Mobilizing Multi-Stakeholder Action for Reform

Performance Support Tools

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Contents

The 3Ws Framework – Political Will, Organizational Will and Public Will

1

Finding governance solutions that work begins with a clear understanding of the potential causes of reform failure. A practitioner survey conducted for a global learning program identified the key challenges in governance reform implementation. Based on this assessment the 3 Wills framework was developed as an instructive approach to focus on an in-depth understanding of the governance obstacles and explore opportunities to address the potential barriers that can block reform progress.[1]

POLITICAL WILL

The first obstacle is the lack of political will or ownership of the reform. Political will exists when there is support from enough political leaders to pursue the policy change. Political will is based on four necessary conditions: first, support from a sufficient set of political actors; second, a common understanding of a particular problem on the public agenda; third, genuine interest to support exists; and fourth, a commonly perceived, potentially effective policy solution. When these four conditions are present, political will exists. In short, political will is demonstrated by *'broad leadership support for change'*.

Communication plays a pivotal role in securing political will. Organized groups can pressure policymakers and government officials through public interest lobbying by the following means: rallies and demonstrations by a broad cross-section of society to air issues, backroom negotiations with targeted policymakers to uncover hidden interests, framing the issues by the mass media to mobilize political will and provoke the nation's leaders into action.

ORGANIZATIONAL WILL

The second obstacle is the the lack of organizational will. Organizations and institutions are often averse to change or, at best, move change at a slow pace. The middle managers in the organization, who are often the strongest opponents of change, have been described as "a layer of clay through which nothing passes. (Oshry, 2003)" Communication approaches that create a sense of urgency for change, engage the entire organization in moving forward and develop trust among the leaders, middle managers and the staff will help mitigate the hazard of feeble organizational will. Appreciative inquiry, an approach described by Kevin Barge (2008, p. 198) allows middle managers to comprehend the urgency for change, empowers them as equal partners, provides them a pathway for change and addresses their concerns regarding vulnerability.

[1] Cabañero-Verzosa, C., and H. Garcia. 2011. People, Politics and Change – Building Communication Capacity for Governance Reform. Washington, DC: World Bank.

How Communication Addresses 3 wills

Public will among civil society, media, private sector and citizenry

HOW
-Multi-stakeholder engagement; and coalition building, media influence; agenda-setting; framing; narrative techniques; public interest campaigns; public deliberation and debate, ICT-supported campaigns

Public will

Organizational will within bureaucracies, especially among middle managers

Organizational will

HOW
-Appreciative inquiry, dialogue and collaboration, organizational communication, collaborative learning and joint inquiry, vision experimentation and innovation

Political will

Political will among coalitions of leaders and policymakers

-HOW
Persuasion, public interest lobbying, coalition building, framing, negotiation

Source: Cabañero-Verzosa and Garcia, 2009

The Stairway of the Mobilization Process

Information   Attitude Change   Behavior Change   Sustainability

Members

Participants   **Mobilized Public**

Motivated to participate   Bystanders

Targeted by organization   Not motivated to participate   **Active Public**

Sympathetic   Not targeted by organization   **Attentive Public**

Indifferent   **Voting Public**

General Public
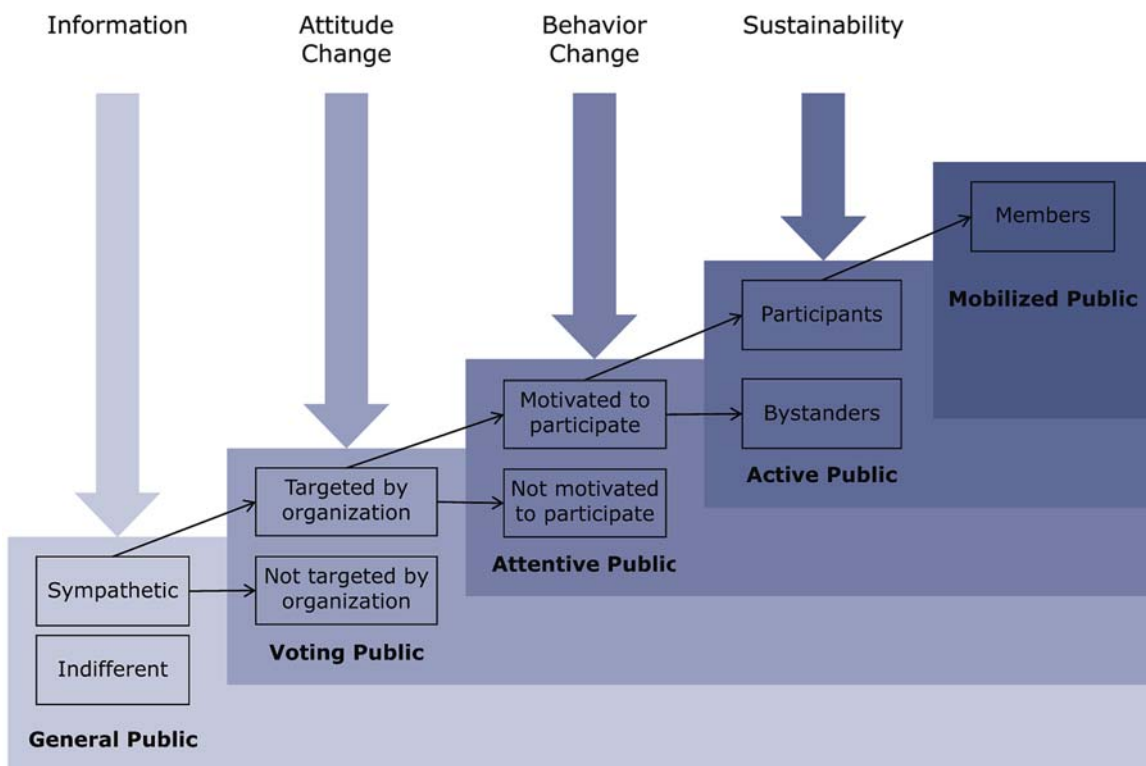
Source: Arnold and Garcia, 2009

Public Will

The third obstacle is the absence of public will. Public will translates into public support which results in policy change and reform. There are many reasons why public will is stifled, voiceless, or simply absent. Reforms often occasion long-term benefits to many, but also provide short-term gains to a few elite groups. If the costs of reform are known but the benefits are not well understood, potential "losers" with access and representation in the political system can oppose and derail the reform. This dilemma is well described by Gaetano Mosca (1939). Mosca proposed that "The domination of an organized minority over the unorganized majority is inevitable. The power of any minority is irresistible as against each single individual in the majority, who stands alone before the totality of the organized minority. At the same time, the minority is organized for the same reason that it is a minority."

The main communication challenge therefore is how to organize the unorganized majority. An approach for undertaking this effort is the Stairway of Mobilization. It shows the mobilization process from the perspective of civil society and identifies the role of communication in moving people from one stage to the next (Arnold and Garcia, 2011). Another important approach for mobilizing public will is coalition building. This refers to the process of creating collaborative engagement among groups of people.

The 5 Communication Management Decisions

2

A communication strategy provides reformers with the 'lay of the land' for reform interventions. It grounds all key decisions to guide engagement with stakeholders. When based on a sound understanding of stakeholder perceptions and underlying interests, and adapted to respond to evolving change in beliefs, attitudes, and behaviors, a communication strategy is a powerful tool to guide reformers' efforts to mobilize key stakeholders whose support is critical to the success of reform.

Communication is strategic when it supports the goals of reform. In development work, reforms challenge the *status quo* and promote new ways of thinking as well as doing. Thus, the communication strategy needs to provide the framework for helping stakeholders change not only what they know, but more importantly, what they do.

The 5 Communication Management Decisions tool provides a systematic approach to assessing stakeholder beliefs, attitudes, behaviors and developing messages that will resonate with these stakeholders in order to drive action. The tool helps reformers focus on the stakeholder – and guides them in creating the enabling conditions needed to increase stakeholders' understanding of the benefits of reform and build confidence in their ability to learn new information and adopt new practices. The strategy is established before decisions are made on tactics – the concrete steps to be taken and the techniques to be used in realizing communication goals.

The figure below displays these 5 Communication Management Decisions as essential elements of strategic communication.

A practical approach to developing a communication strategy to support reforms, anchors the strategy on five core decisions. Before reformers approach these five decisions, however, they must define the management objective clearly because their subsequent communication strategy decisions must support the overall management objective.
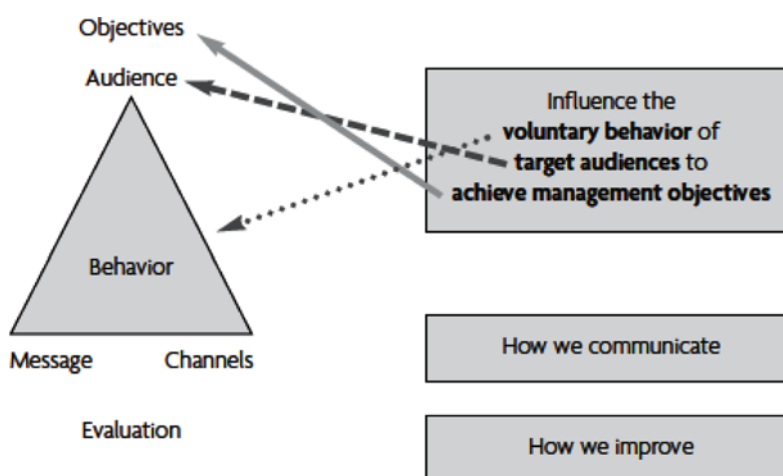
Elements of Strategic Communication
Source: Verzosa and Garcia (2009)

Reforms are often broadly defined, articulating how these measures will improve the lives of people. Management objectives need to be stated in a more granular manner – identifying specific stakeholder behaviors that need to be changed in order to address the problematic conditions. Development practitioners often refer to management objectives as 'project development objectives' within the logical framework of a project. For purposes of developing a communication strategy, a management objective should identify the behaviors that contribute to the problem (for example, deforestation); the people whose behaviors will need to change (for example, farmers who burn forested areas, or government officials in forestry and agriculture who need to enforce forest conservation policy) and the nature of desired behavior that will reduce or alleviate the problem.

The 5 Communication Management Decisions can be used by reformers and change agents at any stage of project design and implementation. When used 'upstream', at the project design stage, reformers have the opportunity to design a change intervention that centers on stakeholder interests, reducing barriers to adoption of new behaviors. Deciding what stakeholder behaviors need to be encouraged to make reforms successful serves as a guidepost for the design of interventions. For example, in Bangladesh, to increase the numbers of girls who complete secondary school and reduce the incidence of early marriages, reformers had to understand the reasons why girls are unable to complete secondary school. The project addressed the barriers to the adoption of new practices that went against existing social norms and built into the project design practical and culturally-appropriate interventions such as training for more female teachers and building toilets for girls in schools with predominantly male students.

Used 'downstream', when desired project outcomes are not being achieved, the 5 Communication Management Decisions may help reformers revisit assumptions made at the project design stage. A fresh look at evolving stakeholder attitudes and perceptions about the project can guide re-design efforts. Reforms that get 'stuck' will benefit from a systematic review of why people do what they do, and why they resist new information and learning new ways of doing things. Reducing barriers to adoption of new behaviors will mean deciphering what negative consequences to new practices will need to be reduced, and what positive consequences can be enhanced through the change intervention.

When the management objective has been set, reformers can make the five decisions that will shape the communication plan. They can then brief their communication specialists who will use these five decisions to formulate a detailed communication plan with timelines and budgets. Here are the five decisions, briefly stated:

1. Whose support is critical to the reform's success?
2. What behaviors must be adopted to achieve reform objectives, and what changes in knowledge, beliefs, and attitudes will facilitate the adoption of those behaviors?
3. What messages will persuade people to support reform?
4. What channels of communication will reach people and be credible to them?
5. How will communication be monitored and evaluated?

The tool shown next is handy for reformers to use when discussing and arriving at those five decisions.
Following is a detailed description on these five communication management decisions.

5 COMMUNICATION MANAGEMENT DECISIONS

Management Objective:
[Here, describe the goal of the project or policy reform. For example, "increase number of girls who complete secondary school."]

Audience	Behavior	Messages		Channels	Evaluation
		Takeaway Messages	Supporting Data		

Source: Cabañero-Verzosa 2002.

Decision 1: Whose Support is Critical?

Focus communication resources on those stakeholders whose support is critical to the success of reform. If the priority is to create political will for new policies or engender political support for projects that implement these policies, legislators and key policy-makers become important stakeholder groups. If the goal is to secure institutional buy-in, leadership teams of these organizations, whether these are in the public sector, the private sector or civil society, become a core stakeholder group for the reform. If the task is to mobilize public will, subsectors of the general public whose lives will be affected by reform, will become an important stakeholder group to engage.

Segment Stakeholder Groups. Segmenting stakeholder groups is a vital task. Reformers need a deep understanding of stakeholder beliefs and attitudes that drive their current behavior. There are a number of ways to identify stakeholder segments.

One way is to identify whose behavior ultimately will need to change in order to achieve the management objective. In the Bangladesh example on the reform to increase completion rates among young girls of secondary school age the target beneficiaries were the young girls themselves. However, these girls could not make this decision themselves. Social norms dictated that the fathers are the decision makers. They make the final choice of sending their daughter to secondary school or arranging their marriage at a young age. In making this decision, fathers sought the advice of other older men in the community. This segmentation technique enabled reformers to identify the primary stakeholder (the decision-maker on whether the desired behavior will be accepted or not) as well as those who influence them. In the case of Bangladesh, the influencers were older men in the community. A third segment will be those stakeholders who wield power and influence over the issue at stake – the Ministry of Education, and local leaders could enact policy and build an educational system that will enable girls to complete secondary school.

Identify Opponents and Supporters. Having identified the person (s) who has to adopt new behaviors, the next step is to assess whether these stakeholders are opposed to reform or willing to support it. A targeting strategy helps reformers determine the nature and level of attention they need to direct to these various groups.

Some groups will be interested in a reform issue, some will be disinterested fence-sitters, and others may be strongly opposed to reform for ideological or value-laden reasons. A clear lesson learned from political communication is that the engagement and communication efforts need to be focused on 'swing constituencies', the 'persuadables', as these groups may be willing to listen and engage on a reform issue. (See tool on *Targeting Stagies)*.

Assess Stakeholder Interest and Power. Differentiating groups with interest and power over a reform issue helps reformers allocate communication resources more effectively. The Power – Interest Matrix tool is a 2-by-2 matrix that separates stakeholders in four quadrants and identifies them according to their levels of interest and power: those groups with high power and high interest ("players"), with low power but high interest ("advocates"), with low interest but high power ("context-setters"), and with low interest and low power ("the crowd").

Serious communication attention will need to be given to those stakeholders with high power and high interest, as these groups have the capacity to actively promote or derail reform. These groups are engaged in the development and implementation of reform. They may have the formal authority to provide financial resources or staff capacity. They may have informal authority by virtue of their credibility as an expert resource or they may have the charisma and leadership skills to persuade people. They need to be fully engaged, brought on board and closely informed of developments that could impact the reform process. (See Tool *Power-Interest Matrix*).

Recognize the 'Rules of the Game'. Stakeholder incentives drive stakeholder action. And analyzing stakeholder interest and power over a reform issue can be highly instructive. Another level of analysis focuses on the external environment rather than internal, personal motivations that drive stakeholder interest and these elements often affect the level of power that stakeholders have on reform initiatives. Political economy issues refer to the 'rules of the game' that often constrain the options for challenging the status quo.

The more relevant political economy issues are those that hinder collective action on behalf of reform. Collective action issues prevent stakeholders to gain access to or derive benefits from a public good. In reforms, the state provides public goods to all its citizens in much the same way that other types of organizations provide collective goods for their members. Collective action issues emerge when these public goods are not as easily accessible and available to all members of society. When elites gain an advantage over those less powerful in seeking and consuming public goods, reforms become more difficult as there are hidden 'rules of the game' that enable the few to gain benefits not accessed by many.

Differentiate Technical from Adaptive Challenges. Reforms consist of both the technical problem (for example, lack of infrastructure such as roads and bridges) as well as the human dimension of the problem. A highway being built on ancestral land may be strongly opposed by the community. Too often, development practitioners devote most of their time and resources on solving the technical problem. And they are taken by surprise when reforms face stiff opposition from many stakeholders. Heifetz, Grashow, and Linsky (2009) in their book *The Practice of Adaptive Leadership* differentiate technical from adaptive challenges. Current know-how and authoritative expertise, organizational systems and structures can be mobilized to solve technical problems. Adaptive challenges, on the other hand, are more difficult to address as there are no known protocols for addressing these. Adaptive challenges call for a change of beliefs, mindsets, and behaviors, by those people who 'own' the problem. Thus, strategic communication provides a valuable approach for understanding stakeholders and their perception of what they will gain or lose, from the proposed reform. (See Tool – *Technical Problems versus Adaptive Challenges*).

Decision 2: What Changes in Knowledge, Attitudes, and Behaviors Will Lead to the Success of the Reform?

Successful reforms mobilize multiple stakeholders – from leaders in government and the private sector, to the institutional heads who must implement reforms, to various political constituencies, civil society organizations, communities, households, and individuals who will be affected by and benefit from the reform. A communication strategy must identify clearly which specific behaviors of key stakeholder groups will contribute directly to the success of reform.

Many communication activities generate awareness about a problem, but fail to pursue the higher goal of providing communication that enable stakeholders to recognize the benefits of reform and undertake specific behaviors that will contribute to its success. Strategic communication focuses on behavior change as its ultimate goal—as changes in knowledge, attitudes and behavior, are necessary for reforms to succeed.

To identify desired behavior for stakeholder groups, it is useful to recognize that individuals change behavior in stages. Communication can then be synchronized with the stakeholders' stage of change, which increases the relevance of messages received by stakeholders. Drawing on evidence of how people change addictive behaviors like smoking, Prochaska, di Clemente and Norcross (1992) developed the trans-theoretical model to describe the process people go through in adopting and maintaining new behaviors. The authors identify five stages of behavior change: pre-contemplation, contemplation, preparation, action, and maintenance.

What this implies for strategic communication is that change interventions and the messages shared with stakeholders about reform have to be in sync with the stakeholders' stage of change. For example, when people are ready to try new behaviors, they will seek information about where to go for information or services, what is the level of experience of service providers, what costs will they bear for these services. They will be less interested in the types of messages that resonate with those in the pre-contemplation stage of behavior change as these messages will be focused on general information about the problem being addressed by the reform.

(See Tool – Stages of Behavior Change).

Decision 3: What Messages Will Persuade Stakeholders to Support the Reform?

WIIFM: Frame Benefits of Reform. "What's in it for me?" (WIIFM) is a starting point for developing persuasive messages on the benefits of reform. A common shortcoming in reform efforts is that messages shared with stakeholders often take the reformer's perspective rather than the stakeholders' point-of-view. Reformers inform stakeholders about the project- why it is needed, how and when it will be undertaken. Benefits are cited but often from a reformer's perspective, couched in terms of project feasibility, cost-effectiveness, engineering or technical design. The missed opportunity is for reformers to view these benefits from the perspective of those whose lives are going to be affected by reform. Thus, framing a take-away message rather than an organization-centric message will impel reformers to see the reform from the stakeholder's perspective. (See Tool – Framing Messages).

Ideally, reformers are able to persuade large groups of people to recognize the collective benefits gained from reform and build widespread ownership needed for successful implementation. Through effective dialogue and negotiation processes, multi-stakeholder groups gain a shared understanding of the problem and agree to take pro-reform collective action. Thus, creating a shift in stakeholder value from 'What's in it for me' to "What's in it for us".

In developing take-away messages, it is important to provide stakeholders the necessary supporting data to provide evidence and benchmarks to prove that the benefits of reform indeed reach the very people affected by these change interventions.

Decision 4: What Channels of Communication Will Reach Stakeholders and Be Credible to Them?

Tap Credible Media. Communication channels are the various ways that messages are disseminated to different stakeholders. In deciding which mix of communication channels will be effective in a given reform, there are three aspects that reformers must bear in mind: reach, frequency, and credibility. Reach is the extent of a particular medium's coverage. Levels of exposure to messages can be assessed. Reach can also be measured in terms of the timeliness of reception of messages – the goal is to send messages at the time that stakeholders are predisposed to receiving these messages.

Frequency is the number of times that stakeholders receive messages about reform. There is an advertising principle that communication specialists use: the more people who are reached by a given message and the higher the frequency of their exposure, the greater the probability that those people will respond. In his book *Public Health Communication: Evidence for Behavior Change,* Robert Hornik(2002) lamented that in the field of public health, where communication has been used extensively to promote behavior change, weak emphasis on the primary goal of ensuring high levels of exposure over extended periods of time, has been "a crucial failing."

Credibility is the perception by stakeholders that a given vehicle (radio, television, print, social media) provides balanced reporting of events and that messages carried there are not influenced unduly by groups that own or operate such vehicles or by advocacy groups who promote a specific perspective to the exclusion of other views.

Explore Spreadable Media. In recent years, with the widespread use of social media, there are new options for communication vehicles. There are also evolving metrics for measuring effectiveness and appropriateness of communication channels. In a recent book of Jenkins, Ford, and Green (2013) *Spreadable Media: Creating Value and Meaning in a Networked Culture,* the authors challenge current frameworks used to describe contemporary media. They distinguish message "stickiness" with "spreadability". "Stickiness" measures whether messages are memorable, thus holding people's attention. With the popularity of online communication, "stickiness" also referred to the centralization of content (for example in a website) and the use of mechanisms to motivate people to seek out and spend time on a particular site. "Spreadability" shifts attention from distribution of messages to circulation. It is concerned with providing people with technical resources to share information, reshaping content, thus recognizing the importance of social connections. In this context, reform communication can benefit from confronting new challenges posed by an increasingly digital world. How can communication channels used for reform, benefit from the 'distribution' reach of sticky destinations (for example, websites) and the "circulation" reach of spreadable media?

Decision 5: How Should Changes in Knowledge, Attitudes, and Behaviors Be Tracked and Evaluated?

In developing a communication strategy, it is important to start with the end in mind. The final goal of strategic communication is to foster change in the knowledge, attitudes, and behaviors of specific stakeholder groups. Reforms can target three levels of behavior change. At the individual level, communication aims to influence individuals to change what they know and do. Behavior change interventions can also aim to influence social groups and encourage change in social norms. At the institutional level, behavior change interventions can target elite groups, (such as policymakers) to influence institutional change in the form of policy formulation, enactment or implementation.

The model of behavior change used in designing and implementing communication activities influences the type of evaluation that needs to be done to track changes in knowledge, attitudes and behaviors. Two types of evaluation may be of practical value to reformers. The first type is descriptive: it documents changes in knowledge, attitudes and behaviors over time. The second type not only documents change, but also attempts to measure the extent to which change can be attributed to reform.

The second approach is more complex, more expensive—and more desirable when feasible. Despite the difficulties in isolating communication effects from secular trends, Hornik (2002, *Public Health Communication: Evidence for Behavior Change,* p.405) advises that it is worthwhile to evaluate communication if it tells policy makers how worthy of support a particular reform and its attendant activities are, if it guides the design of future reforms, and if it respects "the way that communication programs in real life are likely to affect behavior."

5 Communication Management Decisions

FORM

| Audience | Behavior | Messages | | Channels | Evaluation |
		Takeaway Messages	Supporting Data		

DIFFERENTIATING TECHNICAL PROBLEMS FROM ADAPTIVE CHALLENGES[1]

3

All problems are in search of effective solutions to achieve successful change. Heifetz, Grashow, and Linsky (2009) in their book *The Practice of Adaptive Leadership* distinguish technical problems from adaptive challenges. In what way is this approach helpful in the context of reform?

Technical problems require technical solutions. These are clear-cut and can be solved using current know-how and authoritative expertise, organizational systems and structures. Surely, reforms have technical problems to address but there are embedded adaptive challenges that are often unrecognized and difficult to identify. Adaptive challenges call for a change of beliefs, mindsets, and behaviors, by those people who 'own' the problem. The work of addressing the problem belongs to those who 'own' the problem and live with its negative consequences. They have to learn how to address the problem, through trial and error, as there are no known processes nor organizational structures nor authority figures who can have clear answers to these problems.

Understanding the difference between technical problems and adaptive challenges is important since it has implications in designing stakeholder-focused interventions and mapping a clear strategy for reform implementation. The table below offers some guidelines on how to distinguish technical problems from adaptive challenges.

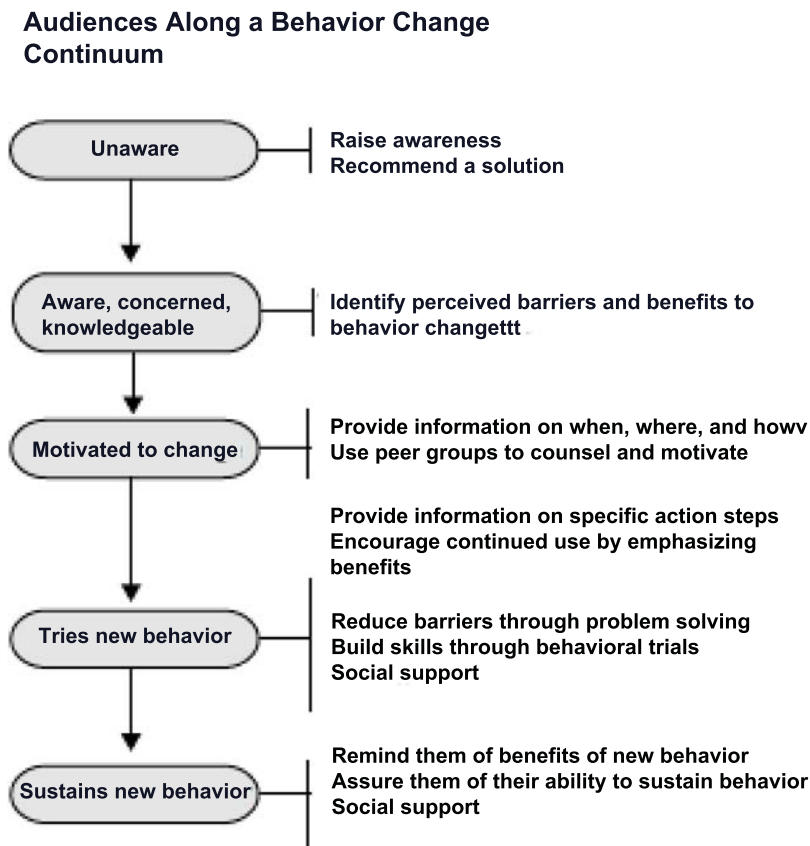Distinguishing technical problems from adaptive challenges

Type of challenge	Problem definition	Solution	Locus of work
Technical	Clear-cut	Clear-cut	Authority
Technical and adaptive	Clear-cut	Requires learning	Authority and stakeholders
Adaptive	Requires learning	Requires learning	Stakeholders

Source: Heifetz, Grashow, and Linsky (2009). *The Practice of Adaptive Leadership.* Page 20.

STAGES OF BEHAVIOR CHANGE

4

Implementing successful reform requires achieving behavior change objectives. Behavior change is a long-term process which involves a shift in beliefs, values and attitudes that brings about multi-stakeholder ownership and support of the reform. For instance, a change in value systems and mind-set among policymakers can bring about rules of law that create accountable institutions that promote transparency and accountability. Among powerful local elites, a change in behavior leads them to become more sensitive to the needs of the poor through inclusive economic opportunities, improved access to information and equitable distribution of resources and productive assets. Finally, behavior change among service providers can improve the quality, efficiency and affordability of service delivery especially for the poor and socially disadvantaged groups.

The figure below shows the stages of behavior change continuum and possible communication strategies that may be deployed. Increasing people's access to information, encouraging dialogue and discussing benefits as well as consequences of change, provide people the opportunity to make informed choices. In a reform environment, communication objectives are achieved through strategies that promote behavior change through public awareness and understanding and broad civic engagement to build consensus, ownership and sustained commitment to reform.

Audiences Along a Behavior Change Continuum

Unaware	Raise awareness Recommend a solution
Aware, concerned, knowledgeable	Identify perceived barriers and benefits to behavior changettt
Motivated to change	Provide information on when, where, and howv Use peer groups to counsel and motivate
	Provide information on specific action steps Encourage continued use by emphasizing benefits
Tries new behavior	Reduce barriers through problem solving Build skills through behavioral trials Social support
Sustains new behavior	Remind them of benefits of new behavior Assure them of their ability to sustain behavior Social support

COMMUNICATION STRATEGIES TO PROMOTE BEHAVIOR CHANGE

	Behavior Change Stage				
	Unaware	Aware	Understand	Adopt	Sustain
Characteristics of a person at this stage	• Is ignorant, uninformed • Resists change • Engages in unsafe/risky practices	• Is informed, knowledge-able • Is aware of benefits of behavior change • Is aware of need to learn new skills	• Appreciates benefits of behavior change • Is motivated to adopt new behav-ior	• Decides to take action • Tries new behavior	• Consistently practices new behav-ior
Communica-tion strategy for this stage *Macro level*: policy/secto-ral reform	Awareness raising and sensitization: • increase public and stakeholder awareness through public information campaign	Information sharing and education: • build under-standing • establish two-way communi-cation to address con-cerns and perceived problems • conduct public com-munication activities • implement outreach program • open a national dialogue • engage with media	Motivation: • build con-sensus to maintain dialogue • build com-munication capacity through training ses-sions • conduct public rela-tions activi-ties • hold advo-cacy cam-paign	Trial and adop-tion: • build owner-ship of the reform • build social partnerships • create con-stituencies for reform • encour-age public involvement	Maintenance and monitor-ing: • build com-mitment to the reform • support con-stituencies for reform • analyze content and reach of media coverage of reform

Micro level: Project intervention	• Raise awareness • Conduct sensitization and advocacy campaigns • Hold media training for reformers to help them work more effectively with media	Launch multimedia campaigns to increase knowledge, build new skills, and promote benefits of reform	• Continue multimedia campaigns • Set up peer-group counseling • Conduct community mobilization	• Encourage continued use of tangible product or services or promote adoption of new policies and procedures needed to implement reform measures by emphasizing benefits	• Reiterate benefits of new behavior • Reinforce ability to sustain behavior • Sustain social support

Source: Verzosa and Garcia (2009)

FRAMING MESSAGES

Framing helps reformers communicate effectively by focusing on certain aspects of the reform (both its benefits and its 'costs'). As Entman (1993, p.52) explains, "to frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and /or treatment recommendation for the item described."

Messages can be framed in different ways. For example, a message frame can define who is responsible for the problem, and who therefore should work towards a solution. Messages can be framed to simplify complex concepts or issues, and provide structure for greater memory retention.

The tool provides a systematic sequence for framing messages. It is used in conjunction with the 5 Communication Management Decisions, where the stakeholder is identified and the desired behavior is described before a message frame is developed.

It is important to note that the message needs to be framed as a 'take-away' message, that is, a message that takes the perspective of the stakeholder affected by reform rather than from the reformer's point-of-view.

Name the frame by describing the key idea to be communicated. Will the reform be framed as a gain? (Increase the numbers of tigers in the forests.) Or will the message be framed as a loss? ("Just 1411 left. Save tigers. You can make the difference.")

Develop a one sentence description of the frame.

Provide evidence that supports the frame, by asking "Why" five times. This approach will help identify highly relevant information that will resonate with the specific stakeholder.

FRAMING MESSAGES
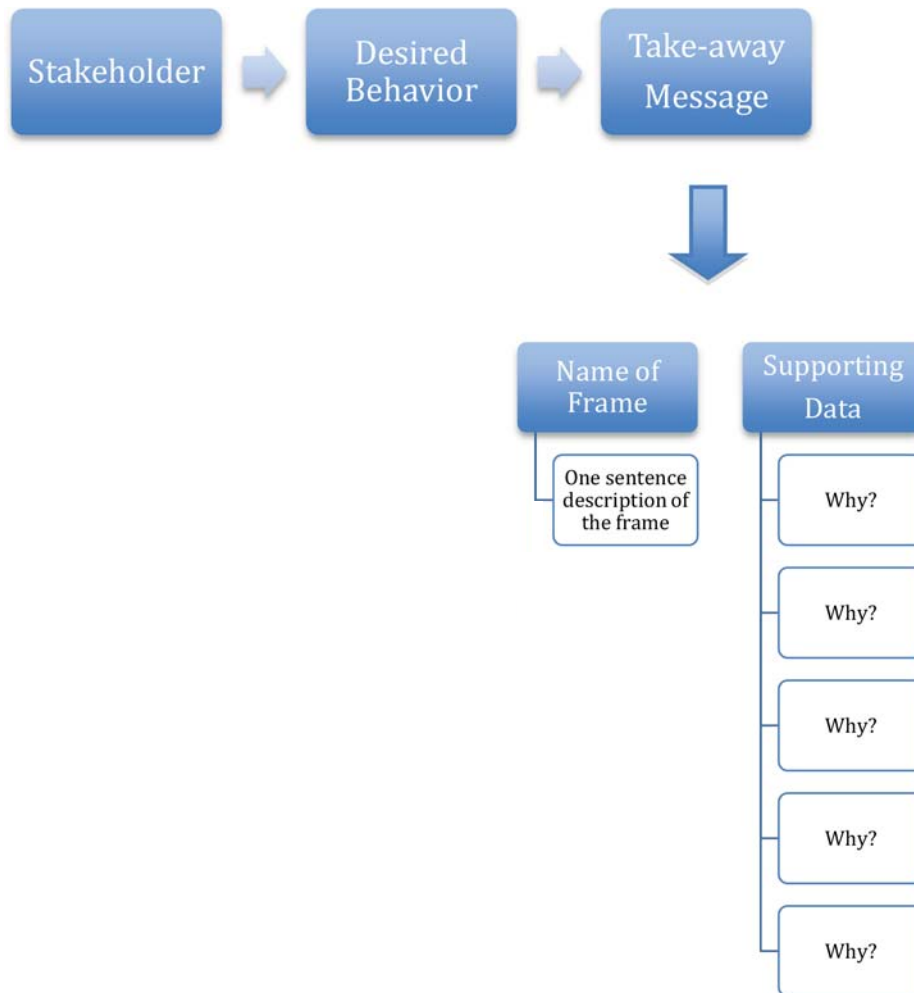
Source: Adapted from Lambino, A. G. and Verzosa C.C. Presentation, February 2013

Evaluation of Communication and Change Interventions

6

How can one track the outcomes of change and communication interventions? What are the performance indicators to determine the impact of communication on the reform objective? Did the stakeholders targeted by communication activities receive the messages disseminated through various channels of communication? What are the effects on the intermediate outcomes (in terms of changes in knowledge, attitudes, behaviors)?

As communication interventions are usually embedded in a larger social change context, research experience recognizes the difficulties of asserting the *direct* correlation between communication and change interventions and behavior change. Despite this limitation, however, it is important to assess the benefits derived from, and demonstrate the value of investing valuable resources in such interventions.[1]

The evaluation tool is designed to help reformers articulate the hypothesis undergirding the design of the change intervention and determine its success in achieving the desired outcomes. How is the change intervention linked to the overall project objective and the development challenge? Is the development challenge concerned with building political will? Or securing organizational will? Or mobilizing public will? What does the communication and change intervention consist of? What intermediate outcomes can be derived? Finally, how do these intermediate outcomes contribute to the overall impact of the project?

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[1] Change interventions are often designed to cover entire communities, sometimes even the entire country, and it is difficult to have a control group that will not be exposed to the messages and mobilization efforts that are part of the change intervention.

See example of an urban transport project.

URBAN TRANSPORT PROJECT

PROJECT OBJECTIVE	DEVELOPMENT CHALLENGE	COMMUNICA-TION INTERVENTION	OUTCOMES (What Change Has Communication Produced?)	IMPACT[2] (Contribution of Communication to Desired Change(s) of Overall Project)
Increase economic growth in a major city by extending light rail transit (LRT) line to periphery.	How to secure political will (i.e. build ownership and leadership support) among the executive branch and the legislative branch of government.	Mobilize multi-stakeholder coalition (government officials, private sector and civil society) to advocate with key stakeholders in the executive and legislative branches of government (i.e. use public will to build political will).	Broad stakeholder engagement and open discussions on technical engineering and financial feasibility studies in various fora convened by leaders in the executive and legislative branches of gov't. Dialogue and negotiation sessions with leaders and committee members in the executive and legislative branches of gov't result in project approval.	LRT project is implemented successfully resulting in increased economic growth in the city

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[2] Qualitative change noted (i.e. not measured).

ASSESSING SOCIAL MEDIA EFFECTS

Social media is transforming the delivery of development programs worldwide. Communication and change interventions are increasingly participatory, with organized 'publics' shaping the agenda for dialogue, and stakeholders framing and re-framing arguments and messages. 'Spreadable media' means messages are continuously repositioned to better serve the communication needs of different types of stakeholders.

How can reformers measure the contribution of social media to the reform goals? Some common metrics for assessing social media include: tracking website traffic, stickiness of site (i.e. length of time spent on a particular space on a website; tracking unique visitors to the website who use the information (such as ordering products, or services, etc).

However, these metrics, while helpful for commercial and business purposes, are inadequate for use in development programs where the focus is not on products or services offered online, but on qualitative engagement of stakeholders on issues or active use of online resources for dialogue and debate, and on the pro-reform actions taken and results achieved as a result of effective multi-stakeholder engagement and mobilization strategies.

By using 'big data' from social media, project teams will gain timely stakeholder feedback so they can take corrective action, mitigate risks, and achieve results within their performance target. Dense 'online chatter' overwhelms reform teams due to information overload. Innovative social media tracking systems are able to (i) demonstrate practical techniques to harness 'big data' feedback for delivering development results by tracking changes in stakeholder perceptions, identify opinion leaders and influential networks, and monitor operational bottlenecks, and (iii) disseminate learning to other development and change initiatives.

'Big data' analysis can significantly expand the range of stakeholders who are informed about the reform thus generating support from an expanded group of stakeholders.

Further, most development interventions are not supported by a communication strategy that can ensure broad public awareness of the reform, mitigate risks and manage stakeholder expectations. These factors can negatively impact the project team's performance and their ability to achieve their targeted goal of delivering services to the poor.

The innovation is to demonstrate how the development programs can constructively harness 'big data' to deliver on priorities that have broad and timely social buy-in, notably by stakeholders engaged in the on-line cybersphere. This activity leverages the power of 'big data' and social media analytics for diagnosis, to understand the nature and intensity of citizen attitudes, perceptions, and sentiments to provide timely information for project teams. Using these data, communication interventions can more effectively create public awareness, influence public opinion, and mobilize multi-stakeholder support.

By employing 'big data' analytics with artificial intelligence capability to (a) understand the situation using data from social media (b) predict trends and (c) influence outcomes, reformers have timely and relevant feedback on stakeholder reaction to reform initiatives. The array of social media analytical tools will understand behavioral data from Twitter or SMS for example, tell how stakeholders feel about projects through sentiment analysis, predict outcomes, and provide information on how project outcomes could be influenced using prediction models and algorithms developed through artificial intelligence. Information on stakeholder sentiments will enhance the team's understanding of stakeholder perspectives. By mapping future scenarios, it helps project teams anticipate possible negative consequences

of inaction. Program managers can address, for instance, disgruntled or misinformed stakeholders and adjust project design. Furthermore, the tools can identify key influencers who can be mobilized to support the project's goals and engage in crafting messages that resonate with stakeholders.

Data will be collected from (a) social media (Twitter) as well as from (b) SMS text surveys of the beneficiary households. SMS data will be gathered from a sample of the beneficiary households.

'Big data' analytics will turbo-charge the capability of project teams to navigate program implementation to achieve the targeted objectives in 'near real time' with timely and accurate information. Combining 'big data'"" analytics, and strategic communication in a single intervention could change the way we manage programs, deliver results and advance development objectives through the science of implementation.

Below is an illustrative table which maps development and operational activities that can benefit from cutting-edge applications in tracking social media effects using 'big data' analytics.

POSSIBLE USES OF SOCIAL MEDIA ANALYTICS IN DEVELOPMENT

	Sentiment tracking tools	Mapping Influentials and Opinion Leaders	Predictive Analytics
Corporate			
Institutional Branding and Public Image building	XXX		XXX
Public Information and Communication	XXX		XXX
Monitoring and Managing Client Expectations	XXX		XXX
Annual Economic Development Outlook	XXX	XXX	XXX
Perceptions Survey – Multinational Survey of Stakeholders	XXX	XXX	XXX
Annual Development Effectiveness Review - performance trends - strengths and weaknesses - corrective actions	XXX		XXX

	Sentiment tracking tools	Mapping Influentials and Opinion Leaders	Predictive Analytics
Operational			
Country Partnership Strategy policy challenges and opportunities issues for policy dialogue	XXX	XXX	XXX
Development Effective-ness Country Briefs	XXX		XXX
Programmatic and Project Lending	XXX		XXX
Sector Assessments and Strategies areas of vulnerability risk hot spots issues for policy dialogue	XXX		XXX
Project Implementation Completion Reports	XXX		
Independent Project Evaluation & Impact evaluation	XXX	XXX	

THE CIRCLE MODEL OF NEGOTIATION (CMN)

Reform is never easy, nor does it move smoothly along a predictable, linear path. Central to its success is broad-based understanding of the need for change and multi-stakeholder support for the reform interventions. In difficult reform contexts, managing stakeholder resistance often involves a process of negotiation. At its core, negotiation is the non-violent pursuit of resolving perceived incompatible interests. It leads to bargaining among the parties, a critical process that hinges on the principle of exchange. To reach agreement, one must give in order to receive.
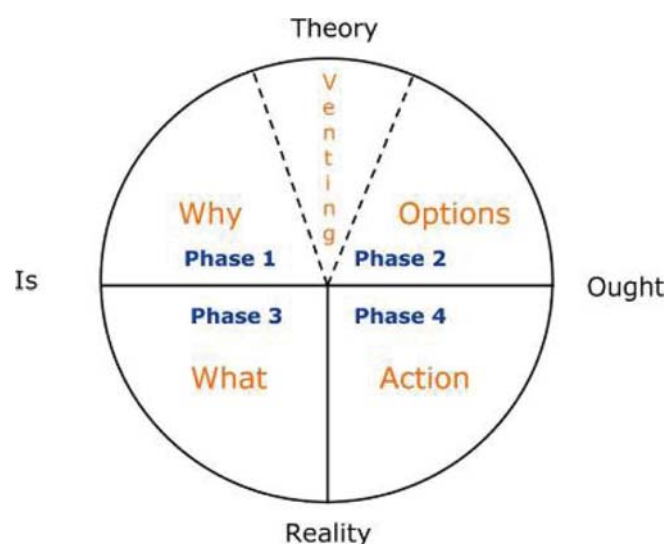
THE CIRCLE MODEL OF NEGOTIATION

Successful negotiation happens when the parties involved have (1) reached a shared understanding of the problem; (2) engaged in an open exchange of ideas and clarified interests; (3) explored options and focused on maximizing joint gains; and (4) achieved a mutually satisfactory agreement and a durable one that fulfills each party's core needs and interests. Preparation and a clear road map are key to successful negotiation.

The Circle Model of Negotiation is a systematic guide to any negotiation and provides direction on where to start, how to close and how to successfully navigate through the process. It is not THE model—for there are many—but it provides a structure that highlights the different skill sets, and their sequencing is essential to every negotiation whether on an individual, group, organizational or systems level.

This model lays out a four-phased approach shown in the illustration below. A unique feature of the model is a critical component embedded within the process called the *Venting Wedge*. It helps uncover the emotional drivers of the stakeholder's interest.

The key stages in the CMN represent a process-driven and action-oriented approach to achieving successful negotiation outcomes.

Phases of the Circle Model of Negotiation

Source: Fiutak, 2009

Phase 1: Determine the current reality of the parties involved.

This phase begins with allowing all parties to provide their perception of **what** their own reality is in the context of the issue at hand. The negotiator's role at this stage is to keep a balance of input for all and to support the individuals by posing questions that promote clarity.

The key question is: **What** is the reality the parties choose to bring into the negotiation?

Phase 2: Probe for the motivation behind the interests

The second phase aims to uncover the reasons that drive the other party's interest. It allows the negotiating parties to ask questions from one another to draw out the motivating factors behind their interests. The main inquiry focuses on the '**why**'. The parties are encouraged to engage in an open dialogue, much like a conversation among colleagues, although some clearly may not be in agreement.

The key question is: **Why** are these interests of value and what assumptions lie beneath them?

The Venting Wedge: Identify the emotional component of the interests at stake.

The CMN model recognizes the important dimension of emotions in negotiations. The venting wedge acts as a communication channel for the parties to fully express their emotions about the issue at hand. When negotiators 'vent' during the process they release pent-up feelings and express thoughts that can give clues about the underlying reasons behind their interests. The true test of a good negotiator is the ability to strike the careful balance between evoking the emotional reaction of the parties, particularly those that are salient to the negotiation context, while at the same time managing the negative display of emotions, which are usually driven by external baggage, and are often out of context and their origin is unknown. The negotiator's role is to elicit and monitor emotional responses guarding against the escalation of negative emotional reactions, such as threats or shaming, that can be potentially harmful to the other party and the negotiation process as a whole.

Experience shows that the skillful processing of emotions *within* the negotiation arena are critical junctures that lead to breakthroughs toward durable agreements. When negative emotions wane, tensions dissipate and foster positive interactions and openness among the parties. In the CMN model, the *Venting Wedge* is placed as a floating wedge, oscillating in the top half of the Circle. This essential piece serves as the bridge to anchor the complex conceptual underpinnings of negotiation theory with the practical realities of handling difficult, emotionally-charged conflicts, as observed and experienced by negotiators around the world.

Phase 3: Explore options for mutual gain

The third phase is a scoping process of pushing the boundaries and looking at what is possible by exploring the "what if?". The option building phase responds to the question, "What ought to be?" fashioned in a conceptual frame. The key term is **options**. The objective is to generate the widest set of possible alternatives, uninhibited by the rigors of past realities. Exploring multiple options should always be the rule.

The key question is: What **options** ought to be considered if a range of possible agreements exists?

Phase 4: Draw up an action plan

The final phase, the **action** plan, lays out a clear road map which provides a concrete way forward towards the new reality. The final bargaining of important details often takes place at this point. You know you have an agreement when the parties can create a plan that answers the questions; "Who will do what? When will it happen? How will the parties define the consequences for themselves and the others if the agreement is not carried out?" Commitment to an action plan that meets the needs and interests of the parities results in a durable agreement.

The key question is: What is the **action** plan to create a new reality?
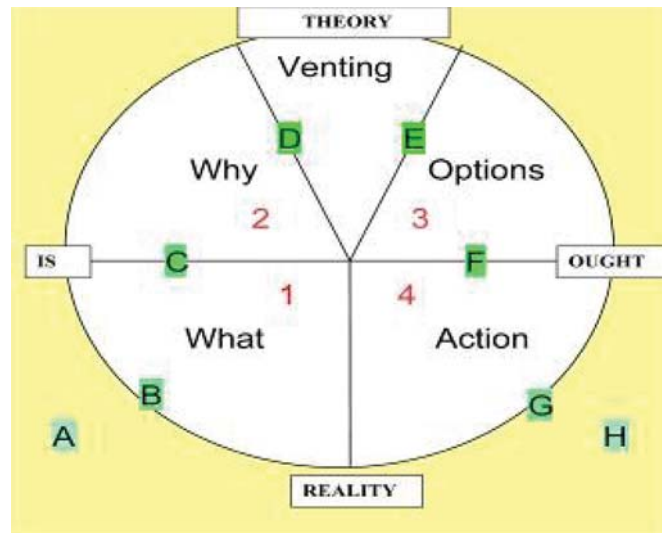
Transition Points of the Circle Model of Negotiation

Source: Fiutak, 2009

The CMN's Architecture - Horizontal and Vertical Polarities

To better understand the dynamic transitions that occur during the negotiation process, the CMN represents a structure that moves across two polarities within the model. The horizontal polarity, from the left to the right of the circle, represents the shift from what **is** at the present moment to what **ought** to be in the combined futures of the parties. The vertical polarity, from the top to the bottom of the circle, illustrates the movement from the concrete **reality** to the abstract **theory**, where creativity leads to exploring options. Thus, the CMN model brings about dynamic expansion at two levels: (1) expansion of time from 'what is' to 'what ought to be' and (2) expansion of scope from the 'narrow and binding specifics' of current reality to the 'wide range' of possibilities and assumptions that need to be tested.

The CMN's Main Transition Points

The CMN model consists of transition points as doorways and bridges to a new reality. The transition points are labeled A, B, C, D, E, F, G, and H. It is important to note that these transitions represent physical dynamics. Essentially, when change occurs within the circle, there is a corresponding shift that redirects the energy and intensity among the negotiating parties.

Transition Point A: Moving from the Negotiator's Culture into the Arena

Preparing for negotiation and shifting into a negotiator's mindset starts with focusing inward and detaching from the distraction of daily routines. Setting this stage is much like an internal rehearsal, a mental preparation exercise needed to heighten the negotiator's awareness of the needs of others.

Transition Point B: The Entrance of the Negotiator and Parties into the Arena

This transition sets the stage for the negotiator, physically and psychologically, to commence a cooperative experience that involves transitioning into a qualitatively different atmosphere of communication. It starts with the entry of the negotiator in the negotiation arena, by setting up the physical space according to the needs of all the parties. The transition at this point ends with the negotiator's introduction and explanation of the roles and rules of procedure, including any needed paperwork, and pertinent information on confidentiality, the voluntary nature of the interaction, the right of all people involved to remove themselves from the negotiation without penalty, the proposed time duration of the negotiation, and any culturally-specific prohibitions consistent with an authentic arena, which is defined as "a physical and

psychological space, embedded in a culture that prescribes the process for resolving a dispute and defines the conditions for a durable agreement".

Transition Point C: The Transition from Phase 1 to Phase 2

The negotiator can prime this dialogue by suggesting to parties that they begin asking questions, including the assumptions raised in Phase 1.

Transition Point D: Initiating and Validating Positive Emotions

This transition point normally flows very easily. The parties begin to have a deeper understanding of, and assessment of each other's interests. They recognize the underlying tension and emotion that has fueled the conflict, which has led them to engage in the negotiation arena. The key is to be aware when the emotional response is a reaction to information gathered during the negotiation itself or from an existing, external baggage, the origin of which is unclear or unknown to the negotiator. Yet, there may be times when the parties find it difficult to display their emotions. In such a situation, the negotiator can facilitate this transition by suggesting that the parties consider moving into the "option building" phase.

When you, as the negotiator, believes that there should be an expression of the tension between the parties, suggest that they look at options. This often brings an emotional reaction because there are things still left undiscovered, or undisclosed in the dialogue of Phase 2.

Transition Point E: Opening the Door for Options

The emotional interaction among the parties has a predictable level of intensity and duration. Oftentimes, there will be hints in the dialogue that the negotiator can pick up on that hold the seed of potential options in Phase 3. By making a reference to those fragile and ill-formed possibilities, the parties are faced with considering that they themselves may be missing some opportunities that the negotiator is beginning to see.

Transition Point F: Moving Back to Go Forward

Transition Point F is a paradox because before the parties can move on to Phase 4 where they will build their new relationship, negotiators are given the opportunity to revisit the initial conditions that they created at the outset of the negotiation. Before setting an agreement, the parties are asked whether there is additional information they wish to add. For example, Are there interests that have not been raised and now hold the potential to corrode or destroy any agreement that could be reached?

Most negotiators begin a negotiation with the assumption that they have some critical cards in their back pocket, which they are planning to use at an appropriate time to gain an advantage. This is a normal condition. In some cases, the information exchange on interests sways the parties' perception of the relative value and importance of pertinent issues, particularly when the options deemed more valuable appear to be threatened.

Transition Point G: The Window to the New Reality

Once the parties have begun to formalize the agreement, the transition out from the arena needs to be tested by the negotiator. Some key questions to ask: How will this agreement work? How will it be sustained? What are the problems you will face by virtue of this agreement? How will your relationship change? It is meant to help the parties anticipate some of the difficulties they will face in order to sustain this agreement in a durable manner.

Once the agreement is reached, either formally or informally, the transition into the new reality needs to be celebrated. End the negotiation by congratulating the parties for their work and their efforts regardless of whether an agreement was reached are not. It is at this point where culture often defines which symbolic action is available or mandated signifying that the negotiation is finished.

Transition Point H: The Care and Feeding of Negotiators

This transition point for the negotiator is too often overlooked. The care and feeding of negotiators is important in order to sustain the roles that negotiators play, whether in a formal or informal capacity.

You can use the Circle Model of Negotiation as a way to reflect, in an organized way, how a specific negotiation occurred compared to the concept proposed in the model. This allows you to review and think through what you could have done differently, what things worked well, and at what critical moments in the process was the model supportive or not.

Stakeholder Analysis

I dentifying the key stakeholders in a reform arena is an essential first step in implementing successful change. Stakeholders are individuals, groups, and institutions interested in, or may be affected by, the outcome of a program, project or activity. In a reform context where there are winners and losers, opposing views and multi-party interests lead to conflicts that stifle, if not block the reform process completely. Finding common ground and gaining broad support calls for a systematic approach to build broad consensus and ownership of the reform.

WHAT IS STAKEHOLDER ANALYSIS?

Stakeholder analysis is the process of exploring and understanding stakeholder interests, opinions, attitudes and behavior that can threaten the pace and outcome of reform. It is a mapping tool that enables reform leaders and change agents gain a deeper understanding of stakeholder positions, perceptions and underlying motivations of key actors. These ultimately drive their behavior towards the reform.

Stakeholder analysis unlocks the risks of reform. It involves a process of finding out where the problem is rooted. Done properly, it can flag potential pitfalls, help resolve complex issues, minimize implementation obstacles and enhance overall project impact.

HOW IS STAKEHOLDER ANALYSIS CONDUCTED?

Approaches vary in the conduct of stakeholder analysis—ranging from simple mapping using a table chart to a more in-depth assessment of stakeholder profiles. The tool has the flexibility of adapting it to the nature of change initiative or policy reform and the scope of stakeholder interventions envisioned for execution.

The ADB 2012 Guide to Participation "*Strengthening Participation for Development Results*" outlines the key steps in undertaking stakeholder analysis.

1. Identify the key stakeholders. The three main groups are government, the private sector, and civil society. Recognize that each has many subgroups.
2. Determine the stakeholder's interests in the policy, program, or project.
3. Ascertain the stakeholder perception of and position on the policy, program or project objective.
4. Establish the capacity and resources of the stakeholder to participate in, or to oppose/undermine the policy, program or project.

A sample stakeholder analysis template for an ADB-supported roads project in Cambodia is shown below. For each identified stakeholder group, the process examined the stakeholder's interest, resources available and the mandate.

Stakeholder analysis from participation training with government officials in Phnom Penh, Cambodia, March 2011 (ADB, 2012).

Stakeholder Analysis

FORM

Stakeholder	Interests	Perceptions	Position on Reform	Influence

TARGETING STRATEGIES

As a change agent or reform manager, one of the most difficult challenges is to win over your harshest critic or opponent. But can you really? And should you even consider spending valuable time and limited resources in persuading them? A targeting strategy developed by Harvard Professor Gary Orren aims to focus on the critical stakeholders who are persuadable and can be won over through strategic engagement and effective messaging. This could include swing constituencies or fence sitters who have the potential of being swayed in favor of the change initiative or reform.

As shown in the chart below, stakeholders are classified in 6 categories along a continuum ranging from immovable opponents to hardcore allies. Depending on the stakeholder's perceived position, the tool defines the appropriate targeting strategy. Stakeholders in the extreme ends of the spectrum require minimal persuasion as they are either strong supporters or hard-core opponents. Efforts in persuading particularly the tough opponents may not result in positive outcomes as these stakeholders likely hold deeply rooted beliefs and entrenched vested interests that drive their anti-reform position.

Stakeholders in the middle of the reform road offer the best opportunity for winning them over as pro-reform supporters. Those who are uncommitted but involved in the issue may need persuasive messages to encourage their active participation as champions of change. Those who are uncommitted and uninvolved may require more time and communication resources than usually are available to reformers. Allies need communication to reinforce their beliefs and encourage their active involvement in advocacy and the implementation of reform measures.

Opponents may be converted to support the cause; or, if it is unlikely that their opposition can be addressed to their satisfaction, communication efforts should aim to neutralize the negative impact of their opposition.

Immovable opponents	Opponents	Uncommitted and uninvolved people	Uncommitted and involved people	Allies	Hardcore allies
Offer minimal persuasion	*Deactivate or*	*Offer minimal persuasion*	*Activate*	*Reinforce*	*Offer minimal persuasion*

Source: Orren, 2002.

Targeting Strategies

Minimal Persuasion	Deactivate or Convert	Minimal Persuasion	Activate	Reinforce	Minimal Persuasion
Unmovable Opponents	Opponents	Uncommitted and Uninvolved	Uncommitted and Involved	Allies	Hard-core Allies

Power-Interest Matrix

Not all stakeholders are created equal. Some have more power and influence and their perceived impact of the reform will determine their level of interest. What are the costs and benefits of the change initiative? Will it hurt or help their self-interests? Others may not hold the same power to influence the outcome of the reform but their high level of interest can also drive action that can influence the outcome of the reform.

The power-interest matrix details the stakeholder analysis and probes further along two important dimensions of influence and interest. It classifies identified stakeholders on a two-by-two grid where one axis ranges from low to high interest, and the other from low to high power or influence. Analyzing reform actors in terms of their power and interest can help inform strategies and priorities for stakeholder engagement.

Mapping stakeholders on the power-interest matrix provides an added layer of analysis and yields four types of stakeholders: *Advocates* have low power and high interest; *Players* have high power and high interest; *Context-setters* have low interest but high power and *The Crowd* have low interest and low power.

Stakeholders with high interest but low power need to be kept informed; if organized they may form the basis of an interest group or coalition that can lobby for change. Those with high power but low interest should be kept satisfied and ideally brought around as patrons or supporters for the proposed policy change.

If time and resources permit, further analysis can be carried out that explores in more detail the nature of the power and its position and the interests that give it that position. This helps the project understand why people take certain stands and how they can be brought around.

So how can these help in deciding what stakeholder engagement strategy is most effective? *Players* who have high power and high interest are the stakeholders likely to be engaged directly in the design and implementation of reforms. These consist of critical decision makers, policymakers or legislators, with the power to provide or withhold resources or to veto a change initiative. They need to be fully engaged, brought on board and closely informed of developments that could impact the reform process. In a communication campaign, the players are the primary target audience. *Advocates* have no formal authority to

High	"Advocates": high interest, low power	"Players": high interest, high power
Interest	"The Crowd": low interest, low power	"Context-setters": low interest, high power
Low		
	Low Power High	

Source: Verzosa and Garcia 2009.

approve reform measures, nor do they have resources to allocate to change initiatives. However, they may have deep knowledge of the issues and can serve as strong advocates of the reform. Their level of interest in the reform should be sustained to keep them fully engaged. If organized Advocates may evolve into an interest group or coalition that can lobby for change. *Context-setters* may have low interest but their high power in reaching a wide audience could be leveraged to bring heightened public attention to the reform agenda. Oftentimes, the media and civil society organizations fall in this category if they are not aware of the reform. Fuel their interest, keep them fully informed and motivate them to communicate the significant benefits of the reform. Finally, the *Crowd* needs to be engaged as well despite their low interest and low influence. Informed and organized, the *crowd* can drive public opinion in favor of or against the reform. A good reading of the public mood is crucial in identifying issues of public concern and can help frame messages that will resonate and influence their attitudes and behavior towards the reform.

Power-Interest Matrix

High

Interest

Low

	Advocates	**Players**

	The Crowd	**The Context-setters**

Low ← Interest → High

THE DRIVS MODEL WORKSHEET

DRIVS is the acronym for data, relationships, interests, values and structure. Originally conceived as a method to determine origins of conflict, it also becomes a template to help categorize the perceived issues of stakeholders. Each aspect of the DRIVS model is defined below. The order of their discovery may be random. The idea is to have these categories firmly in mind to guide your conversation for the purpose of discovery relative to each of the following conditions:

Data: These are the pertinent facts that you need to know to have a context for the other pieces of information you have about the other party. These could provide deeper insights on their underlying interests or position on the issue. For example, educational level and background, length of time in current position, previous occupation and organization (government, private sector, non profit), etc.

Relationships: These identify who the key stakeholders are and their relations to one another. Understanding stakeholder links provide useful information on their networks and potential to act collectively and influence the reform outcome, depending on their power to leverage resources, build alliances etc. For example, who is in your circle of friends? How much authority do they have? How influential are they? Do you know anyone in the other stakeholder groups?

Interests: These represent the needs and wants that the other party seeks to achieve in the negotiation process. Stakeholder interests explain the underlying motivation for their position. There are three main groups of interests: substantive, procedural and psychological.

Interests are those needs and wants that the parties display, discover, assess, create and exchange within the negotiation process.

1. **Substantive interests** deal with what can be quantified. For example, how high is the tariff increase, what is the profit-sharing scheme, how much is the resettlement grant, etc?
2. **Procedural interests** deal with perceptions of process and fairness. Are there legitimate standards, precedents that one can benchmark fair processes and reasonable procedures? These will facilitate acceptance of an outcome, and such benchmarks can be used in further negotiations.
3. **Psychological interests** are the most complex. These deal with the party's perception of security, social status (external respect), self esteem (respect of the self), and affectional affiliation (from whom does the person receive love/hate/indifference).

Values: These determine how the person ranks the degrees of importance assigned to the various issues at hand. A good understanding of stakeholder values is essential to anticipate possible escalation of conflict arising from deep-rooted differences in values, for example cultures that are substantially tribal based. *Other possible questions to raise are: How much importance is given to stakeholder consultations in project design? In implementing governance reform programs, how critical are accountability and transparency mechanisms in development programs?*

Structure: This aspect is analogous to relationships in that you want to understand the connection the person has to the social structures that define his interests. Is the primary structure static, like a church or religion, or dynamic like a start up high tech industry off shoot; is it a family structure, or corporate or NGO structure?

THE DRIVS MODEL WORKSHEET

The DRIVS model provides a simple tool to gain more insights about the perceived issues, interests and positions of the parties involved in the negotiation. Write down your notes provided in the blank space of the worksheet.

Opponents may be converted to support the cause; or, if it is unlikely that their opposition can be addressed to their satisfaction, communication efforts should aim to neutralize the negative impact of their opposition.

Data	*What are the pertinent facts that I need to know for me to have a context for the other pieces of information e.g. educational level and background, length of time in current position; previous occupation and organization (government, private sector, nonprofit).*
Relationships	*Who are the people and what are their relations to one another? Who is in your circle of friends? How influential are they? Do you know anyone in the other stakeholder groups?*
Interests	*There are three main groups of interests: (1) **Substantive interests** deal with what can be quantified. For example, how high is the tariff increase, what is the profit-sharing scheme, how much is the resettlement grant, etc? (2) **Procedural interests** deal with perceptions of process and fairness. How does the person perceive a process from which he would accept an outcome and that he would repeat the next time a negotiation is evident? (3) **Psychological interests** are the most complex. These deal with the party's perception of security, social status (external respect), self esteem (respect of the self), and affectional affiliation (from whom does the person receive love/hate/indifference)*
Values	These determine how the person ranks the degrees of importance assigned to the various issues at hand. A good understanding of stakeholder values is essential to avoid intractable conflict arising from deep-rooted differences in values. *For example, how much importance is given to stakeholder consultations in project design? In implementing governance reform programs, how critical are accountability and transparency mechanisms in the project?*
Structure	*This aspect is analogous to relationships in that you want to understand the connection the person has to the social structures that define his interests. Is the primary structure static, like a church or religion, or dynamic like a start up high tech industry off shoot; is it a family structure, or corporate or NGO structure?*

Source: Fiutak, 2009.

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Author Profiles

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Ms. Cecilia C. (Caby) Verzosa is the Managing Director of Change Interventions for Development LLC, a consulting group specializing in the design of change interventions and the use of immersive learning to scale up change initiatives. In the last 20 years, she worked in various capacities at the World Bank. Her work has focused on the design and implementation of large-scale behavior change interventions, stakeholder relationship management, coalition-building, strategic communication, and conflict management. Her work in operations covers many sectors including: public sector management, governance and anti-corruption, biodiversity, health, education, water and sanitation, public-private partnerships, urban development. She worked with country teams in Asia, Africa, Eastern Europe and Central Asia, Latin America and the Middle East. As Program Leader for WBI's Leadership program she played a key role developing and delivering a one year leadership program for developing country teams driving difficult reforms. This program has reached some 500 participants. She was a member of the faculty for the World Bank- Annenberg Summer Institute on Reform Communication, now on its fourth year. As Communication Advisor in the External Affairs Vice-Presidency, Ms. Verzosa developed a competency-based curriculum on strategic communication, conflict management and client engagement and directed a Bank-wide Strategic Communication Learning Program which was delivered to some 8,000 participants including World Bank managers and staff, developing country government officials, leaders from the private sector and civil society organizations. She served as a member of the Knowledge and Learning Board of the World Bank Group from 2003–2009. Before joining the World Bank, she worked with two international organizations, was the Executive Director of a CSO working on social marketing in health, and provided technical support on strategic communication to developing country programs worldwide. Recent published work includes: *People, Politics and Change: Building Communication Capacity for Governance Reform (2011),* a transmedia material designed to help reform teams and the trainers and facilitators who coach them, to confront difficult development challenges, and *Building Commitment to Reform through Strategic Communication: Five Key Decisions* (2009). She produced an interactive, online performance support tool, "Strategic Communication Decision Tool" (2009) and a web-compatible, interactive video, "Negotiating Difference" (2009), a first of its kind on public sector reform. Ms. Verzosa has a Ph.D. in Intercultural Communication, minor in Conflict Management, (University of Maryland College Park), a Master's degree in Public Administration and a Bachelor's degree in Broadcast Communication (University of the Philippines). She can be reached at caby@changedev.com.

Thomas Fiutak

Thomas Fiutak is Senior Fellow in the Technological Leadership Institute, University of Minnesota-Twin Cities as well as Lecturer in the faculty of the Conservation Biology. He has taught Conflict Management and Mediation Systems in the Humphrey Institute for Public Affairs at the University of Minnesota and initiated and directed the Conflict and Change Center which coordinated research in the areas of negotiation, mediation models, and conflict management systems. His specific focus has been on organizational and conflict cultures and their effect on the negotiation arenas they create. Since 1985, as Fellow at the Salzburg Seminar (Austria) on Dispute Resolution, he has provided negotiation training for policy makers, government officials, educators, judges, private sector negotiators, leaders of non-government organizations, and financial officers in North America, as well as 15 other countries in Asia, Europe, and Africa. He pioneered the Negotiation distance learning process initiated through the World Bank, reaching over 600 in-country policy experts and government officials through simultaneous, real-time, satellite interactions with 16 countries in Central Europe and throughout Africa. In the Post-Soviet Era, he was part of a policy reform team targeting the integration of sustainable development policies within the changing countries of Central Europe. An active community mediator in the Dispute Resolution Center of St. Paul, Minnesota, he also has been requested, for example, to mediate refugee disputes in Germany, fishing rights treaties between Native American Tribes and the Department of Natural Resources in Minnesota, water rights issues among Minnesota, North Dakota, and Manitoba, Canada, intra-organizational disputes in the Environmental Policy Institute of the Czech Republic, territorial disputes in the Gagauz region of Moldova, and provide mediation support to the political conflict among a range of political organizations, as well as combatants and cease-fire teams involved in the Philippine/Moro Islamic Liberation Movement, Cotobato, Mindanao, 1992, 2002, and 2007. He was engaged as adviser to the Polish Constitutional Committee in 1992; key note speaker on mediation models for transition teams dealing with a unified Berlin; and has been a consultant with the World Bank from 1997–2005. A founding member of Mediators Beyond Borders, International, he co-leads the Climate Change Project and has observer status with the United Nations Convention on Climate Change, having attended conferences in Copenhagen, Panama City, Bonn, Bangkok, and Warsaw. His book, *Le Médiateur dans l'arène: Réflexion sur l'art de la médiation (Eres, 2009), (The Mediator in the Arena: Reflection on the Art of Mediation)* reflects his approach to mediation. His academic degrees include a doctorate, Ed.D., in Higher Education and Organizational Behavior, and Masters in College Administration, from Indiana University, and a Bachelor Degree in Humanities from Canisius College. He can be reached at conflictchange@gmail.com.

Helen Garcia

Helen Garcia is an international development consultant with over 20 years experience in policy research, program implementation and client capacity development. Her international consulting experience includes the World Bank, the Asian Development Bank, the World Health Organization and the International Food Policy Institute. She has worked extensively on World Bank projects where she was involved in analytical and policy work for country and sector operations in energy (Pakistan, Philippines, Kyrgyz Republic), industry and infrastructure (China, Mexico, Indonesia and Thailand), urban poverty and gender (Ecuador, Philippines, Hungary, and Zambia), water and sanitation (Albania and Russia), and social protection (West Bank and Gaza). In the area of training and capacity building, she focused on governance and anti-corruption, social accountability and communication where she specialized in the design of learning programs, development of learning content, creation of multi-media performance support tools and evaluation of learning programs. She has also conducted needs assessments for training and capacity building programs for both the World Bank Group and the Asian Development Bank. As an advocate of blended learning and developer of massive open online courses (MOOCs), she has transformed core training content into engaging and interactive learning packages for various World Bank programs on governance, social accountability, biodiversity, and education, including child health and development programs developed and implemented by the World Health Organization and UNICEF. She is also an online facilitator for the World Bank's eLearning course on governance and communication. Offered by the eInstitute of the World Bank Group as an open learning platform, the program has global reach and its facilitated discussion forum has fostered active knowledge sharing and collaborative learning, creating a network of online 'communities of practice' among course participants – consisting of sector specialists, governance practitioners, and senior development professionals from various client countries, as well as from donor and bilateral institutions, private sector and civil society organizations. Her co-authored books include *People, Politics and Change: Building Communication Capacity for Governance Reform (2011)* and *Building Commitment to Reform through Strategic Communication: Five Key Decisions* (2009). She has also written several training case studies based on real-world, sector-specific experiences in governance and the politics of reform, specifically on water and sanitation, urban transport, roads, public procurement and tax administration. An early adopter of distance education for development, her current interests in capacity building focuses on the science of learning, performance-driven pedagogical design, effective delivery platforms and innovative, competency-based training solutions, including gamification and immersive learning. She holds an MA in Urban and Regional Planning (University of the Philippines) and post-graduate training (Institute of Development Studies, Sussex University, UK, and University of Oslo, Norway). She can be reached at hrgconsult@gmail.com.