

Getting Stakeholders on your Side !

Training and action-planning workshop



Flora Cornish, Anuprita Shukla,
Riddhi Banerji, Catherine Campbell



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Authors

Flora Cornish

is a Lecturer at the London School of Economics, UK. She can be contacted at f.cornish@lse.ac.uk

Anuprita Shukla

is a PhD student at Glasgow Caledonian University, UK and a Health Research & Development Consultant, Pune, India.

Riddhi Banerji

is an Officer of the West Bengal Civil Service (Executive), India

Catherine Campbell

is a Professor of Social Psychology at the London School of Economics, UK

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Rationale

What is this training module for ?

This module is designed to facilitate critical thinking and action-planning in relation to the range of important stakeholders who have an impact on community projects.

There are many training programmes which teach participants technical information about health or programme management. However, in the real world of making a difference in communities, there are often powerful people who prevent community members from putting their technical skills into action and succeeding with their projects. Groups like politicians, government officials, journalists, other NGOs, or hospital managers can create significant obstacles, or they can help. We call these powerful people 'stakeholders'. Successful community projects work carefully to build alliances with important stakeholders. This module provides a structured process for grassroots community workers to think through and plan how to build alliances with powerful groups.

Who is this training module for ?

This written module is for *facilitators* who are responsible for organising training for grassroots community organisations. *Participants* in the training will be grassroots community members and NGO or CBO workers who have a role in negotiating with stakeholders.

Objectives

- ☐ To stimulate critical thinking about the role of stakeholders
- ☐ To share understandings of how stakeholders operate, their priorities and importance to the community
- ☐ To understand communities' sources of influence over stakeholders
- ☐ To develop an action plan for influencing key stakeholders



Principles

- ❑ Community members and community workers already have rich knowledge of the impact of powerful people. The training is informed by their knowledge, it does not tell participants facts or what they should do.
- ❑ The training aims to build critical thinking that will lead to action.
- ❑ Whenever there is a question, elicit answers from participants rather than telling them answers
- ❑ Examples from the booklet might or might not work in your local context - consider critically the pros and cons of any action plan.
- ❑ Across the different activities, try to cover a range of different stakeholders (see the booklet for examples)
- ❑ Choose activities from the list to suit the time you have available and your particular needs. It is logical to begin with Activity 1, but it is not necessary to follow the whole programme, the activities stand alone.

Preparation

- ❑ Read the accompanying booklet 'Getting stakeholders on your side'. It will provide a source of ideas, illustrations, and suggestions to use while facilitating the training module.
- ❑ 3-4 weeks before the training is due to take place, invite local representatives of stakeholders to attend the training (see Activity 4)
- ❑ Photocopy the images to be used in Activity 2 (see Appendix) and the action-planning sheet (make one copy for every 4-6 participants).





STAKEHOLDERS

1. POLICE
2. HOSPITAL
3. POLITICIAN
4. GOONDAS
5. RICKSHAW DRIVERS
6. JOURNALISTS
7. TEACHERS

Activity 1 : Free listing stakeholders

Objectives

- ❑ To introduce what we mean by 'stakeholders', so that participants get a sense of what the workshop is all about
- ❑ To brainstorm the wide range of potential stakeholders, bringing together the views of community members and facilitators
- ❑ To enable the facilitators to choose a variety of locally relevant stakeholders to focus on, in the following activities (choosing both stakeholders that community members perceive as important, and ones that are less immediately obvious to them)

Materials : Chart paper and pens

Time allowed : Approx 15-20 minutes

Process

- ❑ Begin by eliciting examples from the participants. Explain: This workshop is about how to work with stakeholders / groups outside the community.
 - Who are the people who are not from the community who you might need to work with ?
 - Who can help you to achieve your goals ?
 - Which groups cause problems that your organisation could try to stop?
- ❑ Write each stakeholder suggested on a new line on the chart paper, where everybody can see it. For each stakeholder, elicit brief remarks from participants about why they are important.

After the participants seem to have thought of all their examples, facilitators may suggest some (use the booklet as a source of suggestions). Do not simply write down your additions, but suggest them to the participants, asking, for example 'What about journalists, are they relevant ?'

Activity 2 : Groupwork with pictures

From the list generated in Activity 1, select the stakeholders who are most relevant to the community's needs, as the focus of activities 2 and 3.

Objectives

- ☐ To elicit participants' understandings and priorities regarding the important stakeholders identified in activity 1
- ☐ To further participants' critical thinking about how they can influence these stakeholders to be helpful to the community

Materials

- ☐ Copies of the pictures in Appendix I to distribute to groups.

Time allowed : Approx 1 hour

- ☐ 20 minutes to discuss the pictures in small groups
- ☐ 10 minutes for feedback from each group in turn, and discussion

Process

- ☐ Divide participants into small groups of 4-6 people, giving each group one picture to discuss, making sure they know which stakeholder the picture depicts.
- ☐ Ask participants to discuss the picture, using prompts:
 - How can these people help you?
 - How can these people cause problems for you?
 - How can you convince them to be more helpful?
- ☐ Ask participants to tell a story based on the picture, selecting one person to feedback to the whole group
- ☐ Each small group shows their picture and tells their story

Draw out discussion of strategies for the community to convince the stakeholder to be helpful. Use the booklet to get ideas of key issues for each stakeholder that you might want to discuss.



Activity 3 : Creating a drama



Creating dramas depicting a meeting of the community and a stakeholder enables participants to express their experience and key concerns regarding a stakeholder. They are high-energy and fun. People enjoy creating and watching the humour of a drama caricaturing a powerful stakeholder.

Objectives

- ☐ To elicit participants' understandings and priorities regarding the important stakeholders identified in activity 1
- ☐ To identify participants' views of the most important problems to be addressed in relation to stakeholders
- ☐ To start pointing towards possible ways of addressing these problems

Time allowed : Approx 2 hours

- ☐ 30 minutes to develop the dramas in small groups
- ☐ 15 minutes to present each drama and discuss it.

Materials (Optional)

- ❑ Simple props characterising different stakeholders may be used (e.g. files and a desk for a government officer, a notebook for a journalist)

Process

- ❑ Divide participants into small or medium-sized groups (6-10 in each)
- ❑ Assign each group one stakeholder to discuss (be flexible and responsive if they express a preference or priority)
- ❑ Ask the groups to create a drama in which the community comes and meets with the stakeholder. Some people will act the role of community members, some will act the role of the stakeholder. What happens, who says what, and what is the result?
- ❑ Support the development of the dramas: encourage dramatic expression of emotions and humour.
- ❑ Ask for quiet while the groups present their dramas, afterwards, facilitate discussion
- ❑ Draw out and recap the key concerns that the dramas express, and the key strategies which could be used to overcome these concerns.



Activity 4 : Meet stakeholders

The best way to learn about stakeholders is to meet them! This activity requires facilitators to prepare by inviting one or more representatives of important stakeholder groups to attend a session of the workshop. Is there a friendly journalist or police officer or representative of another important group, who might agree to attend? Each representative should have a separate session of their own.

Objectives

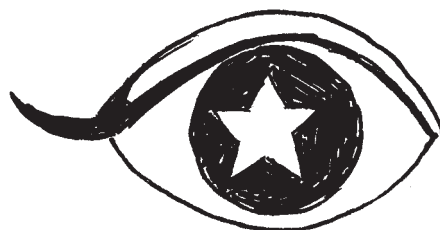
- ☐ To enable facilitators and community members to learn more about the point of view of stakeholders
- ☐ To enable community members to communicate their concerns to stakeholders
- ☐ To begin identifying how community members can build supportive relationships with stakeholders

Time allowed : Approx 1 hour

- ☐ 15-20 minutes for the stakeholder to speak
- ☐ 20-30 minutes for discussion

Process

- ☐ A few weeks before the workshop, invite 1 or more stakeholders to attend a session.
- ☐ Tell the stakeholder that you want to hear the key priorities of their group (e.g. journalists, police, etc), in relation to the community, and how the community could forge better relationships with their group.
- ☐ Give the stakeholder 15-20 minutes to have their say.
- ☐ Invite participants to respond to what the stakeholder has said, to ask questions, or raise concerns. There will often be points of disagreement or debate – allow them to be addressed.
- ☐ Conclude the session by re-capping what has been learned about ways of forging better relationships with the stakeholder group.



Activity 5 : Groupwork with Scenarios



Request the invited stakeholders to stay for this session, their feedback will be useful. If stakeholders stay, focus the session on the group that they represent (e.g. government officer, police officer, etc).

In this activity, small groups are each given a 'scenario' to discuss. Each scenario presents an issue related to a stakeholder, and the groups are asked to develop a plan for how to tackle this issue. We give example scenarios below, but you may select different ones – be creative, there might be more crucial issues in your particular community or with different stakeholders. Think of the key challenge, and ask participants to find a way to tackle it.

Objectives

- ☐ To identify practical strategies to overcome common challenges in relation to stakeholders

Timeframe : Approx 1.5 hours

- ☐ 10 minutes to introduce all of the scenarios
- ☐ 20 minutes for groups to discuss their scenarios
- ☐ 10 minutes for each group to present their solutions, with discussion from stakeholder, facilitators, and other participants

Materials

- ❑ Brief scenarios, one for each group (see examples below, or following that model, write your own).

Process

- ❑ Introduce the activity, and explain each scenario to the group as a whole
- ❑ Divide participants up into groups of 4-6 people
- ❑ Give each group one scenario, asking them to discuss how to tackle this issue, nominating a spokesperson who will feed back to the whole group.
- ❑ Ask them to think of solutions, and to think through the risks and benefits of each approach (Use the booklet to find ideas of risks and benefits).
- ❑ After each presentation, request the feedback of the stakeholder on the pros and cons of the group's solution.
- ❑ Encourage wide discussion.

Example Scenarios

Scenarios regarding government officers

1. You are starting to work as a CBO in a new district. You will need to approach some government officers – who will you approach? What will you ask of them? What do you need to think about before going? Do you need to bring any paperwork ?
2. What are the things you need in daily life that the government can provide? How do you approach the government offices in order to get these things?
3. You are organizing a health camp and you want some government officers to attend to raise the profile. What do you do in order to get them to come?

Scenarios regarding journalists

1. Sex workers' pictures are published in a newspaper without permission. How do you respond?
2. You are organizing a rally for World AIDS Day, how will you get good media coverage?
3. A journalist comes to ask permission to create a documentary about the red light area. How do you respond, what do you tell him/her?

Scenarios regarding politicians

1. You are organising a rally for World AIDS Day. You want politicians to attend to raise the profile of the day. How will you convince them to attend your rally?
2. The infrastructure in your community is in poor shape. The roads are full of holes and the drainage system is not functioning. What steps can you take to get politicians to help you?
3. Goondas have been harassing sex workers. Can politicians help you? How?

Scenarios regarding police

1. Sex workers complain of police raids and violence. What can be done?
2. Sex workers are arrested and held at the police station. As far as you know, they are not minors or trafficked women. What can you do to ensure their release?
3. Sex workers complain that local goondas are harassing women and disrupting their work. How can you get the police to help?



Activity 6 : Action Planning

In this activity, participants start to make an action plan, to put the work done so far into practice. This activity will be done in small groups of 4-6 people, each with a facilitator to take notes. Facilitators should read the book ('Getting stakeholders on your side') to get ideas to use as prompts.

All stakeholders are different. Some are already sympathetic to the community, some are not. Some are open to discussion, others are more distant. For some, just building a polite relationship is a big achievement. For others, we can aim for more concrete results. To make action plans, we begin by prioritising a limited number of stakeholders to target, then decide on a realistic goal, and strategies to achieve that goal.

Objectives

- ☐ Develop a realistic plan for winning the support of specific stakeholders
- ☐ By the end of the workshop, participants are ready to put their plan into practice

Materials

- ☐ The free-list of stakeholders generated in Activity 1
- ☐ The action-planning sheet (see below)

Time allowed : Approx. 2 hours

- ☐ Step 1 : 30 minutes
- ☐ Step 2 : 30 minutes group discussions; 15 minutes for each group's presentation and discussion



Stakeholders	Important ?	Ready to change ?
Police		
Hospital		
Politicians		
Goondas		
Rickshaw drivers		
Journalists		
Teachers		
NGOs		

Process

Step 1: Prioritise stakeholders to target

In this step, the group chooses a limited number of stakeholders to focus on, from the free listing of stakeholders generated in Activity 1. The number of stakeholders chosen should match the number of small groups – so that each group has a different stakeholder to discuss. The stakeholders will be considered in 2 ways: (i) which ones are most important, and (ii) which ones are most ready to help us.

- ❑ Return to the free list of stakeholders generated in Activity 1. Create 2 columns to the right of the list, the first labelled 'Important?', the second labelled 'ready to help?' You can then put a tick or a cross in each column for each stakeholder.
- ❑ Explain that we must choose a short list of stakeholders to focus on, considering (i) which ones are most important, and (ii) which ones are most ready to help.
- ❑ Read through the list once, asking the group to think about which are important.

- ❑ Then read through, asking people to raise their hand and shout 'important!' for the ones that are MOST IMPORTANT. This is not a scientific process, try to decide based on how loud the shouts are!
- ❑ Then read through and ask, is this person 'ready to help us' or 'not ready to change'? – and mark the answers on the chart paper.
- ❑ Using this list, select a small number of stakeholders to focus on. They do not have to all be 'important' or all 'ready to help'. Perhaps aim for a balance, some who are important (even if they are not ready to help), some who are ready to help (even if they are not important).

Step 2 : Getting stakeholders on your side: Problem, aim, strategy, risks

- ❑ Divide participants into small groups of 4-6 people, each with
 - a stakeholder to discuss
 - a copy of the 'action planning sheet' and
 - a facilitator to take notes.
- ❑ Use the action-planning sheet to discuss 4 areas :
 - *Aim:* What do you want this person to do?
 - *Strategy:* What are you going to do in order to get this person to help?
 - *Risks:* What might go wrong? What can you do to prevent this happening?
 - Feedback to the whole group: each group presents their action plan for discussion

Action-planning sheet

For getting (name of stakeholder) on your side

Aim

What do you want this person to do? (Be concrete and specific)

Prompts:

Become a little friendlier to the community

Stop causing a particular problem

Do something specific to help the community

In the short term?

In the long term?

Strategy

What are you going to do in order to get this person to help?

Prompts:

A friendly visit, chat, a gift?

Offer something, hoping for help in return?

Assert your rights?

Organise a protest?

.....

.....

Risks

What might go wrong?

Prompts:

They refuse to meet you

They get angry and will not meet you next time

They take whatever you offer them but refuse to reciprocate later

Is there any reason for another stakeholder to be annoyed?

Others.....

.....

Activity 7 : Recap and evaluation

Objectives :

- ☐ Bring a sense of closure to the workshop
- ☐ Recap on decisions taken regarding approaching stakeholders
- ☐ Gain participants' feedback on the workshop, to improve it for the next time

Time allowed : Approx 20 minutes

- ☐ 10 minutes recap
- ☐ 10 minutes evaluation

Process :

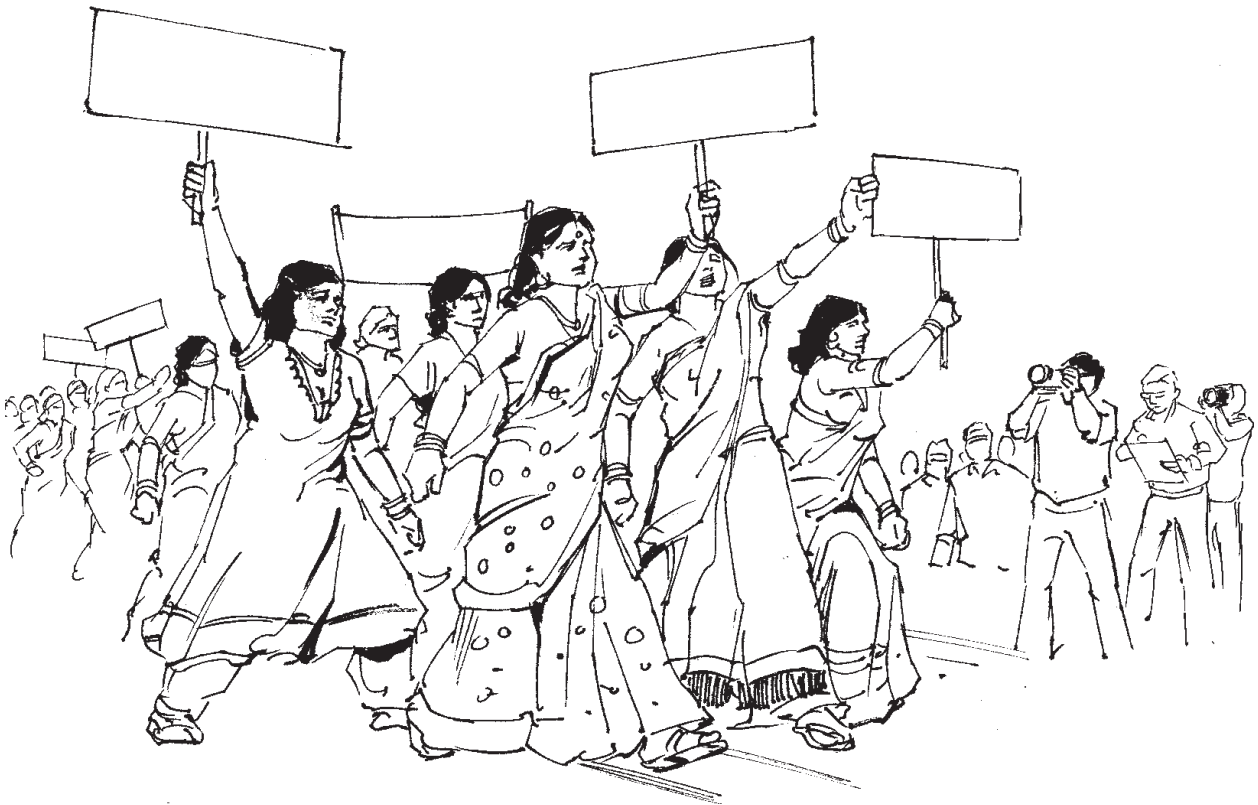
- ☐ 1. Re-cap
 - Summarise the purpose of the workshop and what has happened
 - Elicit from participants what has been decided for their action plans. Check their agreement regarding the next steps for them to take.
- ☐ 2. Evaluation
 - This is done in a participatory way, discussion-based with the group as a whole. Explain we want to evaluate, has this workshop been useful or not ?
 - Have you learnt anything new during the workshop ? Please tell us what you have learnt.
 - Have you enjoyed it ? What was good ?
 - What was not so good ? What should we improve for next time ?



Appendix I

Pictures to use in Group work

[Activity 2]



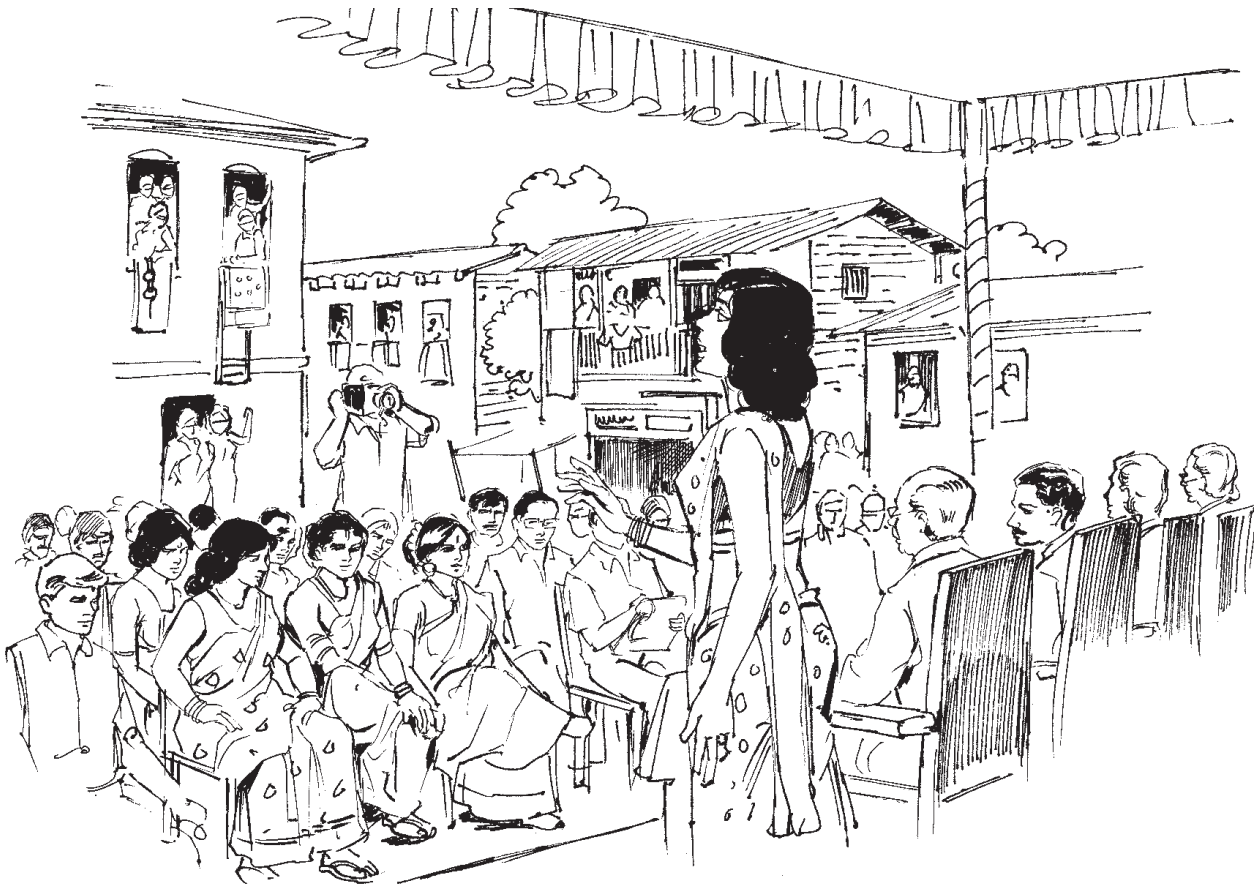
Picture 1



Picture 2



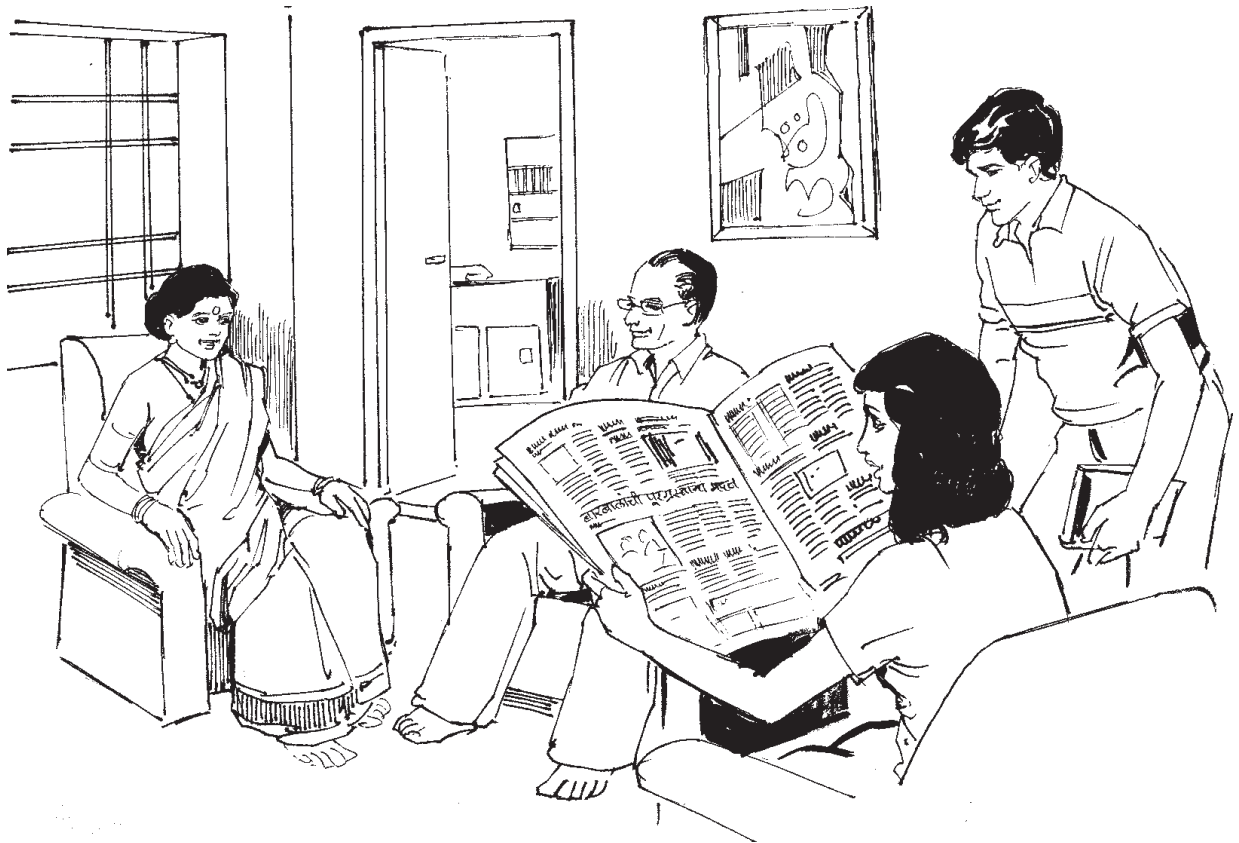
Picture 3
(21)



Picture 4



Picture 5
(22)



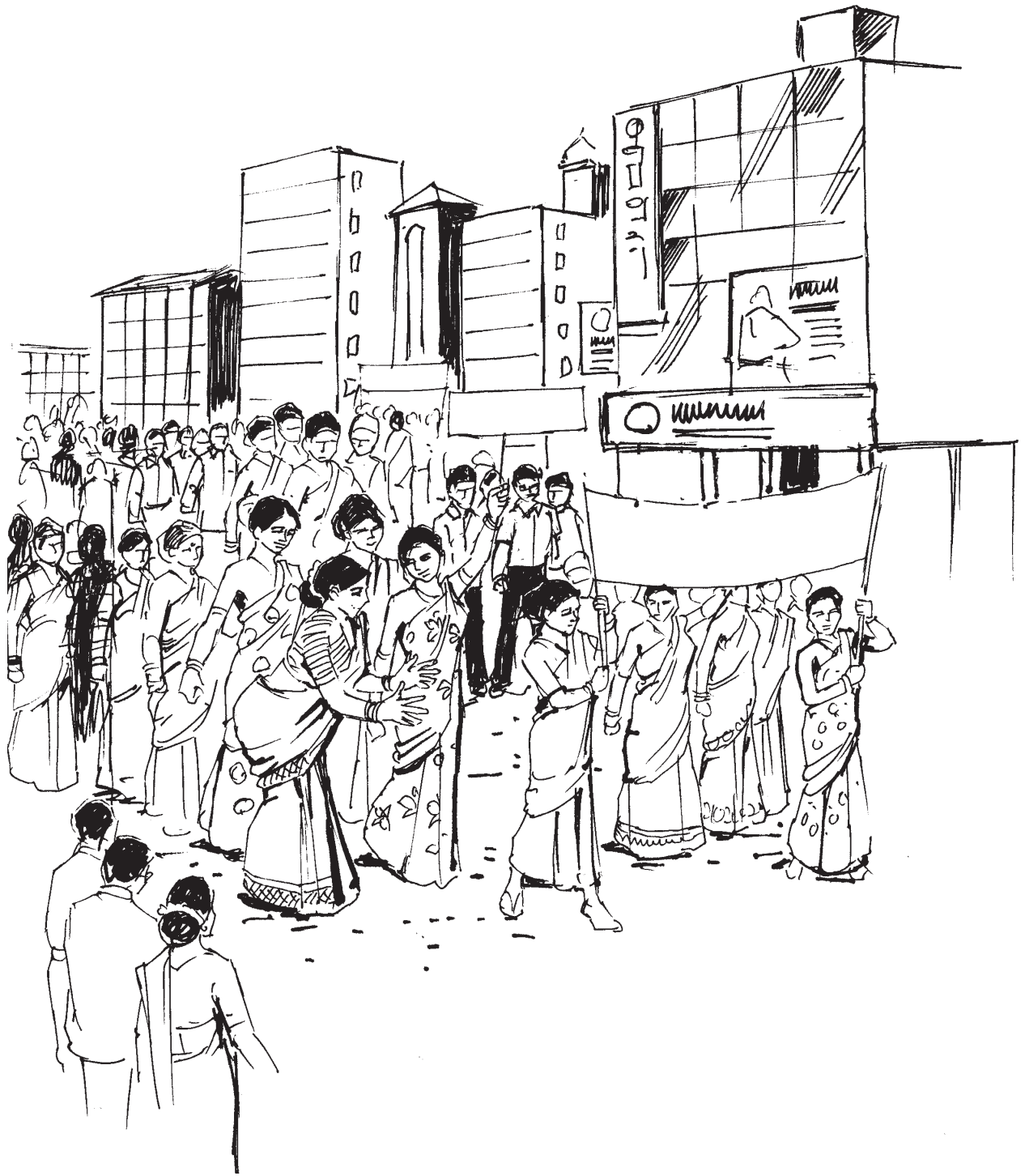
Picture 6



Picture 7
(23)



Picture 8



Picture 9

Contact details:

Dr Flora Cornish
Methodology Institute
London School of Economics
Houghton St
London WC2A 2AE
UK

Tel: +44 (0)20 7405 7686

Email: f.cornish@lse.ac.uk

Web: <http://sites.google.com/site/communitymobilisation>

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