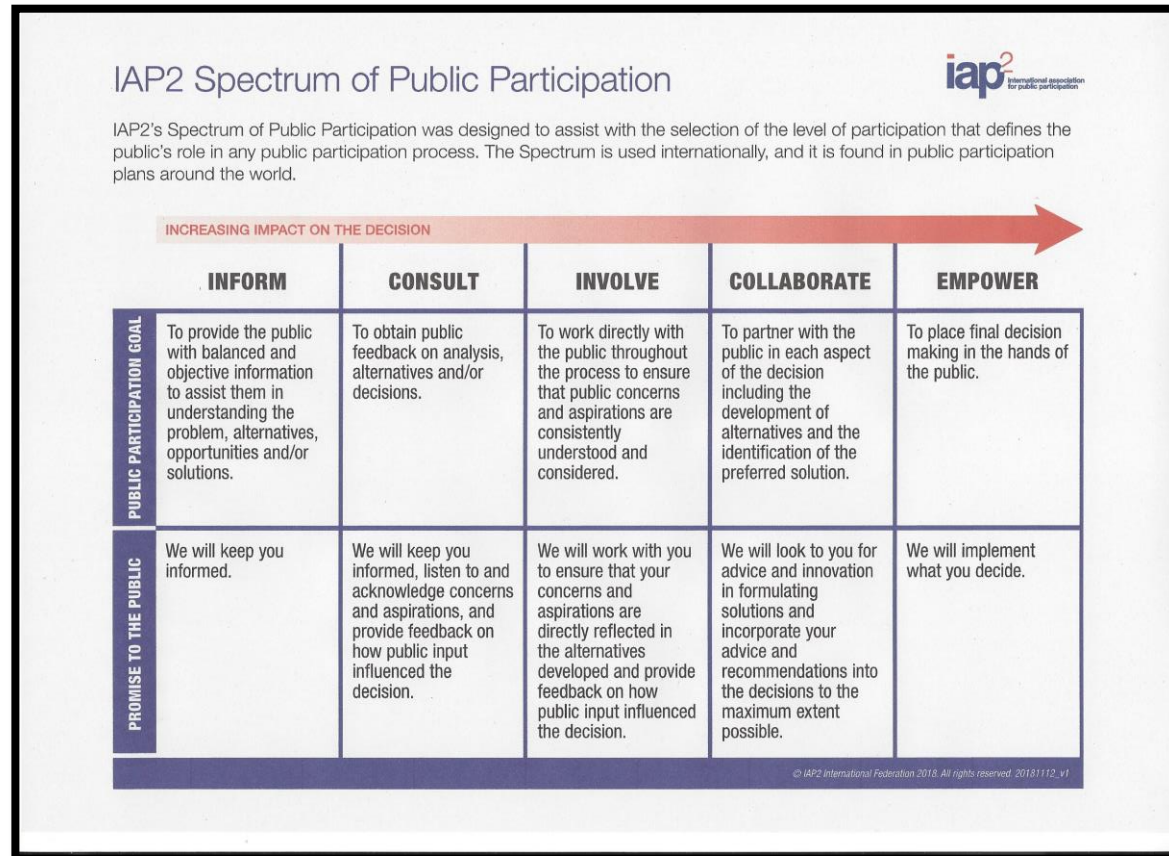
6 Partnership. Power is redistributed through negotiation between citizens and power holders. Shared decision-making responsibilities.

7 Delegated power to make decisions. Public now has the power to assure accountability.

8 Citizen Control. Participants handle the entire job of planning, policy making and managing a programme.

<http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html>

Levels of Engagement (2)



You must be very clear about where on the spectrum your project and stakeholders sit.

If you don't know what you want from your stakeholders, then how can they know – it is very important to manage expectations regarding ability to influence.

The new Scottish Forestry website should assist with this.

Engagement Techniques

On Post-its write down the different techniques you have used and place on the flip chart.

Consider whether they have been successful or unsuccessful.

Engagement Techniques

Public Meetings

Open House/ Drop In Meetings

World Café/ Community Workshops

Working Groups

Focus Groups

Community Animateurs

**Informal/ Formal Discussions
(including Pub and Laybys!!)**

Piggyback on Community Events

Online Surveys

Household Surveys

Opinion Polls (e.g. MORI)

Digital Forums

Suggestion Box/ Forms

Social Media

Posters (Information only)

Mail Drops (Information only)

Formal Techniques – e.g. Planning for Real, Visioning and more....

Exercise 3 - Engagement Plan

Stakeholder Name	Contact Person	Power	Interest	Engagement Strategy
Stakeholder 1				What do you need from this stakeholder and how will you achieve this. Describe what techniques/ tools you will use.



“Engagement should be proportionate to the resources available to all parties and the impact that the decision may have on the [stakeholder]”

Finalising Your Engagement Plan

The next step is to complete the final two columns in Worksheet 1

❖ Timescale

Will your engagement be ongoing or a one off, when will be the best time to do this, are there some stakeholders you need to speak to earlier than others, are there any dependencies?

❖ Resources

Consider all the different things you may require – advertising, production of consultation materials, venue hire, catering, input from colleagues.....

Consider all the effort you put into your forest plans – why would you leave your stakeholder engagement to chance?



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Preparing for Engagement (1)

Consider feedback on forestry sector consultation to date.

Consider what the key issues are relating to forestry projects in your region.

Consider what issues we know communities are most likely to be concerned about in general.

Consider what the main issues are likely to be on your site.

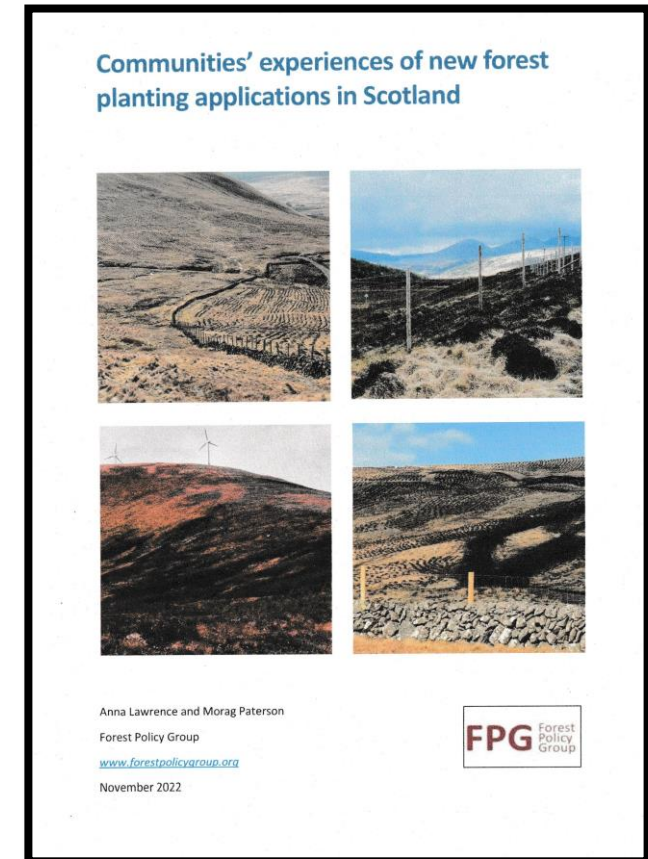
- Check Local Media/ Social Media



Preparing for Engagement (2)

Engagement methods identified as helpful (p34)

- ❖ Starting with a nearly blank map
- ❖ Proper advertising and inclusive invitations
- ❖ Walking over the site with interested community members
- ❖ Communication of timeframe
- ❖ Feedback on changes made
- ❖ Early engagement with a pro-active conversation at the scoping stage.



Case Study



Angus Council

9h · 🌐

...

🚲 🚶 🛴 We want to make it easier for people to travel around Angus by foot, by bike or scooter. We'd like to hear your thoughts about proposals for active travel routes around Angus in the Barry, Brechin, Inchbare, Kirriemuir, Monifieth and Montrose areas. 😊

We've been working with Systra Ltd looking at previous work in the community to develop proposals and initial concept designs. These are not set in stone. This is why we need your feedback!

We've surveys on our Engage in Angus website you can complete (<https://engage.angus.gov.uk/active-travel-in-angus>) or come and see us in person at local events.

We'll be at:

👉 Montrose – proposals between rail station and town centre

📅 14 Montrose Library on 12 February, 10-4pm

👉 Brechin

📅 14 Brechin Library on 13 February, 10am-4pm.

👉 Kirriemuir

📅 14 Kirriemuir Co-op on 19 February, 10am-5.30pm

👉 Barry

📅 14 Barry Church Hall on 20 February, 10am-5pm

👉 Monifieth

📅 14 Monifieth Library on 21 February, 2pm-8pm

Angus Council starting to feel like you're always picking times working people won't be available.

8 h Like Reply

10 👍

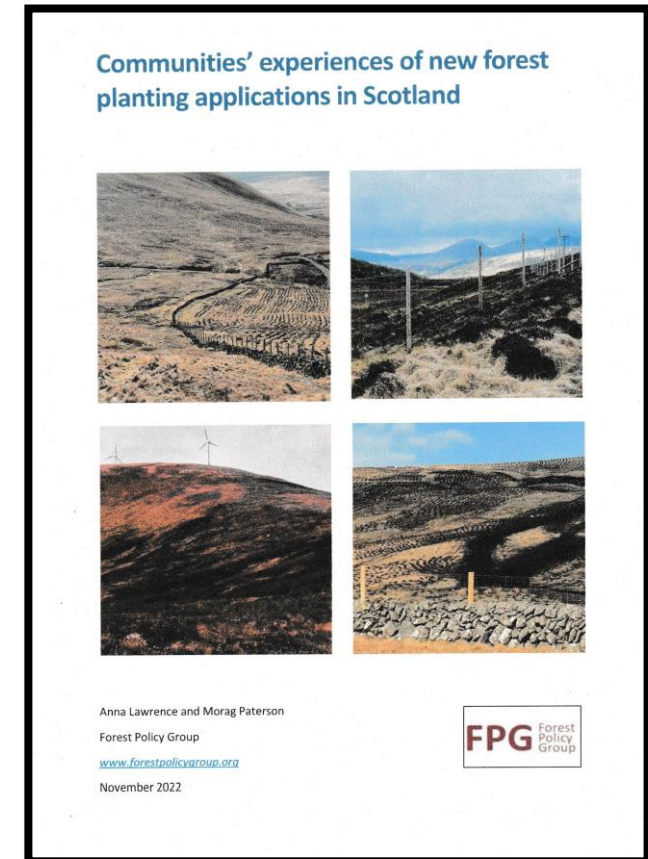
We have already had consultations in the last few years for Newtyle to Dundee and Kirriemuir to Forfar. We have heard NOTHING since then.

4 h Like Reply

Preparing for Engagement (3)

Issues of particular concern (p34)

- ❖ Private water supplies
- ❖ Loss of well-loved views, walks and access.
- ❖ Closed-in feel
- ❖ Increased timber transport
- ❖ Lack of resilience in monocultures (post Phytophthora)
- ❖ Lack of cumulative assessment of impact
- ❖ Impacts on biodiversity



Exercise 4 –Issues & Opportunities

Using worksheet 3

- ❖ Identify which stakeholders are affected.
- ❖ Consider which of the 'issues of particular concern' relate to your project and stakeholders and describe these.
- ❖ Identify any site-specific issues or opportunities that exist, list and describe these.
- ❖ Describe what actions you could take or how your plan will be adapted to respond to the issues/ opportunities.

Bear in mind you may not yet know all these as more will be uncovered through the engagement process.

Feedback on Planning Process

Sample Materials

Review the range of hard copy materials provided- some of these have been provided

Review the following websites:

[Glentress, Cardrona and Cademuir land management plan consultation - Forestry and Land Scotland](#)

[Public Consultations - Scottish Woodlands](#)

[Consultations - Tilhill](#)

[Woodland Creation Issues Log](#)

[Long Term Forest Plan Scoping](#)

[Where Are Our Roadside Wildflower Hotspots?](#)

[Arbroath - A place for everyone](#)

[Drmnatorran LMP StoryMap](#)

[Loch Katrine LMP StoryMap](#)

Identify two or three examples that you like and identify the specific aspects that you like by using Post-its (for hard copy only) for discussion.

Think about what might be attractive to consultees and accessibility, consider how best to get feedback from consultees, what are you most familiar with?

Focus in on things that you will be able to transfer to your own practice.

Useful Resources

[Forest Research: Public engagement toolbox](#)

[Forest Research Toolbox: Engagement tools](#)

[Forest Research: Toolsheets](#)

[Scottish Land Commission: Community Engagement Useful Resources](#)

[Scottish Land Commission: Community Engagement Route map](#)

[Scottish Land Commission: Community Engagement Planning Matrix](#)

[Scottish Land Commission: Community Engagement Planning Template](#)

[Transporting Timber on Public Roads - Consultation and Engagement Guidance](#)

Case Studies

Moorfoot (woodland creation)

[Carrick Farm](#) (woodland creation)

[Information for forest plan scopees](#) (LTFPs)

[Savills involvement in Community Engagement](#) (general)

[South Loch Ness](#) (timber transport)

[Timber Eiggxport](#) (timber haulage)

[Doune Ponds](#) (land transfer to communities)

Interpreting Feedback

- ❖ Stakeholders may or may not have an understanding of forestry.
- ❖ You will receive widely varying levels of detail.
- ❖ Some may or may not understand the process and how they can engage – useful guide from Scottish Forestry <https://forestry.gov.scot/forests-people/communities/local-stakeholder-and-community-engagement-and-consultation>).
- ❖ Statutory consultees have specific and defined areas they are considered competent to respond to and this should be their focus.
- ❖ You will need to identify pertinent points and seek to mitigate or set out why you are not addressing.
- ❖ ***Note: The examples used in the 'Interpreting Feedback' discussions have been removed as they are not for wider circulation.***

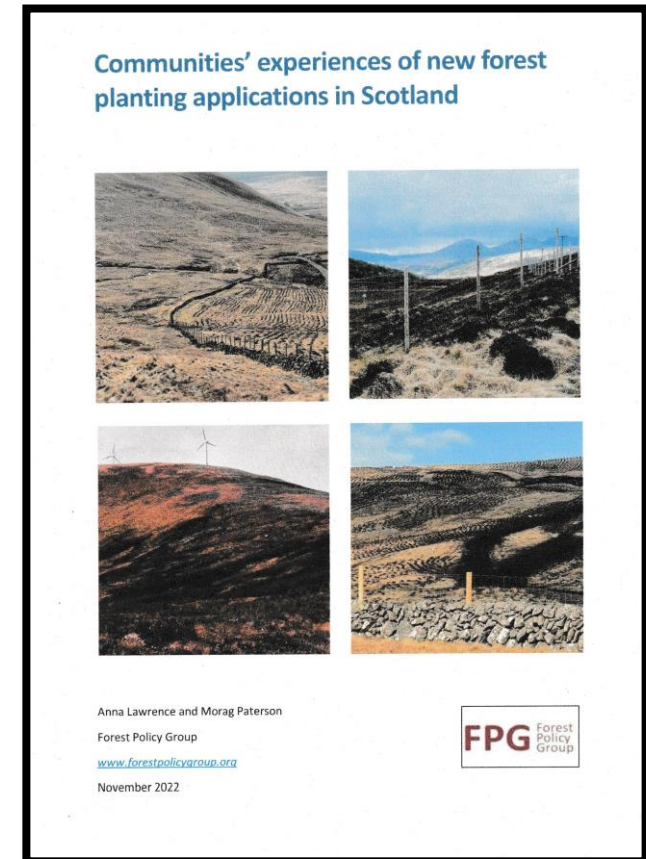
You Said, We Did

- ❖ It is important to let stakeholders know how you have responded to their feedback.
- ❖ Different ways of doing this.
 - Personalised letter or email, setting out mitigation proposed.
 - Follow-up drop in with updated proposal.
 - Send a copy of updated proposal/ LTFP etc.
 - Phone call.
 - Site meeting.
- ❖ Think about what information you are sharing – how much detail is required and again what level of technical knowledge will be required to interpret the new plans.
- ❖ This is more straightforward if you have been able to fully mitigate but may need more careful handling if the issues are complex and mitigation may not 100% meet the stakeholders' aspirations.

A Couple of Final Points.....

To Educate or Not?

- ❖ *"Recent attempts to change perceptions focus on statistics about imports and net zero, but ignore the real and stressful experiences of people living in the landscapes behind these statistics"*
- ❖ *"Instead of aiming to re-educate communities, the government and commercial forestry sector could address the painful experiences inflicted on communities by forestry planting applications" (both Page 35)*
- ❖ Discuss



To Educate or Not?

- ❖ The priority should always be to listen to your stakeholders and to acknowledge and understand their concerns.
- ❖ If their concerns are site-specific then these should be addressed directly – either through considering mitigation or explaining why any action they might want may not be possible, this could be for silvicultural reasons.
- ❖ If their concerns are about wider landscape and cumulative impacts, then these should be addressed through regional planning – local Forestry and Woodland Strategies or Regional Land Use Plans. Stress that forestry sits within this wider framework and that these are not issues each individual scheme can address. Provide appropriate contacts.
- ❖ Seek wider opportunities to inform people about the benefits of forestry – presentations to community groups or schools.
- ❖ If you are going to talk about forestry practices such as different types of ground prep - produce site specific and not generic information. Explain how what you do is appropriate for your site.

And Whatever You Do - Don't Do This

BBC Scotland: Scot Squad



Final Feedback and Reflection

- ❖ Part 1: Self-guided learning: Presentations & interviews with stakeholders ✓
- ❖ Part 2: On-line meeting: Q&A/discussions on experiences of engagement ✓
- ❖ Part 3: Homework: Reflection ✓
- ❖ Part 4: In-person workshop:
 - Why we engage
 - How to plan and do engagement
 - What resources and materials to use ✓

❖ Complete Individual Evaluation Sheets

❖ Discussion

- ❖ Key Take Aways
- ❖ Any Final Advice for Others Based on Your Experience – Post Its on the DO THIS/ DON'T DO THIS Board on your way out.



Thanks for participating!

