

CAPACITY TOOL 1: MAPPING STAKEHOLDERS

MAPPING STAKEHOLDERS¹

When mapping a community, use the below 'Stakeholder Analysis' to:

- identify people, groups, and institutions that will influence your initiative (either positively or negatively)
- anticipate the kind of influence, positive or negative, these groups will have on your initiative
- develop strategies to get the most effective support possible for your initiative and reduce any obstacles to successful implementation of your program.

Stakeholder	Stakeholder Interest(s) in the project	Assessment of impact	Potential strategies for obtaining support or reducing obstacles

1. Identify all the people, groups, and institutions that will affect or be affected by your initiative and list them in the column under "Stakeholder."
2. List specific interests these stakeholders have in your project under the column "Stakeholder Interest(s) in the Project.". (e.g., the project's benefit to the stakeholder; the changes that the project might require the stakeholder to make; and the project activities that might cause damage or conflict for the stakeholder).
3. Ask: how important are the stakeholder's interests to the success of the proposed project? Consider:
 - The role the key stakeholder must play for the project to be successful, and the likelihood that the stakeholder will play this role
 - The likelihood and impact of a stakeholder's negative response to the project

Assign A for extremely important, B for fairly important, and C for not very important. Record these letters in the column entitled "Assessment of Impact."

4. The final step is to consider the kinds of things that you could do to get stakeholder support and reduce opposition (e.g., how you might approach each of the stakeholders; what kind of information will they need? How important is it to involve the stakeholder in the planning process? Are there other groups or individuals that might influence the stakeholder to support your initiative?)

Record your strategies for obtaining support or reducing obstacles to your project in the last column in the matrix.

¹ Capacity tool borrowed directly from <http://erc.msh.org/quality/ittools/itstkan.cfm>

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For more information:

Management Sciences for Health and UNICEF. (1998). *Stakeholder Analysis*. Retrieved from <http://erc.msh.org/quality/ittools/itstkan.cfm>

CAPACITY TOOL 2: REFLECTING ON CAPACITY BUILDING

REFLECTING ON CAPACITY BUILDING¹

When capacity mapping, try reflecting on the principles, assumptions, and values that guide the work of building healthy communities:

1. Community health improvement involves the population as a whole, not merely individuals at risk for specific physical, mental, or social conditions.
2. Community health requires changes in both the behaviors of large numbers of individuals and the conditions or social determinants that affect health and development.
3. A healthy community is a local product with priority issues and strategies best determined by those most affected by the concern.
4. Freedom and justice require reducing income disparities to promote optimal health and development for all.
5. Since health and development outcomes are caused by multiple factors, single interventions are likely to be insufficient.
6. The conditions that affect a particular health or development concern are often interconnected with those affecting other concerns.
7. Since the behaviors that affect health and development occur among a variety of people in an array of contexts, community improvement requires engagement of diverse groups through different parts of the community.
8. Statewide and community partnerships, support organizations, and grantmakers are catalysts for change: they attempt to convene important parties, broker relationships, and leverage needed resources.
9. The aim of support organizations is to build capacity to address what matters to people over time and across concerns.
10. Community health and development involves interdependent relationships among multiple parties in which none can function fully without the cooperation of others.

For more information:

Fawcett (n.d.). *Chapter 1. Section 3: Our model of practice: building capacity for community and system change*. Retrieved from The Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/building-capacity/tools>

¹ Capacity tool borrowed directly from <http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/building-capacity/tools>

CAPACITY TOOL 3: COMPONENTS OF CAPACITY BUILDING

COMPONENTS OF CAPACITY BUILDING¹

Key components of capacity building include:

- **Improving awareness of substance abuse problems and readiness of stakeholders to address these problems.** Stakeholders are often busy people, juggling multiple, competing priorities. To make your issue their priority, you will need to make a strong and compelling case for why they should devote their time, energy, and resources to the problems you have identified. It is especially important to educate other members of the behavioral health workforce, who may not recognize the role they can play in substance abuse prevention, or understand how their health promotion efforts are related to the work you do. Increasing community awareness isn't about increasing the knowledge and awareness of every community member. But there are certain key stakeholders in every community who must be on board if your prevention initiative is going to succeed. To figure out who these players are, it is important to look critically at the readiness data collected in Step 1 and identify community members and groups who are not yet ready for prevention, but who must be brought around if your initiative is going to take off. Then develop and implement strategies for boosting their readiness levels.
- **Strengthening existing partnerships and/or identifying new opportunities for collaboration.** Engaging and involving a range of partners is an essential piece of prevention planning--to share resources and information, and to ensure that you're able to reach multiple populations with multiple strategies, in multiple settings. Building a team from the various groups that have expertise in or represent the target population will ensure better outcome and results. Involving different sectors of the community in early planning will also help to ensure that resources needed for sustainability will be available later on. When thinking about collaboration, consider both traditional and non-traditional partners. Important champions for prevention may be found in the local media, and in the legislature, faith, or business communities. It's important to foster relationships with stakeholders –individuals or institutions who support your prevention efforts, as well as those who may stand in your way.
- **Improving organizational resources.** At the State level, this might involve strengthening data collection systems and infrastructure, re-allocating staff workloads to improve efficiency and effectiveness, or increasing coordination with other State systems that can support prevention efforts (e.g., public safety, juvenile justice). At the community level, this often means engaging or building planning groups, ensuring that planning groups reflect the ethnic make-up of the community, and /or enhancing how the group does its work (e.g., selects members, makes decisions).
- **Developing and preparing the prevention workforce.** The effectiveness of any prevention effort depends on the knowledge and sophistication of the people delivering the intervention. But workforce development means more than simply preparing individuals to complete specific tasks. It also means creating or enhancing systems to support development activities and making sure that practitioners can access the services provided.

For more information:

SAMHSA. (2015, September 29). *Step 2: Build Capacity*. Retrieved from <http://www.samhsa.gov/capt/applying-strategic-prevention-framework/step2-build-capacity>

¹ Capacity tool was borrowed directly from a SAMHSA document found on their website in 2013. This document is no longer available from their website. However, similar resources can be found at <http://www.samhsa.gov/capt/applying-strategic-prevention-framework/step2-build-capacity>

CAPACITY TOOL 4: FACILITATING DIALOGUE

FACILITATING DIALOGUE¹

Facilitating discussions can be a useful way to build capacity. The following are some helpful guidelines for the dialogue facilitator.

1. Establish ground rules for the group.

Your conversation will proceed more smoothly if you and the participants agree on clear ground rules.

- Listen respectfully
- One person talks at a time
- Be tough on ideas, not on people -- no personal attacks
- Everyone has an opportunity to speak
- Making the dialogue successful is the responsibility of all participants

2. Make sure the dialogue is relaxed.

Ensure that all feel comfortable giving their opinions.

3. You do not have to be an expert.

Don't feel as though you must be an expert on any of the issues. Before the dialogue, read the various materials that have been provided. Stay neutral and ask the group if you're stuck.

4. Be flexible in your questioning.

Each of the questions offered in Tool 2: The Dialogue Questions has been tested. However, you may want to make some adjustments based on your objectives. Be cautious not to bias responses by asking questions that lead the participants to a socially acceptable answer. Also, questions that may be answered with a "yes" or "no" response tend to stifle conversation.

5. Monitor the group process.

Pay attention to who has already spoken, whether everyone has spoken, and whether a few people are dominating the conversation. You will want to refresh your skills on effective facilitation in advance. There are plenty of resources to support the facilitator.

6. Foster dialogue.

When conversations start to drift, summarize the relevant points already mentioned and ask for other ideas. Help participants find common ground by asking them about

¹Capacity tool borrowed directly from: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/community-dialogue/tools>

CAPACITY TOOL 4: FACILITATING DIALOGUE

advantages and disadvantages of different points of view. Draw out quiet people. Build off of other comments.

7. Ask participants applicable key questions.

Sometimes you may need to prod the participants to get their complete opinion or to clarify a point. You may also need to inspire dialogue about a point that the group believes merits additional discussion, sometimes finding a measure of common ground in diverging viewpoints. Don't worry about achieving consensus. Some useful questions for fostering dialogue are:

- What is the key point or idea?
- Does anyone wish to support or challenge this point?
- What is it about that opinion that you just cannot live with?
- Can you give an example to illustrate the point?
- Are there points on which most of us agree?

8. Allow time for closing dialogue and any follow-up steps.

Be sure to leave some time at the end of the dialogue for closing thoughts and summaries.

- Ask participants to share last comments and encourage them to keep the dialogue going after they return home, engaging others in discussions about their community.
- Thank everyone for participating.

For more information:

Brownlee, T. (n.d.). *Chapter 3. Section 17: Leading a community dialogue on building a healthy Community*. Retrieved from The Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/community-dialogue/tools>