



Stronger Economies Together

Strategies for Building New Economic Opportunities

Module One: Launching SET & Building a Strong Regional Team

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Module One: Launching SET & Building a Strong Regional Team

This instructor's guide outlines the content, activities and handouts that should be used to teach this section. Refer to this document for detailed guidance on how to deliver each module.

Using the *Participants' Guide*

The *Participants' Guide* contains handouts designed to assist participants in planning their economic development effort.

Group Exercises

- Slide 5: Producing a High Quality Plan (Handout One)
- Slide 6: Roles and Responsibilities (Handout Two)
- Slide 15: Who Else Should You Invite? (Handout Three)
- Slides 19-20: Green Light/Red Light (Handout Four)
- Slide 21: Creating a Win-Win Partnership (Handout Five)
- Slide 22: Call to Action (Handout Six)
- Slide 24: Preparing for Module Two (Three Handouts from Module Two)
- Slide 25: Final Reflections

References


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Instructions:

Module One lays a basic foundation for SET and encourages participants to build a strong regional team. Each team needs to consider if they have included the right mix of people with the right set of skills and perspectives. If the team needs to expand, this is the right time to do so before they get involved in formulating an economic development plan for the region.



Slide: 1

Time: 1 Minute

Script:

“Our discussion today will start with an overview of SET then move directly to an exploration of this region and the potential partners for this initiative.”

Instructions:

The map identifies the states that are now part of the SET initiative. Phase I states were selected in the fall of 2009, and the Phase II states were tapped during 2010-11. The third group of SET states was selected in 2012. Phase IV states include expansion of four states already involved in the SET initiative and the addition of two new ones.

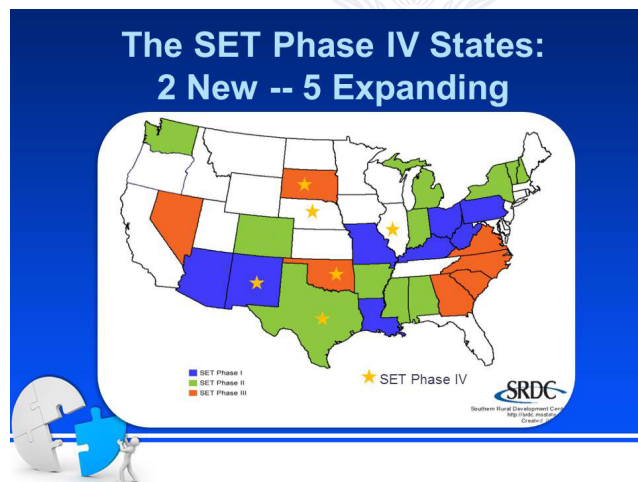
Script:

“This map shows how many states have now become part of the SET effort. Phase I represents the eight states that began to launch SET in the fall of 2009. Twenty-two regions were involved in this phase of SET.

The second group of states, Phase II, was recruited in late 2010 and early 2011. Seventeen regions are part of this second wave of SET sites.

Six new states were selected in early 2012 to be part of Phase III, adding 11 new regions. SET Phase IV was open to both existing SET states and new ones. Four existing SET states were selected to expand their work and two new states were added.

Twenty-eight states are now part of the SET family.”



Slide: 2

Time: 2 Minutes

Instructions:

Discuss the purpose of SET as presented on the slide.

Script:

“Many of you are well aware that communities are facing some major challenges when it comes to creating or expanding local job opportunities, especially if these places have small populations or limited economic activities. SET is designed to help encourage counties (parishes) and communities to join hands and begin carving out a sound regional economic development plan, one that builds on the region’s economic assets and strengths. Keep in mind that we are not urging communities and/or counties (parishes) to come together just for the sake of coming together. Rather, communities and counties (parishes) are encouraged to collaborate for the purpose of finding the distinct comparative advantages they have as a region – economic activities that can position the region to effectively compete in multi-state, national and/or international markets. Over the course of the SET program, this team will have the opportunity to delve more deeply into information that will help you determine what your region’s comparative advantages might be.”



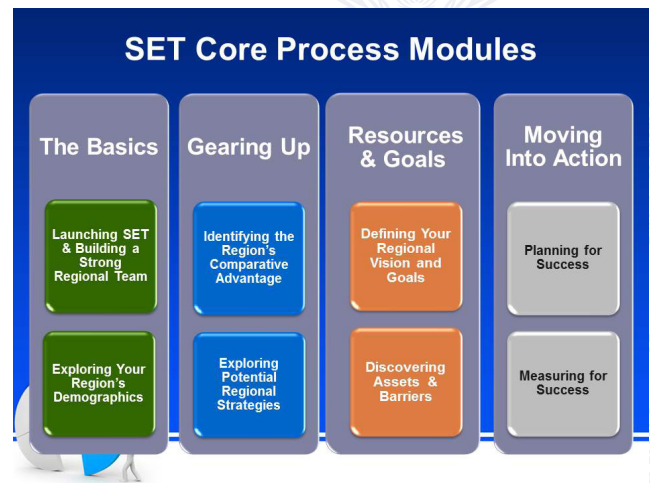
Slide: 3

Time: 2 Minutes

Instructions:

This slide provides a visual overview of the four major phases of the SET program and the related modules

Script:



“Here is a visual of the SET process and the four key headings under which its eight planning modules align. The first section, dealing with THE BASICS, is composed of two modules: this session which introduces the basics of SET and begins the process of building a strong team, and the second module which explores key features of the region, including some of the important population changes taking place in the region.

The second section, GEARING UP, explores the region’s comparative advantages, including the presence of economic clusters, and then begins exploring potential strategies to enhance key industries in the region.

The third section is focused on RESOURCES AND GOALS. The two modules in this section showcase the many tools and resources a team can employ as it builds and implements its regional goals and plan. The first module walks the region through establishing a vision for the future and drafting regional goals, while the second module introduces innovative ways to uncover regional assets and possible barriers that might impact the achievement of the team’s regional goals.

The final section focuses on MOVING INTO ACTION. These two modules offer a detailed roadmap on how to get regional projects off the ground and how to gather the type of information needed to ensure these regional efforts stay on track.”

Slide: 4

Time: 5 Minutes

Additional Comments:

We encourage SET regional teams not to bypass any of the modules. The team will discover some useful information in each of the modules, even if a module happens to address a topic they feel they have already addressed in some other training venue.

Instructions:

When a group of counties/communities is contemplating applying for the SET program, they might ask: “What are we supposed to do or produce as a regional team?” The answer: SET participants are charged with producing and implementing a high quality regional economic development plan – one that functions as a roadmap on how they plan to grow and sustain the region’s economy over the long-term. This slide introduces the basic components of a high quality plan. This template slide will appear near the beginning of each module with the component to be addressed in that session highlighted. For instance, during this module, the regional team will be looking at ways to expand the team to foster broad-based support. Thus, that component, “broadly supported,” is highlighted.



Slide: 5

Time: 7 Minutes

Handout: Producing a High Quality Plan

Script:

“Any regional team interested in being part of the SET effort will find value in the planning process provided, but the bottom line is that the SET regional group is charged with producing a regional economic development plan. Not just any plan, but one that can be labeled ‘high quality.’ This slide captures the essential elements.

Evidence-based: The plan builds on the region’s economic strengths – including its current and emerging economic clusters, a clear understanding of the demographics of the region, and other relevant assets.

Practical: The plan is logical and clear, has a well-developed timeline, indicates who is responsible for carrying out the various components of the plan, and indicates outcomes to be achieved over the short, medium, and long-term basis. Additionally, the plan is focused on a manageable set of realistic goals.

Broadly Supported: Having support of a wide range of people, governments, and community-based organizations is essential for the plan. Not only is it important to have a plan that is supported by economic development and local government leaders, but also one that has buy-in from people representing the region’s education, health, business, faith-based, and nonprofit sectors, as well as key demographic groups.

Script (Cont.):

Focused on Regional Economic Development: The central focus of the plan must be on strategies that directly or indirectly advance regional economic development. That is, the economic development blueprint must be designed to benefit the economy of the whole region rather than a single community, county or sub-area of the region.

Aligned with the Vision and Goals: The plan must be connected and consistent with the regional team’s vision statement and the specific goals they have developed.”



Slide: 5 continued

Time: 7 Minutes

Handout: Producing a High Quality Plan

Instructions:

Two groups are highlighted in this slide – the State Partner Team and the State Coaching Team. The State Partner Team is composed of representatives from agencies and institutions with interests in helping the SET regions reach success in the initiative. Likewise, the State Coaching Team, usually a subset of the State Partner Team, is charged with delivering the SET program to the regions.



Roles and Responsibilities

State Partner Team

- State Rural Development & Extension Service Professionals
- Other relevant partners (5-7+)
- Assists in helping regional teams link to needed resources

State Coaching Team

- Has strong experience coaching groups
- Includes at least one person well versed in interpreting and explaining technical economic data
- Coaches the SET region toward their plan
- Helps with the High Quality Plan development process

Script:

“Two supportive teams are highlighted in this slide -- the State Partner Team and the State Coaching Team.

The **State Partner Team** is made up of representatives from agencies and institutions that guide the SET program in the state. The USDA RD office in the state and the land-grant university’s Cooperative Extension Service are two major anchors of the state partner team. This group keeps tabs on how SET is going in regions within the state. In addition, this team works hand-in-hand with the regional teams once their economic development plans are completed. In particular, the State Partner Team is charged with helping the SET regions connect to resources that might exist with various governmental agencies, private sectors, and/or foundations that can help get a variety of components in the regional plan off the ground.

The **State Coaching Team** is composed of individuals taking the lead role in facilitating SET to the regions accepted into the program. These individuals often have years of experience providing coaching, mentoring, and technical assistance to local communities and groups.”

Slide: 6

Time: 5 Minutes

Handout Two: Roles and Responsibilities

Additional Comments:

If members of the State Training Team are in attendance, take time to re-introduce them to the regional group.

Instructions:

Read through the outline of Module One. Note that each session will begin with some guideposts: key discussion points, deliverables, and HQP products.

Script:

“As we begin each session together, we will outline three important guideposts: key discussion points, concrete deliverables to be developed during the session, and any specific pieces of the High Quality Economic Development Plan (HQP) that will be developed as a result of this session. Strengthening the ‘people’ element of regional economic development will be the focus of this module. Much of this work involves you, the SET regional team, working to ensure that a broad base of stakeholders are actively engaged in the SET process.

[Review the bullet points on the slide.]”

In This Session We Will:

- Define the region
- Examine benefits and barriers to building this regional partnership
- Deliverable: Generate a list of essential partners
- Deliverable: Develop a call to action
- HQP: Draft a plan for involving stakeholders



Slide: 7

Time: 3 Minutes

Instructions:

This short section is essential in helping the regional team consider the boundaries of their region that make the most sense. While the region may morph throughout the planning process, this initial discussion will help shape the section that follows, which is to identify appropriate partners.

Script:

“Before we get too deeply involved in designing a regional economic development plan, some consideration needs to be given to how we define the region. While the region’s boundaries may change as we walk through the planning process, some initial thoughts will help guide the first few steps.”



Slide: 8

Time: 1 Minute

Instructions:

Region is a concept that can be defined in a variety of ways. This slide presents six applications. After you have briefly presented these variations on the concept of a region, ask the participants to indicate which of these they tend to use most frequently.

Script:

“Region can have a lot of different definitions. This slide shows six different ways:

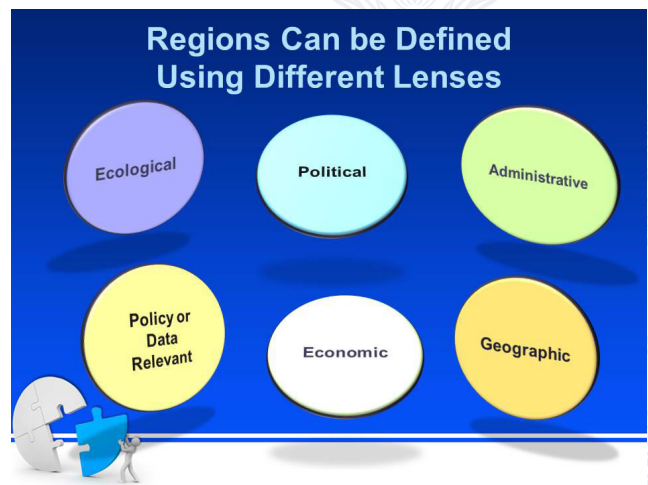
Ecological: Researchers note that the continent of North America is divided into 15 broad, level one ecological regions. It includes such areas as the Tundra, Hudson Plains, Northern Forests, Northwestern Forested Mountains, Marine West Coast Forests, Eastern Temperate Forests, Great Plains, North American Deserts, Mediterranean California, Southern Semi-Arid Highlands, Temperate Sierras, Tropical Dry Forests and Tropical Wet Forests. (For more information, see the US Environmental Protection Agency website: http://www.epa.gov/wed/pages/ecoregions/na_eco.htm#Level%20I)

Political: Our states are divided in a number of U.S. Congressional districts, or regions. Districts/regions are also associated with the selection of your state legislators.

Administrative: Schools districts, water management regions, regional libraries, judicial regions, and regional planning districts are all examples of administrative regions. The Economic Development Districts established by the U.S. Economic Development Administration are another example.

Geographic: There are different areas of the country that are considered regions as a result of a specific geography they share, such as the Mid South Delta region, Appalachian region, Great Plains region, and Western region.

Policy or Data Relevant: The Economic Research Service has developed a series of regions based on key data of interest to the policy community, such as persistent poverty, low education, and retirement destination areas.



Slide: 9

Time: 5 Minutes

Sources:

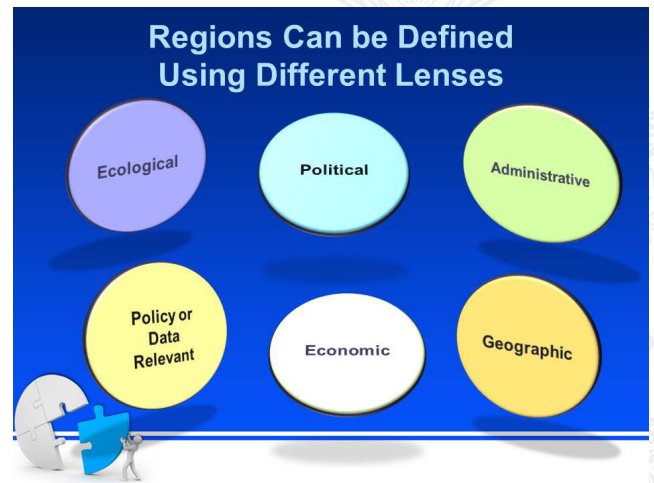
Cortright, J. (2006, March). Making sense of clusters: Regional competitiveness and economic development. *The Brookings Institution Metropolitan Policy Program*. Retrieved from http://www.brookings.edu/~media/research/files/reports/2006/3/cities%20cortright/20060313_clusters.pdf

Robison, M. H. (n. d.). Defining a functional economic region. *EMSI Resource Library*. Retrieved from http://www.economicmodeling.com/wp-content/uploads/2007/10/wp_defining_functional_economic_region.pdf

Script (Cont.):

Economic: According to the Brookings Institution, regions form industry clusters – ‘a group of firms, and related economic actors and institutions, that are located near one another and that draw productive advantage from their mutual proximity and connections.’ Another related economic concept is ‘functional economic regions’, areas that EMSI states are bound together by trade links, that is, the buying and selling of raw materials, industrial and consumer goods and services, and labor.

Keep in mind that there may be some overlap in these six regional types. What are some other ways by which a region may be defined? [Allow for brief comments.]”



Slide: 9 continued

Time: 5 Minutes

Sources:

Cortright, J. (2006, March). Making sense of clusters: Regional competitiveness and economic development. *The Brookings Institution Metropolitan Policy Program*. Retrieved from http://www.brookings.edu/~media/research/files/reports/2006/3/cities%20cortright/20060313_clusters.pdf

Robison, M. H. (n. d.). Defining a functional economic region. *EMSI Resource Library*. Retrieved from http://www.economicmodeling.com/wp-content/uploads/2007/10/wp_defining_functional_economic_region.pdf

Instructions:

Make clear at this point that the SET program has one goal in mind – to identify and build on the economic clusters that exist and/or are emerging in a given region. While SET invited applications from a group of counties that were willing to work together on building a regional economic plan, that plan should be linked to the region’s economic clusters. It is possible that these clusters may not overlap perfectly with the group of counties that are part of the SET team. The SET regional team should be open in the future to inviting new counties to join their team if the regional cluster(s) they are interested in addressing extends beyond the geographic boundaries of the current counties.

Script:

“Your SET team is made up of representatives from the group of counties that agreed to think and work together across geographic boundaries. This is a great way to get involved in SET, but SET’s ultimate goal is to identify the economic clusters that exist (or may be emerging) in your region. This means that the definition that SET embraces is the one that sees regions as an economic entity.

As we move through the SET process, we will explore the economic clusters that exist in your region. These are economic areas which hold a competitive advantage relative to other portions of the U.S. It is quite possible that these clusters will encompass counties that are not represented on your SET team right now. If so, extending an invitation for new counties to join your team may make sense, especially if those counties are part of the identified regional cluster(s) on which you decide to focus your regional economic development plan.”

[Go to the next slide.]

SET Focuses on Economic Regions

- SET begins with a group of geographically linked counties that want to work and think regionally.
- SET’s main focus is connecting counties that are economically linked through economic clusters.



Slide: 10

Time: 1 Minute

Instructions:

Since the regional team is meeting for the first time, some participants may not be aware of the initial boundaries of the region. Ask someone who was a part of submitting the application to talk about how they selected the counties to be included. NOTE: It is always a good idea to ask someone ahead of time and not put them on the spot without notice.

Script:

“Your SET team is made up of representatives from the group of counties depicted on this slide. [Your regional spokesperson] has agreed to share with us how these initial counties were selected.”

[You may want to allow time for discussion or questions if necessary.]

Your Region

- Insert a map or list of your region’s counties.



Slide: 11

Time: 10 Minutes

Instructions:

Building a strong, diverse team early is key to the success of the region's plan.

Script:

“Just as a football coach seeks to bring together a diverse set of athletes to build a strong team, your team will be stronger by thinking through who to include.”



Slide: 12

Time: 1 Minute

Instructions:

This slide highlights some other important characteristics of team members. While no single person will be able to fulfill all these requirements, together the team should possess these important strengths.

Script:

“Let’s take a look at some of the important characteristics team members should have in order to get things done in the region. The slide outlines some of these attributes. Of course, no one person can fulfill all of these requirements, but collectively the team needs this important set of skills.

Your team needs members who. . .

- Can influence the success of the strategy
- Have special skills that implementation may require
- Have the needed resources to actively participate in moving the group goals forward
- Are respected leaders in the sectors or interest areas they represent (non-governmental groups, nonprofits, voluntary groups, faith-based institutions, etc.)
- Will help spread the message and encourage buy-in throughout the region
- Represent emerging industry sectors
- Represent the diverse populations of your region

Does this give you any other ideas of people or groups to include in your invitation list?” [Start a flip chart page and add names as identified.]

Invite People to the Team that:

- Can influence success
- Have necessary skills
- Have resources
- Are respected leaders
- Will encourage buy-in
- Represent emerging industry sectors
- Represent diverse populations



Slide: 13

Time: 10 Minutes

Instructions:

Ask the group to take a hard look at the current composition of their regional team. Regional teams often are dominated by individuals from local government and economic development. If that is the case, challenge the team to look for members beyond these two sectors. Broader representation is crucial to getting buy-in by people, communities and organizations in the region. Are the people and groups listed on this slide represented on their regional team?



Script:

“Let’s take a moment to examine the current composition of your regional team by seeing the major segments your team members represent. While no straightforward answer to the question, ‘Who should be on our team?,’ exists, a couple of key examples can provide guidance.

The Economic Development Administration, in a regional initiative similar to SET called WIRED, recommends the groups noted on this slide as important partners in regional economic development. [WIRED stands for Workforce Innovation in Regional Economic Development Initiative.]

Valuable guidance is also provided by a report published by RUPRI (the Rural Policy Research Institute) in 2006, which recommends involvement from business associations, universities and community colleges, nonprofit groups, faith-based organizations, community foundations and others. The report says decision-making that fails to include the insights and contributions of this broader array of representatives is likely to be unsustainable since it may not reflect the hopes and aspirations of the entire region. What other main categories might you add? [Allow for responses.]

Let’s take a look at your current team membership. Think for a moment about the categories/interests you represent. You may have more than one. Let’s quickly go around the room to tally who is already at the table. [Using a flip chart, list the categories (such as business, government, education) that members represent. Use tally marks beside each category to gauge the overall team composition.]

Let’s start to think about how to fill in the gaps.”

Slide: 14

Time: 10 Minutes

Sources:

Dabson, B. (2006). Eight principles for effective rural governance and how communities put them into practice. Columbia, MO: Rural Policy Research Institute. Retrieved from www.rupri.org/Forms/RGIreport.pdf.

Workforce Innovation in Regional Economic Development Initiative. (2006). U.S. Department of Labor. Retrieved from http://www.doleta.gov/wired/about/eta_default.cfm

Instructions:

This small-group activity encourages the team to consider inviting others to the table who represent groups that are missing. Encourage the regional team to capture the names of new organizations or groups using the handout provided. If no one in the group can identify an appropriate individual for a particular sector, assign the task as homework. Diversity is key!



Name of Team Member	Major Sector/Interest Area the Person Represents
Example: Joanne Smith	Business (Banker)
Example: Dr. Barbara Jones	Education (Comm. College President)

Script:

“Now, let’s think about people representing diverse organizations or groups across your region who may need to be invited to this effort.

Diversity is a key word here. No doubt any number of organizations and groups could contribute to this initiative, yet these groups are not typically asked to participate in economic planning. They should be. The success of your group will be much greater with a broad, diverse group of people from your region. Be radically inclusive.

[In small groups] Using the handout provided, take five minutes to jot down the names of people and/or organizations or groups that should be at your planning table. When you are done, we’ll take a quick look at some of the new people and groups you identified for your team.” [Allow time for brainstorming, then have participants report back to the group. Add names to the flip chart started earlier.]

Slide: 15

Time: 15 Minutes

Handout Three: Who Else Should You Invite?

Instructions:

Growing, successful groups are also good networkers that understand how to create partnerships and collaborations. These connections are vital to stakeholder buy-in and success.

Script:

“As your regional team takes shape, you will quickly discover the importance of becoming good networkers and partnership builders in order to achieve success. The more stakeholders you bring into your group, the more likely you are to get buy-in across the region. This section explores ways to build these important linkages.”



Slide: 16

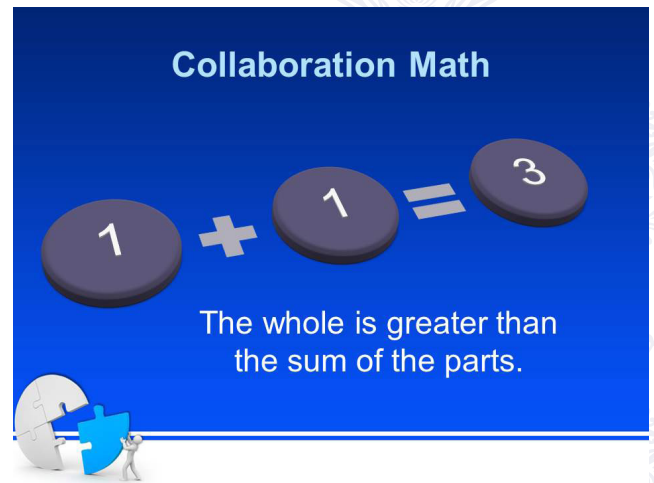
Time: 1 Minute

Instructions:

This “collaboration math” is a simple way to illustrate that more can be accomplished together than by working individually.

Script:

“While this equation will not likely win points on a math quiz, the truth expressed here is vital to big wins in collaborations. What the whole group can accomplish together will be greater than what each person or organization within the group can do individually.”

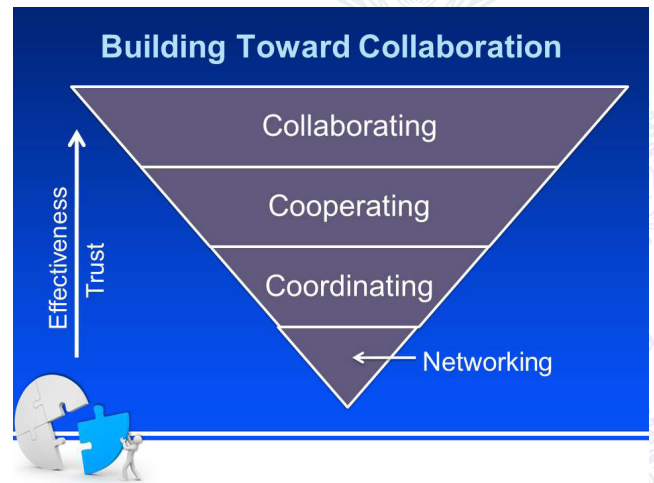


Slide: 17

Time: 1 Minute

Instructions:

Collaboration is hard work. It can take years to build trust, exchange resources, and take deliberate steps to integrate functions and goals. Groups can interact on a number of different levels. As groups move toward collaboration, they also increase the amount of shared vision and resources. Each of these levels builds on the previous. Regional groups often start and stay at the networking phase. Giving attention to where the SET group currently stands and working to take steps to master each stage will reap great rewards.



Slide: 18

Time: 5 Minutes

Resource:

For additional information and research related to collaboration, look to the University of Wisconsin's Evaluating Collaboratives: Reaching the Potential at <http://learningstore.uwex.edu/Assets/pdfs/G3658-08.pdf>. This guide (especially pages 2-15) provides a concise discussion of the levels of collaboration.

Script:

“Collaboration is the aspiration of SET teams. It takes the hard work and deliberate effort of many people to achieve collaboration. This chart from the University of Wisconsin shows the different phases a group may reach. Collaboration, in this case, represents the highest level of integration. This means organizations are all working toward the same thing AND have made resource commitments toward those goals. For some groups, building a communication network is the most important work at hand and for others, they’re ready to move to something with greater commitments involved. It is key for your team to consider where you currently are, where you would like to be, and how you will get there. Let’s explore this further with some real life experiences.” [Move to activity on next slide.]

Instructions:

Exploring the reasons people are inspired to join an organization and contribute their skills, energy and time is an important consideration. Most people have been part of a group only to have later lost some interest or even quit the organization. Some common themes usually emerge when exploring reasons why people join groups and reasons why they leave. This slide and the next, along with associated handout, will help the participants think about the good and the bad aspects of being part of a group and about incorporating the good features while avoiding pitfalls that can discourage sustained involvement in the group's efforts. Keep this activity upbeat and moving quickly.

Green Light/Red Light



- Organizations to which you currently belong



- Organizations of which you once were a member



Slide: 19

Time: 5 Minutes

Handout Four: Green Light/Red Light

Script:

“There’s no doubt all of you have been a member of several organizations/groups over the years. We can learn a lot about strengthening this regional team from these past experiences.

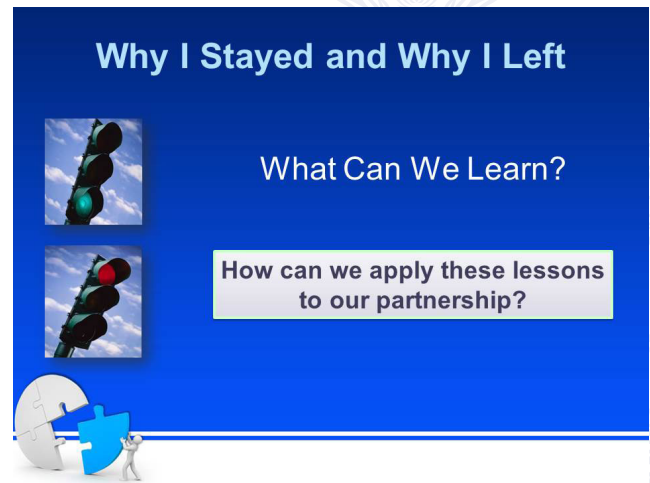
On the top left box on your handout, list organizations to which you currently belong and are actively giving your time, expertise, and energy. You can include any type of group: professional, nonprofit, social, religious, formal, informal, etc.

Now think about organizations to which you once belonged, but are no longer an active member. List these on the bottom left box on the page.”

[Move to the next slide before getting feedback.]

Instructions:

After completing the handout, guide participants in sharing some of the reasons they joined groups and reasons they left. Avoid storytelling at this point. The purpose is to get to the reason in search of themes. Record responses on two separate flip charts. Once you have these responses, ask the group to consider common themes that can be applied to their work as a regional team to promote involvement. For instance, some frequent responses to this exercise include such themes as time commitments, relevance to own interests, group dynamics, etc. Ask the group how these themes can guide their efforts to keep their team active and vibrant.



Slide: 20

Time: 10 Minutes

Handout Four: Green Light/Red Light

Script:

“Now go back to the top left box. On the right side, list reasons why you are actively involved in these groups. What do you gain or give that makes the investment of your time worth the effort? [Allow a few minutes for people to jot answers.]

Now think about those organizations you listed on the bottom box. Why did you leave those groups? Quickly jot down a few reasons why you no longer invest time and energy in those groups. [Allow a few minutes for people to add responses, and then ask for quick responses to why people continue to contribute to or leave groups. Record answers on Joined and Left flip charts.]

Are there common themes for joining or leaving groups? How can you incorporate these insights into your group’s regional planning efforts?” [Allow for discussion.]

Instructions:

Now that the group has identified some potential partners and has explored some benefits and pitfalls of collaboration, they are ready to move toward specifics of generating an invitation, or “call to action” that will guide the process. For the individuals or groups to be invited that the team listed on the flipchart, the task now is to think through the invitation from two standpoints: (1) what does the regional team hope to gain from the person being invited and (2) what will the invited person likely gain from involvement. Answering these two questions will help the regional team design a crystal clear invitation.

Script:

“This slide diagrams the elements of creating a win-win partnership that forms the foundation for getting others involved. Using the list of potential individuals and groups to be invited, [refer to flip chart list] identify the elements of the win-win partnership. For each person/group identified, determine what they would gain from participating in joining this regional team and what this regional team would gain from their participation.”

[If the group is large enough and/or the flip chart list is long, consider dividing the group to let them work on different parts of the list. If you divided the group into smaller teams to work, have them each report back. Once participants walk through these steps, ask for volunteers to contact each of the identified potential partners to invite them to the next meeting. Record the volunteers’ names beside the individuals. Accountability is important throughout this process.]



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Slide: 21

Time: 10 Minutes

Handout Five: Creating a Win-Win Partnership

Instructions:

Now that the team has identified who needs to be invited and the mutual benefits, the next task is outlining the principles of a call to action that can improve the chances of success. After briefly highlighting these bullets, move quickly to the handout provided. Let the participants work in small groups to design an effective and productive call to action.

Script:

“With your invitation list in hand and mutual benefits defined, developing a call to action is the next step to mobilizing more people to become involved in your regional effort. The slide showcases some of the basic principles that make a call to action effective. While the principles are straight-forward and logical, accomplishing them is the real challenge.

Using the questions on the handout provided, work with a small group on these principles for your region. Your responses will help you frame your invitation to potential new members by providing a better feel for your regional team’s purpose. We’ll take about 10 minutes for your work. [Allow time to work then ask for a few responses for each question. Avoid letting the discussion become too long.]

These are great beginning points to the call to action. Would two or three of you volunteer to fine-tune a call to action and share with the entire group?” [Ask for a deadline that is reasonable but allows time to use the call to action before the next meeting to invite people from the list.]

Call to Action: Basic Principles

- Describe purpose
- Provide reason for participation
- Identify timeline
- Explain intended outcomes



Slide: 22

Time: 20 Minutes

Handout Six: Call to Action

Resource:

International Association for Public Participation has an excellent handout in its online toolkit. “Techniques to Share Information” can be found at http://www.iap2.org/associations/4748/files/06Dec_Toolbox.pdf

Instructions:

Set the expectation of “homework” as a way of making the most efficient use of everyone’s time and being able to move forward in the planning process effectively. Briefly describe the topics to be discussed (on slide) then move to the next slide to talk about how to prepare.

Script:

“Let’s take a quick look at the items you’ll work on in the next session. As you can see, we will explore the regions demographics, including a view of the region’s workforce, and draft that section of the High Quality Plan.”

Looking Ahead . . .

In Module Two, we will:

- Explore the implications of the region’s demographic structure
- Draft the demographics section of the High Quality Plan



Slide: 23

Time: 1 Minute

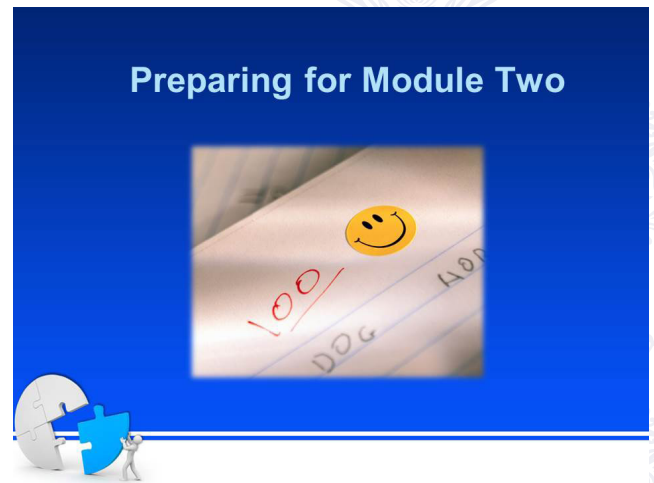
Instructions:

Discuss the homework for the next session and answer any questions.

Script:

“In order to make the best use of our time together, we will be providing materials to help you prepare for the next session. To prepare for Module Two:

1. Follow up with people or representatives of key groups you agreed to invite to be part of an expanded regional leadership team.
2. Examine the demographic data handout provided. Be prepared to respond to the questions.
3. Think through the C.A.R.E. handout. CARE stands for (1) Creation of new businesses within the region, (2) Attracting new businesses to the region, (3) Retaining existing businesses in the region, and (4) Expanding new businesses in the region. Think through what you/your agency/county has done over the past 1-3 years in each of these realms. Please jot these down on the handout provided and bring it with you to the next session. This will help expedite our work together.”



Slide: 24

Time: 5 Minutes

Handouts (From Module Two):

C.A.R.E. Handout

Demographic data-from SET website

Data Analysis Guidelines

Instructions:

Take a few minutes at the end of the module to ask individuals if they have any additional questions. Clarify any items that remain unclear. Provide contact information from Extension and RD, as participants can follow-up with these individuals if questions arise between sessions.

NOTE: Be sure to add the names and contact information to this slide.



Final Thoughts



- Anything need clarification?
- Other questions about SET?
- SET contact persons:
 - Extension Service:
 - State USDA RD:

Script:

“What questions do you have about what we have discussed today?”

The key contacts for the SET Coaching Team are provided on this slide.

Any final thoughts or comments? If not, thank you for your participation in the Stronger Economies Together initiative.”

Slide: 25

Time: 1 Minute

Acknowledgements

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- The Economic Development Administration, U.S. Department of Commerce for granting us permission to use selected portions of its *Know Your Region* training products.



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