

**Choosing Who to Mentor First and Building Group Ownership:
Social Network Analysis¹ (2 hours)**

DRAFT - For Field Test

*Training and Mentoring Skills Series
Staff Skill Building Library
Raising Voices*

¹ International Network of Social Network Analysis (Downloaded September 5, 2007). Available at:
<http://www.insna.org>

(SASA! Awareness Phase Logo)

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using the *SASA! Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using SASA! simply replace the word SASA! wherever you see it in the text with the name of your methodology.

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org

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Choosing Who to Mentor First and Building Group Ownership:

Social Network Analysis² (2 hours)

Objective

- Use social network analysis as a tool to determine who to mentor first, and to strengthen relationships between groups of activists.

Competencies

By the end of this session, participants will be able to . . .

- Briefly describe social network analysis and how it can be used in your work.
- Create a social network map of CAs or other groups being engaged, which have been challenging up to now.
- Select a few people on whom to focus first mentoring efforts, based on social network map.

Preparations

- Create or bring lists of names and locations of community activists, as well as lists of other relevant groups of activists (including journalists, policy makers, community action group members, etc) so participants have a list of people they typically work with.
- Pre-arrange group work groups (**Practice** No. 6) so that pairs or small groups work with a list of activists they typically work with. Assure you have planned no more than 4 groups. If more groups are needed, be sure to add additional time to the session (about 10 minutes for each new group added above 4).
- Pre-write group presentation instructions (in **Practice** No. 13) on flip chart.

² International Network of Social Network Analysis (Downloaded September 5, 2007). Available at: <http://www.insna.org>

Steps:

What is Social Network Analysis?

1. Explain:

- *Social network analysis (SNA) is a community organizing tool that is like a map of people that can be very helpful in community mobilization efforts to prevent violence against women and HIV.*
- *SNA is similar to SASA! Community Asset Mapping in some ways, but focuses on relationships between people in a given group rather than the existence of people or structures.*
- *SNA helps you to figure out what existing (and developing) social networks look like and to figure out how to tap into those networks.*
- *It helps us to figure out formal and informal leadership within a given group of people (like SASA! community activists).*
- *It can help to figure out how to build leadership and ownership within that group, as we mentor community activists (CA's).*

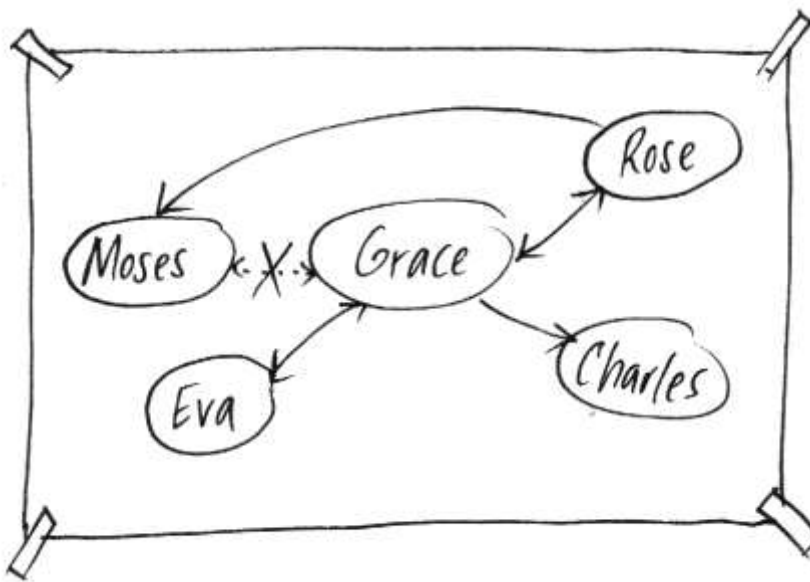
2. Ask: *Why would it be good to know who listens to whom, among the CA's, or other types of activists?*

3. Write responses on flip chart, e.g.

- Through figuring out relationships between people, we can figure out whom to focus on mentoring first—because once we help them build their skills and take ownership of the program, others will also listen to them and they can mentor others. It also helps in other ways.
- It helps you figure out who you can count on to get things done, building leadership within the group so things do not all fall back to you.
- It helps to increase motivation within the group because those who invest time see themselves growing.
- It helps you to catch on early if there are CAs or members of other groups who are disconnected or have tension with other group members, and proactively try to get them engaged. Over time, those people tend to drop off if they are not somehow integrated in a positive way into the group.

Practice

1. Explain: *Social Network Mapping looks like a bunch of bubbles and lines.*
2. Draw adaptation of the diagram below. Put in names to be amusing, being clear you are not trying to be accurate here. Make it simple, just use to explain the concept and what the different lines mean.



Key:

Double arrow: Strong relationship, influence both ways.

One-way arrow: Relationship with influence from one person to another, but not the other way.

Dotted arrow: Weak relationship.

Dotted arrow with X through it: Either no relationship or conflict between people.

3. Explain: *We are looking for hubs of leadership, around which a lot of strong relationships cluster.*
4. Ask: *In our example, who has a lot of relationships clustered around them? (Grace)*
5. Explain: *The people who have clusters of relationships that surround them tend to be our leaders among the group.*
6. Divide participants into groups based on which activists (CAs, journalists, policy makers, community action group members, etc) and where they typically work. Group size can be uneven, if necessary—the important thing is that each participant is familiar with the group of activists about which they will be drawing a map.
7. Distribute lists of CAs or other activists, or invite participants to take out the lists they have brought with them.
8. Explain:
 - *We will now try to use SNA to analyze the relationships between the groups of activists you work with every day, to see who we can mentor first, and outline any other next steps we might need to take.*
 - *If the lists you have are too big (different locations of CAs, etc) split them and focus on a group we have been having trouble getting motivated.*
9. Use one of lists and demonstrate with a few people, if necessary.
10. Explain: *Remember, as you are making the list, to think about how you fit in. Ask yourself: Where are you on the map? With whom do you connect and how? Be honest about your relationships with each activist, and try to place yourself on the map. You have 15 minutes to create your map.*
11. Distribute flip charts and markers to each group, and go between groups to assure they understand the activity.
12. After 15 minutes, call “stop!” and invite people back to plenary.

13. Post pre-written group presentation instructions (as outlined in No. 13).
14. Explain: *Each group will now explain their map in under 3 minutes each, pointing out 3 things: 1. particular people around whom relationships are clustered, 2. people who seem particularly disconnected from others in the group, and 3. how they themselves fit into the map.*
15. Allow groups to think through these things for a few minutes, if needed.
16. Go through group presentations, making clarifications as necessary in groups.

Validation Option: Activity in Training

This activity allows for group validation of the competency:

- ❑ Create a social network map of CAs or other groups being engaged, which have been challenging up to now.

Did groups complete a social network map of activists they work with, that realistically portrays relationships between activists, and between themselves and activists? If so, then the group demonstrated the competencies. If not, further training is recommended.

17. Ask: *Remember that you are probably the person most strongly associated with SASA! for this group of people. Think of how you yourself fit into the map. How does this impact your work? Are there good connections you can use to create other connections? Areas of concern?*
18. Notes for facilitator:
 - Be sure to note if the staff person themselves is the main hub of relationships, and other relationships do not seem to be forming apart from the relationships between the staff and CAs. Assure participants note this as a problem, and note the need for team building activities to encourage CAs or other activists to relate to each other and support each other.
 - Be sure to talk to note if staff does not know how activists relate to each other, or is particularly disconnected from the relationships on the map. Talk about biases, as necessary—discuss the disconnects and what they might be about. If needed, ask whether status, education, or other things that create barriers between us and the community? If so, what do we do about those?

Debrief and Next Steps

1. Ask: *How can these maps help your SASA! work with activists?*
2. Solicit responses. (Note: Should be a reiteration of the list you made at the beginning of the session, but people tend to see it in a new way.)
3. Ask: *Who do we start with to mentor, and why?*

4. Solicit a few names and rationale for why they are key players, according to social network map and their analysis.
5. Ask, in turn: *What are our next steps in following up with our maps? Who should we approach? What should we do?*
6. After each question, have each group briefly list a few next steps and think through, along with input from organization leadership.
7. Write these ideas on flip chart
8. Explain: *These are not maps we will show to activists.*
9. Ask: *Why?*
10. Solicit responses, e.g.
 - Activists might be offended in case their “place” in the group is something they haven’t realized.
 - The map is for us to figure out who to approach and will not be beneficial to them.
 - Etc.
11. Explain:
 - *Today we have learned how to analyze the relationships between groups of people to note problems and identify natural leadership structures.*
 - *We have made a map of a group of activists we each work with closely, and identified some potential leaders as well as some areas of concern with group dynamics that we can work on.*
 - *We have made an action plan of a few people to focus mentoring on first. Over time, we will mentor other groups of people too, including those who are struggling, but we can see that the people we have listed are important to work with first because of their relationships. Then we can help them to mentor others, as we move on to mentor others as well.*
 - *We should notice that social relationships sometimes change very quickly. One incident can change group dynamics, or they can shift over time. It is important to keep an eye on these, and revise our social network maps regularly.*
12. Thank participants for their work and close the session.

Note: This session can be followed up by the Leadership Development Skills module in the Training and Mentoring Skills series immediately, or after some time passes, to build skills on how to work with the selected mentees more closely.

Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with an 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

Suggested Validation Methods

Competency (Specific skill)	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>			
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview / Role Play	Game Show (All Play)	Written Quiz
Briefly describe social network analysis and how it can be used in your work.**		X	X	X	X		X	X	X
Create a social network map of CAs or other groups being engaged, which have been challenging up to now.	X						X***		

Select a few people on whom to focus first mentoring efforts, based on social network map.**

X

X

X

X

X

X

X

* Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/not sure exercise, and others.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

***Note: Individual validation possible through requesting that each participant make individual maps, as an assignment 1 month post-training, to see how activist social relationships have changed.

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Validation Questions:

- How can social network analysis be useful to your work?
- Name a few people you will focus your mentoring efforts on first, and explain why they are critical to mentor first.
- Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods. Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

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