People: Empathy Mapping
A PReP Framework for Public Engagement Reflection Deck

Workbook Edition

Interactive Versions Available

Print-at-home and digital versions of each PRep Framework for Public Engagement Reflection Deck are also available. Use whichever version is most suited to your needs.

The print-at-home version allows you to print, cut out, and interact with the exercises via a set of physical cards:

Pathways Deck: https://bit.ly/prep-pathways-print
People Deck: https://bit.ly/prep-people-print
Relationships Deck: https://bit.ly/prep-relationships-print

The digital version allows you to interact with the exercises via a set of tiles in a slidedeck:

Pathways Deck: https://bit.ly/prep-pathways-digital
People Deck: https://bit.ly/prep-people-digital
Relationships Deck: https://bit.ly/prep-relationships-digital

ARIS
Advancing Research Impact in Society

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Introduction

Objective

The PReP Framework for Public Engagement Reflection Decks are designed to help you build capacity in public engagement by bridging theory to practice. They translate the theoretical PReP Framework for Public Engagement into three sets of exercises that promote active reflection. While deep knowledge of the framework is not required to engage with the Reflection Decks, we recommend reviewing the framework explainer linked within this booklet because it may prompt ideas related to your specific engagement activity. We encourage you to use the Reflection Decks to meet your own needs in public engagement.

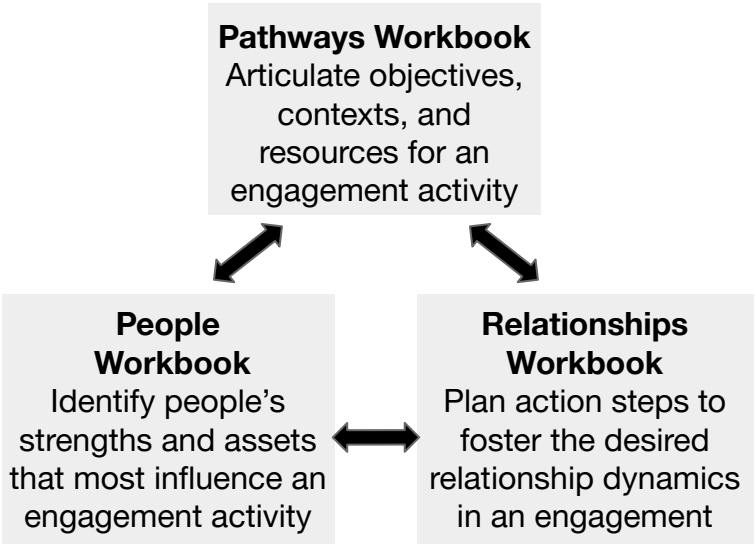
Overview

Intended For: Public engagement practitioners in higher education institutions and their public partners

Purpose: These Workbooks will help you:
- Engage in deep reflection
- Create and implement an action plan
- Reflect on the plan's progress or hiccups

Structure: This is the **People: Empathy Mapping Deck Workbook.** The Workbooks act like stacking blocks: you can use the others based on your needs.

Estimated Time: 60-80 minutes per Workbook



Things to Keep in Mind

Present Tense

All instructions are in the present tense, as though you are using the Workbooks to prepare for or are in the midst of an engagement activity. However, you can use the Workbooks to reflect on past engagement activities by mentally changing the prompts to the past tense.

Partnership

The Workbooks use the idea of "partnership." We recognize that not all practitioners may consider others in their engagement to be "partners." Terms like "visitors" or "readers" may resonate better. We believe that thinking of these individuals as "partners" can unlock new understandings of them.

Assumption-Checking

We urge you to critique your reflections:
- What assumptions are you are making, especially about your partner(s)?
- How did you develop them?
- Are these assumptions equitable?
- How could you verify or revise your assumptions?

Set-Up

Workbook Selection

This is the **People: Empathy Mapping Deck Workbook.** You can come back to the other two Workbooks at any time. Each Workbook is designed to take **60-80 minutes.**

Pathways: (Re)Scoping Projects
Articulate objectives, contexts, and resources needed for an engagement activity

People: Empathy Mapping
Identify people's strengths and assets that most influence an engagement activity

Relationships: Negotiating Dynamics
Plan action steps to foster the desired relationship dynamics in an engagement activity

Additional Materials

Pen or PDF Reader
You'll get more out of the Workbooks if you get your thoughts down. Print out a copy or type directly into the fillable PDF.

Timer
You'll need a 90-second timer on your phone or computer, like this one: https://www.youtube.com/watch?v=x_IC2LQU1U0

Camera (Optional)
You can take a picture of your worksheets for reference throughout your engagement.

Actions

Each Workbook involves the following actions:

Set the Stage
Define the what and who of your engagement activity

Interact
Interact with the concepts in some way, such as by sorting or selecting

Download
Take 90 seconds to respond quickly to a specific prompt on a card

Dive Deeper
Journal or reflect more deeply in your mind with probing follow-up questions

Takeaways
Record what you've learned and what you'll do in the future

Resources

To facilitate your engagement with the PReP Framework for Public Engagement Reflection Decks, please reference the following resources.

Framework Overview

This explainer provides a brief overview of and rationale for the framework on which these Reflection Decks are based:

https://bit.ly/prep-explainer

Glossary

This glossary provides definitions and examples for the concepts referenced in the Reflection Decks:

https://bit.ly/prep-glossary

People: Empathy Mapping Reflection Deck

Workbook Edition

Set the Stage | 6 Minutes

What ~ 2 Minutes

Select an engagement activity on which to reflect. Describe this engagement, including its current status or progress and what you hope to achieve.

Who ~ 2 Minutes

List all the primary people, including yourself, involved in this engagement.

Your Partner ~ 2 Minutes

Pick one person from the public from the “Who” list to focus on for this exercise. What motivates you to focus on this person? What is the current stage/status of your relationship with them?

Download: Self Identities | 5 Minutes

For each set of concepts below, take 90 seconds to describe how it manifests for you and how it impacts your engagement activity.

Experience & Contexts ~ 90 seconds

Personal lived experiences and/or social histories of any groups to which you belong - both past and contemporary - that shape your understandings of the world

Interests & Expertise ~ 90 seconds

Ideas and/or areas of potential activity that you find meaningful or compelling, as well as skills and knowledge relevant to this engagement activity

Values & Beliefs ~ 90 seconds

Any deeply-held principles, important ideas, or convictions you hold that are relevant to this engagement activity

Download: Partner Identities | 5 Minutes

For each set of concepts below, take 90 seconds to describe how it might manifest for your partner and how it might impact your engagement activity.

Experience & Contexts ~ 90 seconds

Personal lived experiences and/or social histories of any groups to which your partner belongs - both past and contemporary - that you believe might shape your partner's understandings of the world

Interests & Expertise ~ 90 seconds

Ideas and/or areas of potential activity that you believe your partner finds meaningful or compelling, as well as your partner's skills/knowledge relevant to this engagement activity

Values & Beliefs ~ 90 seconds

Any deeply-held principles, important ideas, or convictions you believe your partner holds that are relevant to this engagement activity

Dive Deeper: Self and Partner Identities | 9 Minutes

Journal or Reflect ~ 3 Minutes

How do your social identities relate to your values & beliefs, contexts & experiences, and interests & expertise?

Journal or Reflect ~ 3 Minutes

How might these identities and connections privilege or disadvantage you in this engagement? What will you do to address these privileges or navigate these disadvantages throughout the engagement activity?

Journal or Reflect ~ 3 Minutes

How have you developed your understanding of your partner? What else might you need to learn to ensure your perspective of them is equitable, and how will you do that?

Interact: Self Assets | 4 Minutes

Review the assets, below, that can apply to your engagement activity. **From your perspective,** sort all 5 assets into the matrix based on relevance (lower-higher) and your ability (lower-higher) to contribute it to your engagement activity.

Authority: the formal right of an individual to make decisions, offer permission, and/or enforce obedience

- *Example:* school boards can change school policies; Congress has the power of the purse; tenured faculty members have the ability to set their research agenda

Capacity: intangible assets, including internal attributes such as potential for creativity and external attributes such as time availability, that inform an individual's level of participation in an engagement or relationship

- *Example:* available time to advise rural community governments about accessing federal funding opportunities; staff effort to develop and host an event

Influence: the informal capacity to have an effect on another's attitudes or behaviors and/or guide a process or outcome

- *Example:* a spiritual leader's ability to shape and affect their spiritual community; family members impacting the opinions of other family members

Motivations: a desire or willingness to do something, as well as why an individual might want to do something based on their identities and understandings

- *Example:* to address systemic injustices that a group or community experiences; to inspire interest in and connections with the past; to encourage civic engagement

Resources: tangible materials, including funding, that an individual can contribute to a particular situation or relationship, such as a public engagement partnership

- *Example:* museum/library collections; money from a local foundation; hosting supplies

	Lower Relevance	**Higher Relevance**
Higher Ability to Contribute		
Lower Ability to Contribute		

Download: Self Assets | 5 Minutes

Write up to three concepts you sorted into the *Higher Relevance/Higher Ability to Contribute* quadrant into the available spaces below. Then for each, **take 90 seconds** to describe the asset as it relates to your engagement activity **from your perspective.**

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #1

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #2

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #3

Dive Deeper: Self Assets | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each quadrant?

Journal or Reflect ~ 3 Minutes

What does your placement of the concepts reveal about the risks, limitations, or barriers that you might face for this engagement activity (e.g., lack of recognition or payment for engagement work, taking a public stance on social media)?

Interact: Partner Assets | 4 Minutes

Review the assets, below, that can apply to your engagement activity. **From your partner's perspective**, sort all 5 assets into the matrix based on relevance (lower-higher) and your partner's ability (lower-higher) to contribute it to your engagement activity.

Authority: the formal right of an individual to make decisions, offer permission, and/or enforce obedience

- *Example:* school boards can change school policies; Congress has the power of the purse; tenured faculty members have the ability to set their research agenda

Capacity: intangible assets, including internal attributes such as potential for creativity and external attributes such as time availability, that inform an individual's level of participation in an engagement or relationship

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	Lower Relevance	**Higher Relevance**
Higher Ability to Contribute		
Lower Ability to Contribute		

Download: Partner Assets | 5 Minutes

Write up to three concepts you sorted into the *Higher Relevance/Higher Ability to Contribute* quadrant into the available spaces below. Then for each, **take 90 seconds** to describe the asset as it relates to your engagement activity **from your partner's perspective.**

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #1

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #2

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #3

Dive Deeper: Partner Assets | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each quadrant?

Journal or Reflect ~ 3 Minutes

What does your placement of the concepts reveal about the risks, limitations, or barriers that you believe your partner might face for this engagement activity (e.g., lack of recognition or payment for engagement work, taking a public stance on social media)?

Interact: Self and Partner Assets | 4 Minutes

Refresh your memory on how you sorted the assets for yourself and your partner and which you placed in the *Higher Relevance* category. Write all the *Higher Relevance* assets into the corresponding spaces below.

	Lower Ability to Contribute	**Higher Ability to Contribute**
Self		
Partner		

Dive Deeper: Self and Partner Assets | 9 Minutes

Journal or Reflect ~ 3 Minutes

Consider the *Higher Relevance/Higher Ability to Contribute* concepts for you and your partner. How will you maximize the assets that you both bring to the engagement activity?

Journal or Reflect ~ 3 Minutes

Consider the *Higher Relevance/Lower Ability to Contribute* items for both you and your partner. Brainstorm some action steps that you can take to access these assets, including any areas you may want to prioritize for self-improvement.

Journal or Reflect ~ 3 Minutes

Reflect on the risks, limitations, or barriers that you identified for yourself and your partner on pages 6 and 8. What action steps can you take to address these issues?

Takeaways | 10 Minutes

What ~ 2 Minutes

What have you learned about your engagement activity?

So What ~ 2 Minutes

Why is this new or revised understanding important?

Now What ~ 2 Minutes

List 3 action steps that you will take to apply this understanding to your engagement activity.

Rating ~ 1 Minute

How are you now feeling about this engagement activity, with 1 being terrible and 10 being awesome? Highlight or circle the corresponding number.

1 2 3 4 5 6 7 8 9 10