CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
FISCAL YEAR 2017/2018
STATEWIDE GRANT APPLICATION

ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

Applicant Information

1. **Library/Organization**

   California Library Association

2. **Library's DUNS Number**

   10-592-5739

3. **Legal Business Name** *(must match name registered with Federal Employer Identification Number (FEIN))*

   California Library Association

4. **Project Coordinator Name**

   Beth Wrenn-Estes

5. **Project Coordinator Title**

   Business Manager, CLA

6. **Email Address**

   bwestes@cla-net.org

7. **Business Phone Number**

   (626) 204-4071

8. **Mailing Address** | **City** | **State** | **Zip**

   1055 E. Colorado Blvd., 5th Floor | Pasadena | CA | 91106

Project Information

9. **Project Title** Establishing a Framework for Leadership Development in California Libraries

10. **LSTA Funds Requested** $93,643

11. **Cash Match & In-Kind** $10,900

12. **Total Project Cost** $104,543

13. **California's LSTA Goals** *(Check one goal that best describes the project)*

- ☐ **Literate California**
- ☒ **21st Century Skills**
- ☐ **22nd Century Tools**
- ☐ **Content Creation/Preservation**
- ☐ **Bridging the Digital Divide**
- ☐ **Information Connections**
- ☐ **Community Connections**
- ☐ **Ensuring Library Access for All**

14. **Primary Audience for project** *(Select all that apply.)*

- ☐ **Adults**
- ☐ **Families**
- ☐ **Immigrants/Refugees**
- ☐ **Intergenerational Groups (Excluding Families)**
- ☒ **Library Staff , Volunteers and/or Trustees**
- ☐ **Low Income**
- ☐ **Non/Limited English Speaking Persons**
- ☐ **People with Disabilities**
- ☐ **People with Limited Functional Literacy**
- ☐ **Pre-School Children**
- ☐ **Rural Populations**
- ☐ **School Age Children**
- ☐ **Senior Citizens**
- ☐ **Statewide Public**
- ☐ **Suburban Populations**
- ☐ **Unemployed**
- ☐ **Urban Populations**
- ☐ **Young Adults and Teens**

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical information to support the project.

The California Library Association has a commitment to ongoing leadership development in the State. The need for leadership training has been identified in every California statewide training needs assessment conducted in the last three decades, most recently, in the 2016 Infopeople Training Needs Assessment which employed surveys, interviews, focus groups, evaluations and other sources to provide a thorough assessment. With the end of the Eureka Leadership program in June 2016, the California Library Association (CLA) received LSTA funds to conduct a Leadership Visioning Process, which invited 40 representatives from public, academic and special libraries from systems large and small, urban, suburban and rural, to help shape the vision for the future of leadership development in California. This process produced the "California Leadership 12 Year Vision" (attached in Element 7). Using that vision as a guide, along with feedback from 3 regional leadership workshops conducted during this grant year, CLA is taking a strategic approach to building a sustainable Leadership Development program. That strategy includes:

1. Providing training to develop leadership competencies as laid out in the LLAMA Foundational Competencies White Paper (http://www.ala.org/llama/leadership-and-management-competencies) utilizing the customizable Nexus LAB training modules as a starting point for tailoring delivery;
2. Prioritizing and implementing different methods of fostering leadership development as indicated in the "California Leadership Development 12 Year Vision";
3. Evaluating those efforts and using feedback to refine the plan for the future.
4. Developing long-term goals and methods for measuring outcomes longitudinally.

The CLA Board is using the LLAMA competencies as a foundation to develop meaningful leadership development experiences that will support the needs of a broad range of libraries and library staff in the state. The Nexus LAB training modules overlay with the LLAMA competencies and provide a flexible, customizable framework for delivery of training. Because the training modules are free, relatively short, customizable, combinatory, and include evaluation tools, they will allow us to pilot multiple delivery methods, and evaluate the effectiveness of each of those methods in developing the LLAMA competencies. Tailoring the training for delivery in multiple formats (online course, short webinar, short in-person workshops, full-day seminars) will allow us to meet a variety of needs and budgets and increase reach throughout the state. In addition, the customizability will allow us to emphasize themes that were highlighted in the 12-year vision (e.g. inclusivity, diversity, accessibility) and to supplement the training with that content where it is missing.

This project will provide 3 shorter-format training sessions (approximately 4 hours each) utilizing the Nexus LAB curriculum modules on Innovation and Change Leadership. We will also provide two full-day regional workshops (one each in Northern and Southern California), tied to specific LLAMA competencies prioritized by our Advisory Committee.

In addition, we will pilot experiential learning fellowships to allow library staff opportunities to learn from other sectors, another key component of the 12 Year Vision. Our Advisory Committee, an experienced group of leaders from the state's library schools and professional associations, as well as a broad spectrum of libraries representing public, academic, and special libraries (see attached list), will assist with identifying partner organizations to provide training, job shadowing, and immersive learning experiences from other sectors for selected learners. The pilot will test length of placement, ideal host settings, and maximum number of people to place. Learners will apply to participate and applications will be rated by the CLA Board, with input from the Advisory Committee.

In addition to instruments provided by the Nexus LAB curriculum, a professional consultant will be hired to evaluate all aspects of the program, including pre- and post-tests of skills and knowledge acquired by workshop attendees. Program participants will also be surveyed after the workshops, in three- or six-month increments, to see how well they have adopted what they learned. The consultant will use instruments provided by Nexus Lab to evaluate the short workshops and will design instruments and methodologies to measure the effectiveness of the regional workshops and experiential learning component. The Advisory Committee will help us identify and prioritize goals to balance immediate effectiveness and applicability of the training as well as long-term efficacy in moving towards fulfillment of the 12-year vision.

In the short-term, success will be determined by participants reporting increase in knowledge and preparedness for future leadership roles, as well as applicability of the training in their current roles. Data collected in the evaluation process will be part of a longitudinal study of leadership development activities that will continue in future years.

ELEMENT 3: PARTNERSHIPS

Please list all formal partners for your project here. Please attach (under Element 7) a copy of your signed agreement with each partner, which outlines the role the partner will play and the resources the partner will contribute.

Partner Name	Organization Type (see instructions for valid entries)	Legal Type (see instructions for valid entries)	Role on Project	Resources That Partner Will Contribute (materials/funds/staff)
Educopia Institute	Other - Grant-funded research cooperative	Private Sector	Curriculum Developer	Nexus LAB Curriculum and Evaluation Tool

ELEMENT 4: PLANNING AND EVALUATION

Please answer each area concisely and completely. <u>For section A-F limit responses to four pages</u>.

A. Project Intent *(Check only one that best describes the project)*

Lifelong Learning
- ☐ Improve users' formal education
- ☐ Improve users' general knowledge and skills

Information Access
- ☐ Improve users' ability to discover information
- ☐ Improve users' ability to obtain information resources

Institutional Capacity
- ☒ Improve the library workforce
- ☐ Improve the library's physical and technology infrastructure
- ☐ Improve library's operations

Economic & Employment Development
- ☐ Improve users' ability to use resources and apply information for employment support
- ☐ Improve users' ability to use and apply business resources

Human Services
- ☐ Improve users' ability to apply information that furthers their personal, family, or household finances
- ☐ Improve users' ability to apply information that furthers their personal or family health & wellness
- ☐ Improve users' ability to apply information that furthers their parenting and family skills

Civic engagement
- ☐ Improve users' ability to participate in their community
- ☐ Improve users' ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

The "Establishing a Framework for Leadership Development in California Libraries" project will utilize a customized framework to provide high-quality leadership development training in multiple delivery formats to foster key leadership competencies in library staff throughout the state.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

3 training sessions based on Nexus LAB modules and LLAMA competencies

2 regional institutes related to LLAMA leadership competencies

Up to 5 experiential learning fellowships

Up to 5 reports on best practices, tools and methods from experiential learning fellowships that can be applied in library organizations.

Updated plan for advancing the vision through 2020

320 people attend training (100 each at regional workshop; shorter workshops will include a cohort of approximately 15 people who will attend all 3 sessions, plus an additional 35 attendees at each for a total of 120)

D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)

Attendees will report increased confidence/knowledge on selected competencies, particularly Change Management and Forward Thinking, plus comptencies prioritized by Advisory Committee for regional workshops and fellowships.

Reported via survey:

80% of participants in short-format trainings will report increased understanding of principles of change management; 70% will report increased confidence in their ability to manage change within the context of their current position.

80% of participants in regional workshop will report increased understanding of leadership principles; 70% will identify an opportunity to utilize training in the context of their current job in the coming year.

Up to 5 participants in experiential learning fellowships will identify 2-3 tools, methods or best practices used in the fellowship that can be applied in their current organization.

E. Briefly describe how this project will be financially supported in the future.

Workshop participants will pay a portion of the costs during this grant offering, with the idea of moving toward a cost-recovery model over the next two years, and toward possible revenue generation long-term.

F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).

1. ☒ **Instruction -** Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. *(Check all that apply and provide a description including whether the format will be <u>in-person, virtual, or both</u>)*

   ☒ Program - Formal interaction and active user engagement (e.g., a class on computer skills).

   ☒ Presentation - Formal interaction and passive user engagement (e.g., an author's talk),

   ☒ Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.

   ☐ Other

Description:

3 short-format (4-hour) in-person programs, 1 each of the following Nexus LAB modules, focusing on LLAMA competencies Forward Thinking and Change Management:

- Fostering Innovation and Creativity
- Articulating the Case for Change
- Engaging Diverse Stakeholders to Lead Change

The three shorter workshops will utilize the Nexus LAB modules, which include a mix of lecture, interactive discussion, and short participant exercises. Although the LAB modules are designed to take only 2-2.5 hours, we will offer the content in 4-hour sessions to allow for supplemental content, discussion, participant questions, and longer small group exercises to reinforce learning.

Participants will apply to attend; priority will be given to developing a cohort of approximately 15 people who can attend all three sessions, in order to best track effectiveness of the materials. Remaining spaces will be opened to those who may not be able to participate in all sessions. All attendees will participate in evaluation process, but the cohort model will allow us to compare the effectiveness and return on investment for using training modules that build on each other, vs. those attended in isolation.

Advisory Committee will help with vetting applicants and selecting the cohort.

2 Regional full-day in-person presentations; possible topics will be crowd-sourced and then refined by the Advisory Committee but will incorporate at least two of the following LLAMA competencies: Communication Skills, Collaboration and Partnerships, Marketing & Advocacy, Evidence-based Decision Making; Emotional Intelligence. Some content may be adapted from from Nexus LAB modules:

- Advocacy Primer for LAMs
- Positioning Organizations in Community, Economic, and Social Issues
- Building a Networked Approach to Leadership
- Are You Moving the Needle? Assessing the Impact of Advocacy Efforts

Workshops will include a mix of presentation, group discussion, and exercises to reinforce learning.

Experiential Learning Fellowships, in-person (up to 5) - Advisory Committee will consult with CLA Board to help identify partner organizations and learning goals and advise on selection of pilot participants.

2. ☒ **Content -** Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check all that apply and provide a description including whether the format will be physical, digital, or both)*

- ☐ Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
- ☒ Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
- ☐ Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
- ☐ Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
- ☐ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
- ☐ Other

Description: Customized version of Nexus LAB curriculum tailored to California Library needs for delivery of training; depending on each module, customized content may include additional or expanded exercises, or expanded content presentations. The Advisory Committee will advise on which areas of the curriculum need to be adjusted to address the goals of the 12-year vision. Content will be created in digital formats (Word, PDF, PowerPoint) that can be printed when physical formats are needed.

3. ☒ **Planning & Evaluation -** Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check all that apply and provide a description including whether the format will be in-house or third-party)*

- ☒ Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.
- ☒ Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description:

Quarterly (4) Advisory Committee meetings to plan and advise on trainings and fellowships; 2 in-person, 2 virtual; These will be in-house meetings of CLA Board and Committee Members.

Assessments for each short-format workshop will utilize Nexus LAB evaluation instruments, including pre-workshop assessment; immediate post-workshops assessment; 3-6 month post-workshop impact assessment;

Third party Evaluator will compile results, analyze data, identify key considerations for future planning purposes

Third party Evaluator will also develop assessment instrument (pre-; immediate-post; and 3-6 month impact) for

regional workshops and experiential learning fellowships and compile results to evaluate efficacy of that pilot project
Cohort for short-form workshops will be tracked over time by Third Party Evaluator for longitudinal study of program effectiveness

4. ☐ **Procurement** – May only be used for projects with an Institutional Capacity Intent. Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description:

ELEMENT 5: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Quarterly Advisory Committee Meetings	x			x			x			x				
Identify partner organizations for learning fellowships		x	x	x	x									
Recruit trainers to teach and customize Nexus Lab modules & prepare for workshops		x	x	x										
Application and selection process for Learning Fellowships					x	x								
Deliver short-format workshops/Nexus LAB modules					x		x	x						
Crowd-source regional workshop topics					x									
Recruit trainers for regional workshops					x	x								
Implement Learning Fellowships pilot								x	x	x	x			
Implement regional workshops								x	x					
Evaluation of project elements					x	x	x	x	x	x	x	x		
Refine Leadership Development plan for 2018-2020													x	x

ELEMENT6: BUDGET

The budget should clearly identify the amounts requested and from what sources.

Budget Category	LSTA	Cash Match & In-Kind	Total
Salaries/Wages/Benefits			
CLA Business Manager	$0	$2,200	$2,200
Advisory Committee	$0	$5,400	$5,400
CLA Board Members	$0	$1,800	$1,800
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$0	$9,400	$9,400

Description:

Business Manager: 40 hours at $55/hour to oversee grant reporting and manage grant finances = $2200; 2% FTE

Advisory Committee: 9 members attend 3-hour quarterly meetings at $50/hr = $5400; .5% FTE per person

CLA Board Members: 3 members attend 3-hour quarterly meetings at $50/hr = $1800; .5% FTE per person

Budget Category	LSTA	Cash Match & In-Kind	Total
Consultant Fees			
Trainers for regional workshops	$2,000	$0	$2,000
Program Evaluation	$7,480	$0	$7,480
Trainer for Short-format workshop - module 1	$500	$0	$500
Trainer for Short-format workshop - module 2	$500	$0	$500
Trainer for Short-format workshop - module 3	$500	$0	$500
Project Manager	$38,400	$0	$38,400
	$0	$0	$0
Subtotal	$49,380	$0	$49,380

Description:

Trainer(s) for regional workshops: $1000 per workshop x 2 = $2000

Program Evaluation: 136 hours at $55/hour of evaluation = $7480
To develop pre-, immediate post- and 3-6 month impact for learning fellowships & regional workshops; managing evaluation process for Nexus LAB Modules; data analysis & reporting across all evaluation instruments; preparing recommendations for refining Leadership Development plan

Trainers for short-format workshops: $500 per workshop x 3 = $1500

Project Manager = 960 hours at $40/hour = $38,400; will provide professional program oversight and serve as primary point of contact with all training providers; handle logistics of project implementation; work with Business Manager to ensure timely and accurate reporting to meet all grant requirements.

Budget Category	LSTA	Cash Match & In-Kind	Total
Travel			
Travel expenses for short-format workshops	$6,000	$0	$6,000
Travel expenses for Trainers for regional workshops	$1,400	$0	$1,400
Travel expenses for Learning fellowship learners	$2,500	$0	$2,500
Travel expenses for small & rural libraries to attend regional event	$10,000	$0	$10,000
Travel expenses for Advisory Committee meetings	$7,200	$0	$7,200
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$27,100	$0	$27,100

Description:

Short format: 3 trainers x $500 travel expenses = $1500; travel expenses for 15 cohort attendees up to $300 (flight/rental car/etc.) = $4500

Regional: 2 trainers x $700 travel expenses = $1400

Fellowship: 5 learners at $500 for travel expenses = $2500

Rural: up to 20 learners (10 for each regional workshop) at $500 for flight/hotel = $10,000

Advisory Committee: 2 in-person meetings x 9 Committee members and 3 CLA Board members x $300 travel expenses = $7200

Budget Category	LSTA	Cash Match & In-Kind	Total
Supplies/Materials			
Printing, supplemental materials, brochures, etc.	$3,150	$0	$3,150
refreshments for short-format workshops	$0	$1,500	$1,500
working lunches for regional workshops	$5,500	$0	$5,500
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$8,650	$1,500	$10,150

Description: $500 per short-format workshop includes flip charts and markers, printed handouts, supplies for exercises, meeting fidgets to improve concentration and productivity; $750 for each regional workshop includes flip charts and markers, printed handouts, supplies for exercises and meeting fidgets to improve concentration and productivity; $150 for learning fellowship for handouts and printed supplemental materials, fellowship notebooks = $3150

working lunch for regional workshop attendees, trainers, staff at $25 per person x 110 x 2 workshops = $5500

Budget Category	LSTA	Cash Match & In-Kind	Total
Equipment ($5,000 or more per unit)			
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$0	$0	$0

Description:

Services			
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$0	$0	$0

Description:

Project Total	$85,130	$10,900	$96,030
Indirect Cost Rate Applied 10.0 % **Indirect Cost**	$8,513	$0	$8,513

Check one:			
☐ No Indirect ☐ Federally negotiated indirect cost rate * ☒ Indirect proposed cost rate * * please attach supporting documentation if required			
Description:			
Grand Total	**$93,643**	**$10,900**	**$104,543**

ELEMENT 7: ATTACHMENTS

If you have additional resources that support your grant, please attach after this page

ELEMENT 8: INTERNET CERTIFICATION

Check the Appropriate Library Type

☐ **Public Library** ☐ **Academic** ☐ **K-12** ☐ **Multi-Type** ☒ **Special/Other**

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (*check only one of the following boxes*)

A. ☐ **An individual applicant that is CIPA compliant.**

The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B. ☐ **Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**

All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C. ☒ **Not Subject to CIPA Requirements.**

The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

SIGNATURE

I have read and support this LSTA Grant Application.

California Library Association	Establishing a Framework for Leadership Development in California Libraries
Library/Organization	**Project Name**
Beth Wrenn-Estes	Business Manager
Library Director Name	**Title**
	5/01/17
Library Director Signature	**Date**

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California Library Association

Leadership Development
Advisory Committee

Yolanda De Ramus (pending)
Chief Deputy
County of Los Angeles Public Library
yderamus@library.lacounty.gov

Luis Herrera (confirmed)
Library Director
San Francisco Public Library
luis.herrera@sfpl.org

Sandy Hirsch (confirmed)
Dean
School of Library and Information Science
San José State University
sandy.hirsch@sjsu.edu

Terry Lai (confirmed)
Teacher Librarian
AP Giannini Middle School
San Francisco
President, 2017-18
California School Library Association
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Pearl Ly (pending)
Director
Learning Commons
Skyline College
San Bruno
President
California Academic and Research Libraries Association
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Sarah Roberts (confirmed)
Assistant Professor
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sarah.roberts@ucla.edu

Gary Shaffer (confirmed)
Director
Master of Management of Library and Information Science Program
USC Marshall School of Business
gshaffer@usc.edu

Sara Tompson (confirmed)
Librarian, Researcher, Instrument Rated Pilot
Jet Propulsion Laboratory
President
Southern California Chapter
Special Libraries Association
saratifr@gmail.com

Monique le Conge Ziesenhenne (confirmed)
Library Director
Palo Alto City Library
President, 2017-18
Public Library Association
monique.leconge@cityofpaloalto.org

OUR VISION FOR STATEWIDE LEADERSHIP DEVELOPMENT

On October 20th and 21st, 2016 the **California Library Association** in partnership with **Califa Group** led a Leadership Development Visioning Workshop with the help and guidance of ZingTrain, the training arm of an innovative industry leading company: Zingerman's Community of Businesses.

This event was a rare collaboration between a library organization and an internationally recognized business leader. It engaged a diverse cross section of libraries from throughout the state. All regions of California were represented, as were academic, public and law libraries. Participants had varying roles in their organizations- from paraprofessional to library administrator. Libraries represented were located in rural, urban, and suburban areas.

All participants worked together over the course of two days in what amounted to an intensive and collaborative thought-and-writing exercise and produced a narrative story and vision of what a successful statewide leadership development program *should look like in 12 years time*. Ingrained in this story are key themes as well as specific program ideas for statewide leadership development.

Themes represented in the visioning statement are: diversity, inclusivity, accessibility, innovation, and advocacy. Program ideas present in the visioning statement are hands-on and experiential, adapted from out of industry learning opportunities, include team-building and mentoring opportunities, and focused on ensuring a smooth succession of generations in the workforce.

This vision and aspirational story of what successful statewide leadership development could look like is helping to guide the California Library Association in its efforts. CLA believes that the first step in creating inclusive leadership development opportunities is to engage and listen to the members of the field that our programming seeks to serve. This visioning statement is a valuable first step in engaging the field and a tool for identifying key themes and programming ideas to try moving forward.

CA LIBRARY LEADERSHIP DEVELOPMENT: 12 YEAR VISION

It is October 20, 2028, and Kai, a mid-level library manager, is leaving the opening session of the Library Leadership Institute sponsored by the California Library Association's Rural Leadership Division, and attended by library staff and other industry professionals from around the world.

Walking down the hall, Kai's already heard six different languages; seen new and familiar faces; and talked to people of all ages from 18 to 80!

Going up to the message board listing program sessions, Kai reviews the schedule for the day—numerous options, interesting and unexpected types of sessions, something for everyone: academic, public, law, prison, school, special, rural, urban, and suburban library staff.

For example, there's a session on Experiential Learning Fellowships in Room 101, where Kai's friend Alex is co-presenting. Prior to becoming a Library Director, Alex did a one-week fellowship at a local high school. During this fellowship, Alex worked side by side with educators to implement an emerging technology laboratory and learned not only technological skills, but also about how the library could support the technological and educational goals of the school through the lab space. Alex and Kai, as well as their colleagues, have been enthusiastic about experiential learning options since library school, where they were encouraged to participate in a diverse range of programs such as job shadowing, job swapping, virtual internships and more. These opportunities continue to be offered for all library staff, courtesy of CLA's Leadership Development program and its diverse network of connections in libraries of all types, educational institutions, government agencies, and a variety of industries.

Kai looks forward to being in Alex's group for a competitive team building event tonight. They can't wait to see what outlandish problem they'll have to solve together this year. Last year, Kai was able to connect with colleagues, stretch leadership skills, and return home to share the activity with staff at the library.

Another option for Kai, in Room 202, is a session highlighting the most recent examples of libraries adapting the best practices from other industries. Innovation and knowledge derived from other industries is an accepted norm in California Libraries. The efforts of Kai's own library to drastically improve services to seniors by collaborating with a local company in the transportation industry was considered for inclusion in the program.

This open and dynamic environment is what attracted Kai to working in libraries in the first place. Librarianship fulfills Kai's desire to be an agent for positive community change. The profession adapts and models best practices from the most successful industries and works collaboratively with local nonprofits, service organizations and government agencies. Library staff have the opportunity to work with local partners who are both trendsetters and industry leaders. Not only do these partnerships bring tangible benefits to the library user experience, they ensure that library staff are able to cultivate a diverse network of library advocates from outside of the profession.

Another aspect of working in libraries that Kai really appreciates is the diverse and qualified workforce. Kai and fellow hiring managers are thrilled that applicants for all library jobs are ready and excited to connect with patrons from all backgrounds and are well trained, in part due to leadership development programs beginning in library school. The workforce also reflects the diversity of the State of California. It is commonplace for library staff to speak more than one language, and bring their own valuable soft skills and life experiences from a variety of professional backgrounds. In fact, library staff members look like a slice of California.

Recently, the head of circulation at Kai's library retired with a clear conscience and faith that the job would be done well and with passion by a new person. Moving into retirement was less stressful knowing that the new supervisor's transition would be seamless since succession planning, job shadowing, and mentoring are part of CLA-led leadership training programs in California Libraries.

Kai sees an excited group of mentors heading to the Limitless Classroom forum to plan and record new learning sessions. Mentoring is a huge part of Leadership Development in California Libraries, and as a recently selected mentor Kai looks forward to providing memorable experiences, inspiring participants and helping them to perform at their highest potential. Kai very much agrees with the program's mantra that **learners become leaders and leaders continue to be learners.**

But before official mentoring responsibilities kick off, Kai's cohort has to finish their Limitless Classroom orientation. The "Limitless Classroom" is both a philosophy and a learning delivery model where leadership development curriculum is planned and delivered to all libraries throughout the state in a variety of formats, from virtual to in-person and adapted to attendees at all levels in a variety of ways that are respectful of their time, resources, and learning styles. Limitless Classroom programs are successful because of regular evaluation and tracking of how learners have created meaningful outcomes in their libraries and communities.

Even outside of the Limitless Classroom and formal mentoring programs, Kai regularly asks for and receives help and support from mentors and peers. Over time, Kai's been able to give back to the learning community and provide support for others. Colleagues in need of support always receive it in California Libraries.

Jess passes by in the hallway and they catch up quickly. It brings to mind one of Kai's first experiences at a large leadership development event with staff from all over the State. Newer to the profession at the time, Kai had been reticent to share, worrying that the opinions of new library staff might not be welcomed or valued. Jess encouraged Kai to share and contribute to the conversation, and Kai will never forget the moment when a seasoned, respected leader appreciated the new perspective and Kai was acknowledged by a large group of peers. This experience actually motivated Kai to seek out new and expanded opportunities in Statewide Leadership Development functions. The path to take on new and more responsible statewide roles was made clear through frequent and easily accessible communications from the California Library Association.

Kai finally decides to attend a session jointly presented by a Library staff member and a City Councilmember. Amari has a deep and nuanced understanding of the community, and has developed training for library and city staff on convening conversations and sharing community aspirations with stakeholders and funders to achieve collective goals. Amari is such a leader and change agent in the community. Kai was inspired to hear Amari say, "*Sometimes the library has a seat at the table, sometimes the library sets the table and sometimes the library builds the table*."

Two days later, Kai attends the closing session of the Leadership Institute and listens intently to CLA President Riley's remarks: "*Every California library has a staff member who has been trained and is connected to our leadership development program. Our programs have many elements, but our experiential learning and public/private partnerships mean that the awareness of our leadership approach has reached our community partners, governmental stakeholders, and cutting edge companies.*" Kai thinks that this partnership approach is particularly beneficial as the wide recognition and acclaim for these programs ensures funding and support from local governments and draws an enthusiastic crowd of business sponsors.

At the end of the conference, Kai is inspired and ready to continue doing incredible things. Kai has a renewed appreciation of California Library Leadership Development as it is built on a strong, sustainable, and entrepreneurial foundation that is accessible to all California library staff because it is affordable, innovative, scalable, and collaborative.

Partnership Agreement between Educopia Institute and California Library Association

The California Library Association (CLA) agrees to participate in the pilot project for the Nexus LAB: Leading Across Boundaries curriculum and evaluation suite.

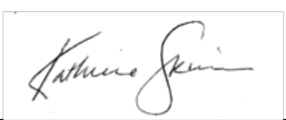
The Nexus LAB project has assembled a broad range of leadership program facilitators and participants to develop resources to meet the diversity of leadership training needs across archives, libraries, and museums. The project aims to build a community for the experts providing museums, archives, and libraries leadership training. Together, project partners will increase trainer capacity through cross-sector knowledge sharing and the development of needed curriculum and evaluation resources, and develop a network of leadership trainers for archives, libraries and museums.

Educopia will provide access to the current versions of Nexus LAB curriculum and evaluation suite, including curriculum guides, PowerPoint slides, and worksheets, plus access to the evaluation instrument and documentation. Nexus LAB modules are as follows:

- Articulating the Case for Change
- Engaging Diverse Stakeholders to Lead Change
- Are you Moving the Needle? Assessing the Impact of Advocacy Efforts
- Fostering Innovation and Creativity
- Positioning Organizations in Community, Economic, and Social Issues
- Building a Networked Approach to Leadership
- Advocacy Primer for LAMs

While the pilot will run through July 2017, thereafter the materials will be released for free, open use and adaptation, and CLA has permission to use the pilot materials until release of the final products to the public.

CLA will inform Educopia of scheduled training dates for the Nexus LAB modules and will provide feedback and evaluation on the modules as requested for the pilot project.



Katherine Skinner, Executive Director
Educopia Institute

Beth Wrenn-Estes, Business Manager
California Library Association

ng Diverse Stakeholders to Lead Change

Objectives

of the session, participants will be able to…

me the diverse stakeholders needed for your change, and the benefits and risks to participation of each
techniques to engage (and benefit from) allies and opponents
fine tailored engagement objectives and tactics for distinct audiences/stakeholders

dience & Delivery Mode

dience: LAM leaders who are developing or managing advocacy or change effort campaigns
al module length: 2 hours 10 minutes
al class size: Between 8 and 40 attendees
signed for: In-person, instructor-led training - to make the most of peer-learning

Materials/Set-up Needs

cial materials here that trainer will need for this day, or any specific set-up notes.

o present key concepts
orksheet to step participants through the in-class activities
or

- ❑ Participants at tables of 4 to support small group activity
- ❑ NOTE: They will work in these small groups for the whole mo you may want to do intentional grouping and ask groups to s together at the start of the module.

reparation Resources

ting an Advocacy Campaign off the Ground. The Community Tool Box, University of Kansas. Contributor: Prue Breitrose
p://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main. Specifically:

- *Recognizing Allies*. The Community Tool Box, University of Kansas. Contributor: Eric Wadud http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/recognize-allies/main
- *Identify Opponents.* The Community Tool Box, University of Kansas. Contributor: Eric Wadud http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/identify-opponents/main
- *Involve Opponents and Allies.* The Community Tool Box, University of Kansas. Contributors: Eric Wadud and Bill Berkowitz http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/involve-opponents-and-allies/main

TE: Parts of in-class worksheet are adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guid* nmi Schmeer for the Global Health Workforce Alliance. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/3

ıt Pre-work

articipants come with a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) advocacy goal they are working on

ble, participants should read *Identifying Opponents* before class, from the Community Tool Box by Kansas University: :tb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/identify-opponents/main (a 5-minute read)

w Agenda

agenda will help you manage session time at a glance, but review the detailed facilitation guidance below for more specifics.

Topic
Present & Discuss: The importance of working with different stakeholders
Practice: Identify stakeholders affected by your change
Present & Discuss: Prioritize (and plot) stakeholders based on their current stance and relative influence
Group Activity: Prioritize and Plot Stakeholders
Present & Discuss: Understand your stakeholders – allies & opponents
Practice: Understand stakeholders
Present & Discuss: Pulling it all together – Planning your approach with Allies & Opponents
Summarize key points; final Q&A; reflect on next steps & key takeaways
END

genda & Facilitation Notes

<table>
<tr><th></th><th>Facilitation Approach/Notes for important content & activities</th></tr>
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rs</td><td>

<u>Why:</u> Introduce the topic context; provide relevant motivation for participants to learn; ground in their experience

<u>How:</u> Presentation, Discussion, and Brainstorm

- Introduce the course learning objectives and agenda on **Slides 2-3**
- Get grounded in a common understanding of the terms, “advocacy” and “stakeholder”
  - *SAY: As we start, let’s review what the words advocacy and stakeholder mean in the context of change efforts. How do you define “advocacy”?*
    - Take 1-2 responses and share definition on **Slide 4**.
      - **Definition: “the act or process of supporting a cause or proposal : the act or process of advocating something” per Merriam Webster**
      - *SAY: You’ll note that advocacy does not have to be about lobbying or getting a bill or regulation passed with elected officials. You may advocate for causes throughout your day-to-day efforts.*
      - *ASK: What types of changes are you currently advocating for?*
  - *SAY: Now let’s review what the word stakeholder means in this context of advocating for change. How would you define “stakeholder”?*
    - Take 1-2 responses and share definition on **Slide 4**.
      - **Definition: One who is involved in or affected by a course of action.**
      - *ASK: Does this definition resonate with you? Any proposed changes to make it reflect our work in the advocacy context?*
    - Possible talking points to emphasize:
      - *Stakeholders can be individual people (particularly if they are extremely powerful/ influential on the change we seek), but are often groups of people who hold a similar interest in a change.*
      - *We’ll use the term “stakeholder” today to mean both individuals and groups.*
      - *Stakeholders can be those who can INFLUENCE or bring about a change (i.e. are direct stakeholders involved in the final decision)*
      - *They could be people who will AFFECTED by a change, either directly (like individuals impacted by a new program) or indirectly (others who may benefit or feel competitive if the new program comes about)*
      - *They can be people who try to OBSTRUCT or BLOCK a change for some reason*

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- *Stakeholders vary by change initiative based on issue area, scope of the change, geography, and more, so it's important to think through the stakeholders each time you take on a new or different change initiative.*

- **BRAINSTORM** the various categories or types of stakeholders
  - *SAY: With this definition of stakeholder in mind, and the context of your own experience, what are some of the categories or groups of stakeholders we may encounter when advocating for change?*
    - Let participants call out responses for ~2 minutes, capturing on a flipchart or whiteboard.
    - Encourage them to think beyond the "usual suspects"
    - For each group or category shared, prompt for an example if it would add clarity and relevant context to the discussion.
    - Possible replies include (please note, this is not an exhaustive list as stakeholders vary greatly by change, issue area, geography, etc.). (Supplement with examples on **Slide 5**):
      - *Public sector agencies or employees (state records organization, police department, transportation department, city staff)*
      - *Minority communities and associations*
      - *Faith-based organizations and faith leaders*
      - *Businesses/chambers of commerce*
      - *Professional associations and trade unions (ALA, SAA, AAM, SEIU, etc.)*
      - *Consumer or special-interest organizations (e.g. Open Access or privacy activists)*
      - *Nonprofits*
      - *Private and Public funding agencies*
      - *Regional or neighborhood associations/institutions*
      - *Politicians or political parties*

Make note of any other stakeholder groups/categories you want to mention:

- Introduce WHY it's important to engage diverse stakeholders
  - *SAY: So, why is it important to engage all of these different types of stakeholders in your change effort? Why bother?*
    - Take 1-2 different participant responses, then add a prompt to get participants thinking:
      - *Can you think of a time when* you *engaged a stakeholder outside of the "usual suspects" in the midst of a change/advocacy effort? Why did you do it? What was the impact (whether positive or negative)?* **Slide 6**

		• Take 2-3 participant responses, and then re-cap why engaging diverse stakeholders is important using the prompts on **Slide 7:**
		  ○ *To ensure you consider those impacted by your change, and include their voices as appropriate in your solution and change efforts*
		  ○ *To prioritize groups most important for us to engage with given limited resources*
		  ○ *For Supporters/Allies:*
		    ▪ *To help you reach your goal*
		    ▪ *To access different assets (ex: reach, funding, credibility, recognition, newsworthiness)*
		    ▪ *To boost your numbers and impact*
		  ○ *For Opponents:*
		    ▪ *To understand their motivations and sharpen your approach and ultimate objective for engagement: convert to an ally, focus on common ground, or minimize their impact (getting them to remain on the sidelines or act neutral).*
		  ○ *For Neutral Players, neither allied or opposed:*
		    ▪ *To understand what might trigger them to become allies or opponents.*
		
		Add in other key talking points you want to include or emphasize:

entify rs ' your	Why: Give participants a chance to think through the stakeholders for a change/advocacy issue relevant to them
	How: Small-group work time
	• Have students work in their **small groups of 3-4** for a quick 8-minute exercise (they will work with this group for the rest of this module, so they can stay seated together if they were not already).
	• Together, they will:
	  ○ Decide on a change initiative they will work on together throughout the class.
	  ○ Using the **Worksheet**, complete step 1 only: Identify the stakeholders for their change.
	  ○ They can use the prompts on the worksheet or on **Slide 8** for guidance.	

	○ Circulate and offer help; push participants to get beyond the usual suspects and try to think of ALL stakeholders and stakeholder groups for their change, both those "upstream" (impacting) and "downstream" (impacted by) of the change. • In the final minute, **debrief the activity** with the group by asking: ○ *Were there any stakeholders/groups that you came up with that we had not already discussed?* ○ *Any that you were surprised to see as stakeholders in your change?*
ınd **rs** **ıeir** **nce** **e**	<u>Why:</u> To begin process of understanding stakeholders so proper engagement tactics and priorities can be planned <u>How:</u> Presentation and discussion • Discuss the importance of understanding stakeholders' positions on the issue and their relative influence. Possible talking points include: ○ *As we've just seen, there can be a LOT of different stakeholders for your change. For most of us, our resources (time, money, people) will make it impossible to engage every stakeholder.* ○ *Thus, it's important to prioritize. Two key criteria we'll use to prioritize are: Their current position on the change, and their relative influence or ability to affect the change.* ○ *It is important to note that knowing these two things about your stakeholders will also be very important when planning <u>whether</u> or <u>how</u> you engage them.* • Review the approach to defining position and relative influence (**Slide 9**). ○ Current position/stance on your issue: Actively Support, Passively Support, Neutral, Passively Oppose, Actively Opposed, Unknown. Possible talking points: ▪ *As you think about your stakeholders, consider their current position on your issue. If you aren't sure of their position, mark them as unknown and plan how you could come to understand their position (especially if they are high influence and thus important to your change). Know that research is important here – websites, social media, strategic plans, conversations, other information sources.* ▪ *Be mindful of your own assumptions or biases. Remember that stakeholders can hold different positions on similar issues due to specific circumstances, or changes in their stance over time. Make sure to confirm your initial guesses with research.* ▪ *Understanding stakeholder motivations is the key to successful conversations and strategic engagement, especially with opponents.* ▪ *Consider this example from <u>The Community Tool Box</u>, an initiative of Kansas University:* • *"A big developer might turn out to support your drive for more low-cost housing, because he recognizes that the presence of homeless people in the neighborhood can deter rich people from buying his expensive houses. Similarly, people from whom you might expect support might turn out to oppose you. Perhaps a big agency that seems to share your goals is bent out of shape because you seem to be trespassing on their turf or accusing them of ineffectiveness in the past. You can't take anything for granted."* ~Eric Wadud, Contributor

Write your own example of when a stakeholder's position was not as expected that you want to share with participants:

- *ASK: Can you think of an example of a time when you expected a stakeholder to take a certain position on a change, and they surprised you?*
  - Take 1-2 student examples if possible.
- *It is also important to note whether a stakeholder's support or opposition is ACTIVE or PASSIVE. For example, you may consider your engagement of an active opponent quite differently than a passive one – if one is more vocal, they may pose a larger threat to your success, where as a passive opponent may cause little or no systemic damage, especially beyond their own organization.*

Add in other key talking points you want to include or emphasize on stakeholder position:

- Discuss relative influence of stakeholders with peer-groups for supporting or blocking your change: Highly Influential, Moderately Influential, or Not Very Influential. Potential Talking Points:
  - *SAY: In addition to understanding the stakeholder's position, you also need to understand their relative influence on your change (considering both the organization and the individual).*
  - *Influence on others may be based on several different (or combined) factors including:*
    - *Their reach in terms of the # of people they communicate with (public, members, peers, etc.)*
    - *Their decision-making power or direct influence on actions needed for the change.*
    - *Their access to resources – media, money, legislators, lobbyists, etc.*

Add-in other influence factors you want to include or emphasize:

- Review the approach to PLOTTING OUT stakeholder position and relative influence (**Slide 10**).
  Potential talking points include:
    - *SAY: Understanding a stakeholder's position and relative influence will give you a sense of whether to prioritize reaching out to them, and HOW you may want to engage them.*
    - *This matrix on Slide 10, which is also on your worksheet, gives you a tool to chart out your priority stakeholders to start planning your strategies for HOW you want to engage them (i.e. what the goals of that engagement would be.)*
  - Talk through the Y axis of support (ranging from Actively Opposed to Passively Opposed to Neutral to Passively Supportive to Actively Supportive).
  - Talk through the X-axis of Influence from No influence to great influence.
  - Point out how plotting priority stakeholders with this matrix can start to illuminate engagement objectives.
    - *SAY: These are just high-level buckets that can help to inform engagement strategy development. Later today, when we move into the section on Understanding Stakeholders, we will dig deeper and consider specific engagement tactics that are custom to each key stakeholder.*
  - *ASK: What questions or comments do you have about prioritizing and plotting stakeholders before I give you an opportunity to practice this in your small groups?*
    - Clarify any questions about this content.

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Why: Give participants an opportunity to practice prioritizing stakeholders based on position and influence

How: Small group work/activity

- In their **same small groups of 3-4,** give participants 10 minutes to do **Worksheet Steps 2 & 3**. Together, groups will:
  - Write down anticipated positions of their stakeholders.
  - Note the stakeholders' relative influence on the group's change initiative.
  - Note the stakeholders' relative priority for engagement.
  - Plot the priority stakeholders on the **matrix on Page 3 of the worksheet**.
  - While students are working, circulate and offer help as needed.
- After 10 minutes, lead a **5-minute debrief** with the group:
  - Pose some of the debrief questions below, as time allows:
    - *ASK: What questions or challenges did this raise for you? How did you handle/mitigate them?*
    - *ASK: What stakeholders did you prioritize and why? Were there criteria that factored into the prioritization of stakeholders besides their position on the change and their relative influence?*
    - *ASK: Did this make you re-think the stakeholder engagement approach in your change efforts? How?*
  - Share a few more key points to wrap-up this section on prioritizing stakeholders:
    - *SAY: There's an art to planning our engagement strategies and it's not always easy when you start out. Just make sure you do your research and are taking into account important information regarding the connections between your change and your stakeholders.*

	- *For example: If you are trying to drive a change about disadvantaged youth in your community, the youth may likely NOT be influential in terms of reach or access to resources. However, they are directly impacted by your change and a central stakeholder, so engaging their voices and input in your initiative may be a priority regardless, as their stories are themselves powerful when making a case for impact.* ▪ *There is no "right" number for how many stakeholders you should prioritize – it depends on your resources to engage various groups and how critical you think they will be to your success. You may need to reassess how much time you need to reach out to stakeholders, or how you want to allocate resources to conduct research.* ▪ *Keep in mind stakeholder prioritization may change over time, because you are making progress toward your change goal, and/or because the environment/context in which you are working shifts. Consider this prioritized list to be a living, evolving resource.* ▪ *Finally, you may want to revisit this list after you've learned more about your stakeholders to incorporate additional information on their position or influence.* Add in other debrief questions or talking points you want to include or emphasize:
d your rs –	Why: To get deeper into understanding the motivations of priority stakeholders, which will inform engagement tactics. How: Presentation and discussion - Introduce the importance of digging deeper to understand stakeholders and their motivations. o *SAY: You have started to understand your stakeholders by exploring their position on your change, but it's critical to go a level deeper and understand WHY they hold the position they do. What is their motivation? What do they think and believe about the impacts of your change that cause them to have that position? It's important to explore this fully to engage stakeholders strategically.* o *Ideally, you would do this for all stakeholder groups, but recognizing time and resources are limited, you can start by focusing on the priority stakeholders given their position and relative influence.* - Review aspects about stakeholders to be examined (**Slide 11 and worksheet pages 4-5**): o Start with Supporters and Potential Allies. Talking points include: ▪ *How may they benefit/gain if you succeed?* ▪ *What may they lose/risk if you succeed (or perceive they may lose?)* - *Even if they are expected to be allies, you need to be mindful of any issues that could arise or change their position.*

        - *It's important to consider perceptions, because – even if they are not accurate – they still motivate and influence stakeholder behavior.*
        - *Managing perceptions with accurate information is important to keep allies supportive and to help bring opponents around.*
    - *How well-informed are they (or do they perceive themselves to be?)*
    - *Do they share your end goal, but see different paths and approaches to achieve it?*
        - *For example, schools may agree that students need more hands-on STEM activities, but they may see themselves as the primary provider for that, not libraries, archives, or museums.*
        - *Thinking through and researching motivations is important, even for stakeholders who seem like-minded, to ensure you can be strategic in your engagement approach.*
    - *Are they interested enough in your issue or change to help you?*
        - *For example, K-12 teachers may support your push for more STEM funding in principle, but feel too burdened with other, higher-priority (to them) activities to get involved.*
    - *Are they already working toward this change? If so, what could they gain from partnering with you?*
        - *Think about how you could make working together a win-win for partners working on similar issues and changes.*
    - *Are there benefits or complications to engaging with them?*
        - *For example, partnering with a local engineering company on your STEM initiative may give you access to media coverage and donated resources, but what would the partner want in return? Could the company's framing of the issue, or public opinion of the company, hinder your efforts? You will need to consider and balance the pros and cons for potential allies and adjust your engagement strategy accordingly.*

Add other talking points you want to include or emphasize:

- Next, talk through understanding opponents. Talking points include:
    - *Also with opponents, we want to anticipate how they may benefit if your change comes to pass.*
        - *This can be helpful in discussions with opponents, should you be able to present an upside they haven't considered.*
    - *Opponents likely believe they are in a position to lose something or risk something if you succeed.*
        - *This may be real or perceived, and it's important to understand either way in case there is an opportunity for you to approach the opposition by framing your conversation in terms of their benefits, minimizing their risk/downside, and/or an (appropriate) compromise.*
    - *Understanding how well-informed your opponents are is important for a few reasons:*

- *If they are mis- or under-informed, you may have an opportunity to get them to come around by sharing more recent or better information from sources that they trust (as long as it is framed in terms of what they care about!)*
- *If opponents are well-informed and armed with their own well-regarded information sources, you need to be prepared to deflect arguments and/or defend your position.*

- *Is it possible that opponents agree with some parts of your plan but not others? If so, explore!*
  - *Finding points of agreement can help open doors and change the dialogue.*
  - *If you know the points of agreement, use them to avoid the points of KNOWN disagreement.*
  - *Strategic alliances don't require that stakeholders agree with you 100%. It's ok if different parties have different approaches if the approaches still further the change you seek. Agreeing to disagree and focusing on mutual interests can be powerful strategies.*
- *Do you believe there is anything you can do to win over this opponent? If not, how can you neutralize them or minimize the impact of their opposition?*

Add other talking points you want to include or emphasize:

- Ask for questions before you give participants time to work on the "Understanding Stakeholders" activity.

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Why: Give participants time to practice "Understanding Stakeholders"; arm them with the information they need to develop appropriate engagement strategies for their key stakeholders

How: Small-group work/activity

- In their **same groups of 3-4 with the same change goal,** give participants 15 minutes to do **Worksheet Step 4**.
  - Have participants take a divide and conquer approach to this activity – each one should pick a priority stakeholder to work on individually at first. Then they can compare notes to flesh the table out.
  - Ensure each group tackles at least one opponent and one ally.
  - Make an announcement after 5 minutes to encourage participants to share their notes with the group and get input from their group members.
  - While students are working, circulate and offer help as needed.
- After 10 minutes, lead a **5-minute debrief** with the group:
  - Pose some of the debrief questions below, as time allows:
    - *What about this activity came easily to you? Where did you struggle? Why?*
    - *Were there gaps in the information you had for your stakeholders? How might you fill those gaps?*

- *Were you able to – in this short work-time – gain insight about a stakeholder's motivations that you can put to use in how you will engage them? What was it?*

- Share a few more key points to wrap-up this section on Understanding Stakeholders (**Slide 12)**:
  - *SAY: If you were to do this for your own change effort, it is helpful to do it with a diverse or cross-functional team to help you cover the most ground in terms of what you know about stakeholders.*
  - *There will still be information gaps and assumptions once you finish your initial pass. Remember, it's important to research your assumptions BEFORE you talk with/engage with a particular stakeholder.*

Add in other debrief questions or talking points you want to include or emphasize:

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Why: Bring all of the key information together to inform stakeholder engagement tactics, with a focus on opponents.

How: Presentation and discussion; pair-share activity

- Introduce the idea of pulling all of the information together to inform their engagement tactics. (**Slide 13**)
  - *SAY: Last but not least, you need to put all of this valuable information to good use. Using all of the information you've gathered on your stakeholders, consider how you can engage both allies and opponents.*
  - *SAY: Customize your approach based on what you've discovered; your goal is to maximize benefits and minimize risks for them. If possible, lead with benefits to the stakeholders.*
  - *The matrix on page 3 of the worksheet gives you an idea for your desired type of stakeholder engagement, but the detailed thinking we've just done will help you develop specific tactics.*
    - *For example, if you've determined that Organization A is a great supporter, but involving them directly in your efforts may overly complicate communications and messaging, you may choose to keep them informed through a monthly newsletter or by inviting them to broad community update meetings (vs. inviting them to the planning table with close partners).*
    - *Similarly, if you've determined that Company B is opposed to your change, but they are passive about it, you may determine that the best "engagement" is to NOT send them regular updates or pull them into the issue further, but to passively monitor their involvement and ensure they do not start to actively oppose or comment.*
  - *Specific engagement tactics will also vary depending on your change effort and what mechanisms for engagement are available.*
    - *For example: Is there a task force that people can get involved in? Are you giving quarterly briefings at Town Hall meetings? Are you sending out action alerts to a core group of supporters weekly? E-*

newsletter updates to your broader list monthly? Do you have a Facebook group for those who want to monitor activities? Are you holding focus groups with those impacted by the change?
    - *Consider all of the different engagement activities you are doing or can do, including those you take to the people (e.g. pushing out action alerts, speaking engagements), vs. providing people opportunities to engage on their own terms (e.g. blog posts and website updates); and both one-on-one communications (personal meetings and phone calls) vs. one-to-many (updates at city council meetings, town halls).*

Add in other talking points or examples you want to include or emphasize:

- Focus on tactics for engaging opponents. Talking points include:
  - When to engage opponents:
    - *Most of us are probably more comfortable with how and when to engage our supporters or potentia allies, but knowing how and when to engage opponents is trickier.*
    - *ASK: Have any of you engaged your opponents in past change or advocacy efforts? If so, how did you decide that you should engage them, and recognize the right time/opportunity for engagement? Were there certain conditions that signaled to you that it was time to engage them?*
      - Take 1-2 replies, if possible
    - *ASK: Have any of you purposely decided NOT to engage opponents in a change effort? Why? Was it the right choice?*
      - Take 1-2 replies, if possible
    - Share **Slide 14,** "When to involve opponents"
      - *SAY: Understanding opponents' motivations is <u>always</u> a good idea, but whether or not to engage them is a different story. Some signs that it's time to engage an opponent include:*
        - *Yes: Lines of communication are relatively open; You see potential common ground; Cost is not too great*
        - *Perhaps not: Positions strongly held and completely opposed, High costs/risks to engaging*
        - *Definitely not: History of distrust or deception, Opponents are unwilling to talk*
  - Lead a participant 5-minute pair-share on how to involve opponents (**Slide 15**)
    - 1-minute of individual reflection: Ask participants to think about a time when they had to work with an opponent (or, if they haven't worked with an opponent in a change effort, with someone who disagreed with them on an issue or approach). What tactics did they use? What worked well? What would they do differently?

	▪ Then, ask students to stand up and find a partner who they haven't yet worked with today to share experiences with. They will have 4 minutes to share. Mark the time halfway through discussions. o Debrief the pair-share activity ▪ At the end of the time (participants can remaining standing if they'd like), ask them to call out some of the tactics they heard or shared for engaging the opposition, and what they have learned about doing it successfully. ▪ Capture their replies on a flip chart titled "Tactics for Engaging Opponents" ▪ Add in additional tactics you think are important to mention after participants share (**slide 16**). ▪ Encourage participants to finish **Worksheet Page 6** on a break or outside of class so they can finish their stakeholder engagement plan. Add in other talking points or tactics you want to include or emphasize: • Wrap-up this section: o *SAY: Your goal is to be as prepared as possible before engaging a stakeholder (especially opponents), but keep an open mind and be prepared to shift approaches if their motivations are different than expected. Good planning, research, and meeting preparation is key. Motivations, like the stakeholders who hold them, are often complex and multidimensional.*
nd on and vays	Why: Address final questions, bring closure to the module, get participants to focus on applying today's material How: Presentation and facilitated discussion using **slides 17-19** ● Review the process for engaging stakeholders on **Slide 17** ● **Ask participants** what additional questions or concerns they have about applying this in their work. ● **Refer participants to the Additional Resources** (**slide 18**). Customize with your own favorite resources. o Ask participants what other resources they have found helpful. Capture on a flip chart, whiteboard, or on the slide as participants share. o The articles "Identifying Opponents" and "Involve Opponents and Allies" in The Community Tool Box (link below) by Kansas University are particularly good follow ups to this discussion. ● **Close by asking participants to reflect on: 1) one action they will take, 2) the key takeaway they have from today's discussion, and 3) who they will share these ideas with.** If time allows, have all participants share one of these three items. Otherwise, do a popcorn-style share out to pull a few comments as time allows.

l Resources for Participants

:hat can be provided to participants if they want to continue their exploration of this topic. Trainers should add to this list!

:ting an Advocacy Campaign off the Ground. The Community Tool Box, University of Kansas. Contributor: Prue Breitrose.
p://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main

: Thoughtful Activist: A Toolkit for Enhancing NGO Campaigning and Advocacy. Chapman, Jennifer and Thomas Fisher. 1999.
p://www.businessadvocacy.net/dloads/bkThoughtfulActivist.pdf

powering Voices: Engaging Communities to Speak for Libraries. From the Public Library Association Conference. 2012. Availabile a
p://www.ala.org/advocacy/advleg/empoweringvoices

:raming the Issue. The Community Tool Box, University of Kansas. http://ctb.ku.edu/en/table-of-contents/advocacy/encourageme
ıcation/reframe-the-debate/main

Nexus LAB Curricular Resources

The Nexus LAB project team of 32 programs, organizations and trainers, is encouraging the piloting of seven fully adaptable and customizable, plug-and-play sets of curricular resources created with Toolkit Consulting. The modules focus on developing profession or field-level leadership skills, as described in layer six of the *Nexus LAB Layers of Leadership Development*, which were developed jointly with the Center for Creative Leadership.

Available leadership development curricular modules cover the following topics and learning objectives:

Articulating the Case for Change *2 hrs. 20min. of material*	• Draft key and consistent messages to articulate the need for change with different audiences • Develop techniques for targeting where they can present or publish to better reach their desired audience • Name reasons why it may be preferential to defer to another to carry forward the message
Engaging Diverse Stakeholders to Lead Change *2 hr. 10min. of material*	• Name the diverse stakeholders needed for your change, and the benefits and risks to participation of each • List techniques to engage (and benefit from) allies and opponents • Define tailored engagement objectives and tactics for distinct audiences/stakeholders
Are you Moving the Needle? Assessing the Impact of Advocacy Efforts *1 hr. 50min.of material*	• Differentiate between different levels of impact: organizational, field or profession, and community • Give examples of the difference between evaluating efforts (activities/implementation) vs. evaluating impact (even incremental) • Practice techniques for identifying and measuring success when pursuing change efforts • Discuss the importance of incorporating feedback into adjustments to their advocacy approach
Fostering Innovation and Creativity *2 hrs. 30min. of material*	• List three potential innovation barriers and motivations for people in your profession • Cite examples of innovation across boundaries • Practice and model techniques to foster a culture of innovation and experimentation • Recognize the importance of rapid iteration and documentation in learning from innovation (including failures) • Use strategies to balance risk and innovation
Positioning Organizations in Community, Economic, and Social Issues *2 hrs. of material*	• Cite a variety of community, social and economic issues that libraries, archives and museums can and have impacted • Identify shared issues and opportunities for impact across the library, archive and museum sectors • Plan tactics – both online and off – for listening to and engaging with communities/community partners to ensure awareness of and relevance to their issues
Building a Networked Approach to Leadership *2 hrs. of material*	• Describe why, when, and how a networked approach to leadership can be effective • List challenges and advantages associated with sharing leadership in a cross-boundary network • Recognize and mitigate reticence for participating in cross-boundary networks • Consider whether it is appropriate to take a networked leadership approach in a given situation
Advocacy Primer for LAMs *2 hrs. 20 min.of material*	• Describe what advocacy is and give examples of the different types of advocacy that libraries, archives, and museums can engage in. • State the key differences between lobbying and advocacy. • Describe different types of standard advocacy tools and approaches, and the benefits of using them. • Develop ideas for advocacy activities you can engage in on issues important to your field and community

Each topic's curricular resources include:

- A trainer's curriculum guide, walking through a complete session, while providing exercises, talking points, and examples;
- A lightly formatted slide deck, for trainers to customize and brand to fit alongside other offerings; and
- A participant worksheet that works with the curriculum guide and serves as a participant take-away for future reference.

Facilitated by the Educopia Institute, the Nexus LAB project is made possible in part by
the Institute of Museum and Library Services [AWARD NUMBER: RE-00-14-0095-14]

Engaging Diverse Stakeholders to Lead Change

How various stakeholders can help you realize your advocacy goals

By the end of this session, you will be able to…

- Name the diverse stakeholders needed for your change, and the benefits and risks to participation of each
- List techniques to engage (and benefit from) allies and opponents
- Define tailored engagement objectives and tactics for distinct stakeholders

What we’ll cover

- What is a stakeholder & why we need to engage diverse stakeholders
- Identifying your stakeholders
- Prioritizing and plotting your stakeholders
- Understanding your stakeholders (both allies and opponents)
- Pulling it all together: Planning your approach with allies and opponents
- Reflection and key takeaways

Defining Key Terms

Advocacy ad·vo·ca·cy \ˈad-və-kə-sē\ *Noun.*

The act or process of supporting a cause or proposal : the act or process of advocating something

Stakeholder stake·hold·er \ˈstāk-ˌhōl-dər\ *Noun.*

One who is involved in or affected by a course of action.

Source: Merriam-Webster Online Dictionary. http://www.merriam-webster.com/dictionary

Brainstorm: Who are likely stakeholders?

- *Public sector agencies or employees*
  (e.g. city staff, records managers, police department, transportation department)
- *Minority communities and associations*
- *Faith-based organizations and faith leaders*
- *Businesses/chambers of commerce*
- *Professional associations and trade unions (ALA, SAA, AAM, SEIU,, etc .)*
- *Consumer or special-interest organizations (e.g. Open Access or privacy activists)*
- *Nonprofits*
- *Private and Public funding agencies*
- *Regional or neighborhood associations/institutions*
- *Politicians or political parties*

Source: International NGO Training & Resource Centre. http://www.intrac.org/data/files/resources/629/INTRAC-Advocacy-and-Campaigning-Toolkit.pdf

WHY identify and engage diverse stakeholders?

Can you think of a time when you engaged a stakeholder outside of the "usual suspects" to help you achieve change?

What did you learn from that experience?
Did it help you toward your change goal?
Why or why not?

WHY identify and engage diverse stakeholders?

- To ensure you consider those impacted by your change, and include their voices as appropriate in your solutions and change efforts
- To prioritize the most important groups to engage given limited resources

For Supporters/Allies:

- To help you reach your goal
- To access different assets (ex: reach, funding, credibility, recognition, newsworthiness)
- To boost your numbers and impact

For Opponents:

- To understand their motivations, anticipate opposition, and sharpen your approach
- To help you convincer, find common ground, or minimize their impact

For Neutrals:

- To convert and activate (or ensure they don't become opposed)

Practice: Identify your stakeholders

Ask yourself:

- Who already supports your efforts toward change?
- Who will benefit *directly* if you are successful?
- Who may benefit *indirectly* if you are successful?
- Who already opposes your efforts toward change?
- Who stands to lose or be at a disadvantage if you are successful, *directly* or *indirectly*?
- Who is NOT already at the table in your discussions/efforts, but should be?
- Who else is involved in or affected by this course of action?

Prioritize and Plot Your Stakeholders

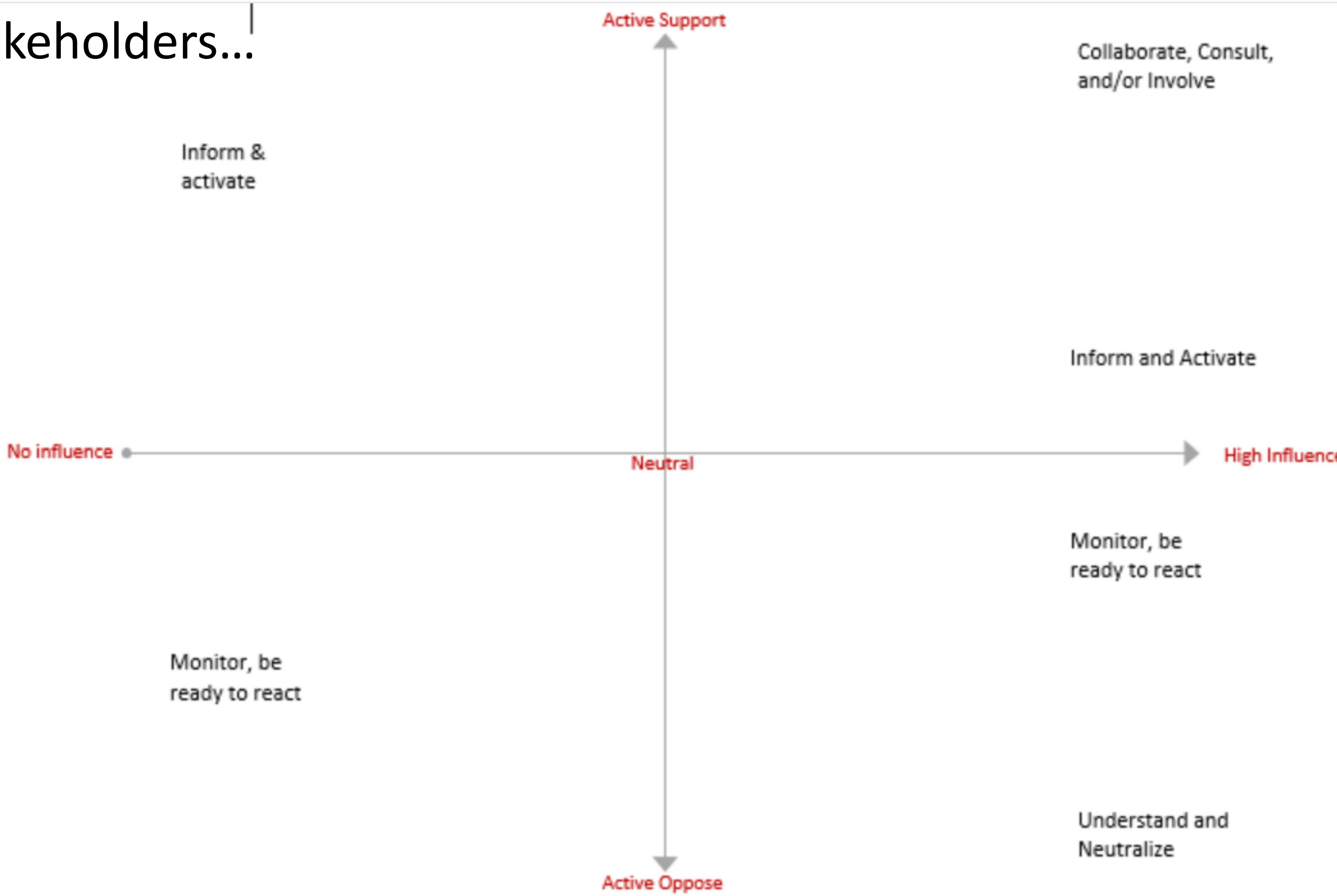
To help you prioritize stakeholders, consider:

- Their current stance on your issue:
  - *Actively Support, Passively Support, Neutral, Passively Oppose, Actively Opposed, Unknown*
- Their relative influence in supporting or blocking your change:
  - May be based on reach, decision-making power or influence, access to resources, newsworthiness, etc.
  - *Highly Influential, Moderately Influential, or Not Very Influential?*

TIP: *It is just as important to consider opponents as priority stakeholders.*
Also, your priority stakeholders may change with time!

Plot Your Stakeholders…

…To help inform high-level engagement objectives/strategies.



Understand Your Stakeholders

- How may they benefit/gain if you succeed?
- What may they lose/risk if you succeed (or *perceive* they may lose?)
- How well-informed are they (or *perceive* themselves to be?)

Additional considerations for Allies:

- Do they share your end goal or paths to get there? Are they interested to work with you?
- Are they already working toward this change? If so, what might they gain from partnering with you?
- Benefits or complications to engaging with them that may impact your approach?

Additional considerations for Opponents:

- Is there any common ground? Might they agree with portions of your plan?
- Are they *actively* or *passively* opposing you? If passive, do you need to address or just monitor for change?
- What could win them over (if anything)? If nothing, how can you neutralize/diminish their opposition, especially if they are influential?

Understand Your Stakeholders, cont.

- Work with a cross-functional team to help gather as much information about stakeholders as possible
- When you are done, ask yourself:
  - *Where are the gaps?*
  - *Is there information here that is based on our assumptions or biases, that we should validate/test?*
  - *What additional information do we need to ensure we have a fair and accurate picture of these stakeholders and their motivations?*
- You may need to develop a research/discovery plan to fill in important gaps about your key stakeholders

Pull it All Together: Planning Your Approach

- Different approaches for different engagement objectives and different stakeholders
- Your mission: maximize benefits & minimize risks for each
- Lead with benefits to them and to shared stakeholders/ audiences
- Go into conversations prepared, but keep an open mind and be ready to shift approaches as needed.

> *"In advocacy situations, there are likely to be well-prepared opponents waiting in the tall grass. And they will need to be out-planned."*
>
> ~ Prue Breitrose, The Community Tool Box, Kansas University[1]

[1] http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main

Planning Your Approach: When to Involve Opponents

Yes:

- Lines of communication are relatively open
- You see potential common ground
- The cost is not too great

Perhaps not:

- Positions strongly held and completely opposed
- High costs/risks to engaging

Definitely not:

- History of distrust or deception
- Opponents are unwilling to talk

Source: *Involve Opponents and Allies.* The Community Tool Box, University of Kansas. http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/involve-opponents-and-allies/main

Planning Your Approach: Tactics for Opponents

Can you think of a time when you engaged an opponent in your change efforts? What was your objective in engaging them?

What tactics did you use?

What worked well?

What would you do differently next time?

Tactics for Engaging Opponents

- Meet with them to find common ground or clarify misunderstandings
- Start with an "exploration-only" meeting
- Ask a lot of questions to ensure you understand their motivations
- Develop win-win solutions
- Re-frame the issue
- Have a clear agenda and set ground rules
- Use a mediator or neutral third-party
- Compromise or negotiate (when appropriate)

Source: *Involve Opponents and Allies.* The Community Tool Box, University of Kansas. http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/involve-opponents-and-allies/main

Review: Steps for Engaging Stakeholders

- ✓ Identify your stakeholders
- ✓ Prioritize and plot your stakeholders
- ✓ Understand your stakeholders (both allies and opponents)
- ✓ Pull it all together: Plan your approach with allies and opponents

Additional Resources

- *Getting an Advocacy Campaign off the Ground.* The Community Tool Box, University of Kansas. Contributor: Prue Breitrose. http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main
- *The Thoughtful Activist: A Toolkit for Enhancing NGO Campaigning and Advocacy*. Chapman, Jennifer and Thomas Fisher. 1999. http://www.businessadvocacy.net/dloads/bkThoughtfulActivist.pdf
- *Empowering Voices: Engaging Communities to Speak for Libraries.* From the Public Library Association Conference. 2012. Availabile at: http://www.ala.org/advocacy/advleg/empoweringvoices
- *Reframing the Issue.* The Community Tool Box, University of Kansas. http://ctb.ku.edu/en/table-of-contents/advocacy/encouragement-education/reframe-the-debate/main

What other resources have you found helpful?

Reflection: Actions & Takeaways

- What is one action that you will take in the next 14 days to engage diverse stakeholders for change?
- What is the most important take-away you are leaving with?
- Who will you share today’s learnings with?

Engaging Diverse Stakeholders to Lead Change – A Worksheet

If you are leading a change in your profession, field, or community, involving various stakeholders and understanding their perspective will be critical to your success. This worksheet can help you to:

1) think through the stakeholders who may be impacted by your change effort,
2) prioritize those who are the most critical for you to engage,
3) understand how *they relate to, or will be affected by, your change, and*
4) plan tactics and engagement strategies.

Recommended: discuss and complete this worksheet with a small group of people who are already involved in your change effort for best results.

What is your change/advocacy goal? List your goal here for ease of reference through the rest of this activity/worksheet TIP: The best change/advocacy goals are SMART – Specific, Measurable, Attainable, Relevant, and Time-bound.

1) **IDENTIFY your stakeholders.** First, brainstorm a list of potential "stakeholders" related to this change.
A stakeholder may be someone who can help you lead/influence the change (ex: a sponsor/funder, an allied organization), or be impacted or affected by the change – positively or negatively, directly or indirectly (ex: community members, staff, taxpayers, etc.). Stakeholders include potential supporters, opponents, and those who are neutral in their stance. They also may include those whose position is unknown to you.

Use the following questions/prompts to help ensure you are thinking of all stakeholders, not just the obvious ones or those with whom you are used to working.

- *Who already supports your efforts toward the goal above?*
- *Who will benefit <u>directly</u> if you are successful? (ex: members, clients, students, residents of neighborhood X)*
- *Who may benefit <u>indirectly</u> if you are successful? (ex: parents, the city, small businesses, community colleges)*
- *Who already opposes your efforts toward the goal above?*
- *Who stands to lose or be at a disadvantage if you are successful, directly or indirectly?*
- *Who should be, but is NOT already at the table in your discussions/efforts? Who else holds a stake in this change?*

Capture them in Column 1 of the table on the next page.

2) **PRIORITIZE your stakeholders**. Often, we don't have time or resources to try to engage with all stakeholder groups. Once you have brainstormed your list of stakeholders, it will be important to consider how to focus your limited resources.

Revisit your list of stakeholders and complete the following steps:

a. Note your guess of their current position:
   Actively Support, *Passively Support*, *Neutral*, *Passively Oppose*, *Actively Opposed*, *Unknown*?
b. Consider how influential each stakeholder/group may be in supporting or opposing/blocking your change. Consider things like decision-making power, the number of people whom they may be able to influence, their access to resources, their newsworthiness, etc. Note whether you consider them to be: *Highly Influential, Moderately Influential, or Not Very Influential?*

1) Stakeholder (individuals or groups)	2a) Position on change/issue	2b) How influential could they be (for or against you)?	2c) Priority?

Table inspired by/adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guidelines* by Kammi Schmeer for the Global Health Workforce Alliance. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf

c. Considering your stakeholders' positions and relative influence, star those you feel you ought to prioritize given your own resource constraints. (There is no magic number, but be realistic). Write them in the table on page 4. Remember: it is often just as an important to prioritize influential opponents as it is influential supporters.

TIP! *Revisit this prioritized list after you have completed Step 4 and have a more complete picture of their interests!*

3) **Consider high-level engagement objectives with stakeholders.** Plot your priority stakeholders on the matrix below to start to give you an idea for how you may need/want to engage them in your change efforts and discussions.
This is just a high-level start; you will further refine your approach in Steps 4 and 5.

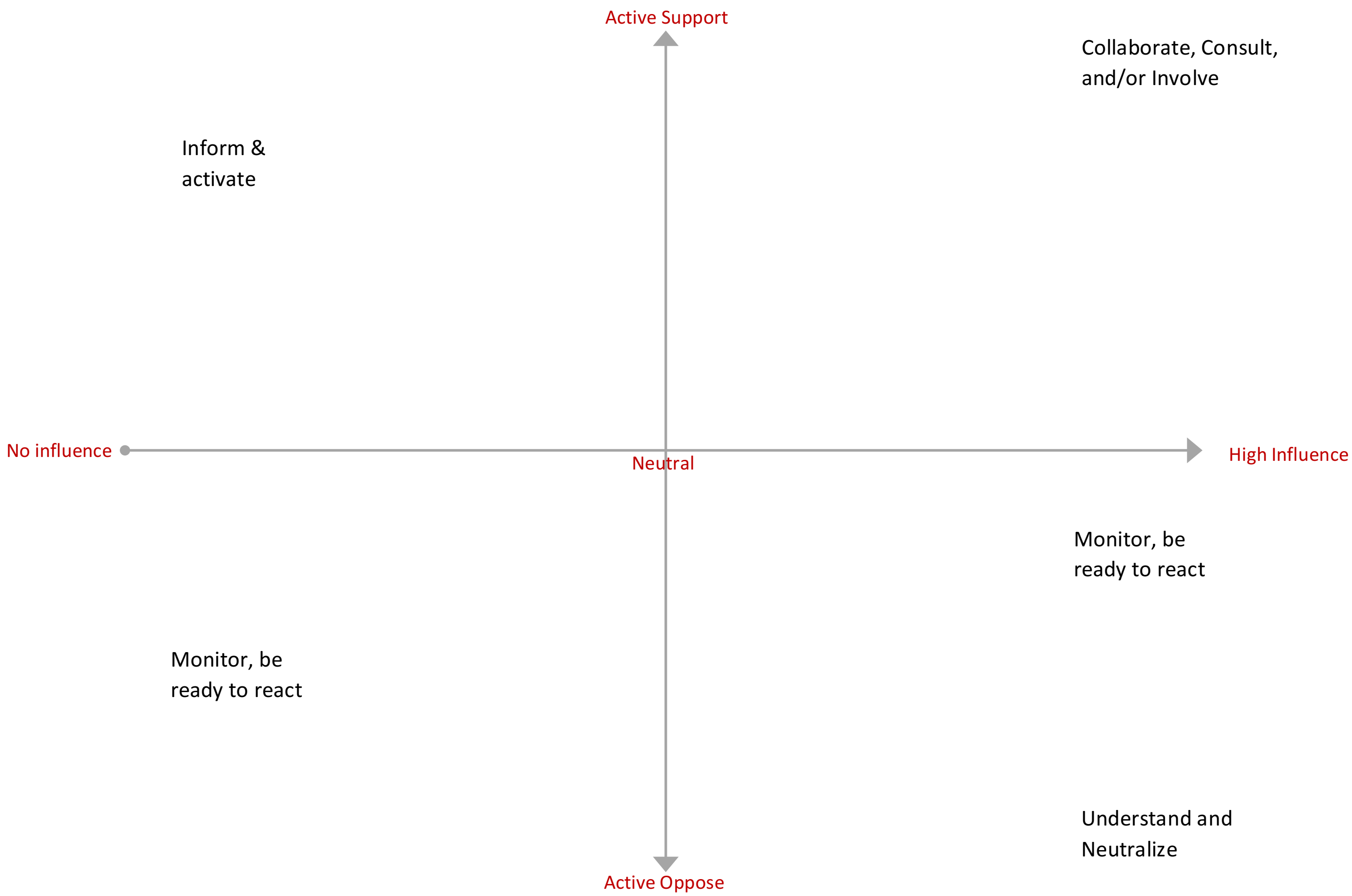


Table inspired by/adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guidelines* by Kammi Schmeer for the Global Health Workforce Alliance.
Available at: http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf

4) **UNDERSTAND your stakeholders**. Deepen your understanding of the priority stakeholders/stakeholder groups.
Starting with your supporters/potential allies, use the table and questions below to consider:

a. What could they gain or how could they benefit if your change efforts are successful? (Think about what matters to *them*).
b. What could they lose or what's at risk for them? Pay attention to perceived losses or risks as well; those are just as powerful as actual losses or risks, and you may need to account for them in your approach.
c. How well-informed are they already about your change? Do they already know a lot about the change you are trying to make? Is it based on fact, assumptions, misinformation? Understanding what they already know or don't know and what their information sources are will help you when we get to Step 5, Plan to Engage.
d. For supporters/potential allies, other important considerations may include:
    i. Do they share your end goal, but perhaps see alternate paths to get there?
    ii. Are they interested in working with you?
    iii. Are they already taking steps toward this change? If so, what might they gain from partnership?
    iv. Are there other benefits or drawbacks/complications to engaging this stakeholder that may impact your approach?

	Priority Stakeholder (from 2c above)	4a) How may they benefit/ gain if you succeed?	4b) What might they perceive to lose/risk, if you succeed?	4c) How well-informed?	4d) Other considerations?
SUPPORTERS/POTENTIAL ALLIES					

Table inspired by/adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guidelines* by Kammi Schmeer for the Global Health Workforce Alliance.
Available at: http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf

Repeat this process for opponents. For opponents, additional considerations may include:

- Is there any common ground you can find based on their benefits or risks? Is it possible they agree with *portions* of your plan?
- Are they actively or passively opposing you? If it's passive, do you need to address it actively or just monitor it for change?
- What could win them over (if anything)? If nothing, how can you neutralize/diminish their opposition, especially if influential?

	Priority Stakeholder (from 2c above)	4a) How may they benefit/gain if you succeed?	4b) What might they perceive to lose/risk, if you succeed?	4c) How well-informed?	4d) Other considerations?
OPPONENTS					

After completing these tables to the best of your ability, ask yourself:
"What's missing? What is based just on my assumptions? What additional information do I need to fully understand these stakeholders? How might I go about discovering it?"

TIP! Be sure to research and confirm your own assumptions above, using the Internet, informational-interviews, "word-of-mouth", public meetings, social media, etc.

Table inspired by/adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guidelines* by Kammi Schmeer for the Global Health Workforce Alliance. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf

5) **PLAN TO APPROPRIATELY ENGAGE both allies and opponents**. Using the above information, consider how you can or should engage both allies and opponents in your change efforts. Customize your approach based on what you've discovered. Your goal is to maximize benefits and minimize risks for each stakeholder.

	Priority Stakeholder (from 2c above)	Engagement Objective (informed by matrix above)	Specific messages or engagement strategies you could use to achieve your engagement objective (consider both direct and indirect tactics)
SUPPORTES/POTENTIAL ALLIES			
OPPONENTS			

TIP! *Remember to monitor & adjust your stakeholder list, priorities and approach over time, as it could change as you get further into your change effort and/or as the environment/context in which you are operating changes.*

Table inspired by/adapted from *Policy Toolkit for Strengthening Health Sector Reform: Stakeholder Analysis Guidelines* by Kammi Schmeer for the Global Health Workforce Alliance. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf