### Worksheet 1: Identify your stakeholders and resources

This worksheet is meant to serve as a starting point to get your organization to work together to identify areas in which Responsive Feedback may be integrated into your program.

**Part 1. Identify your stakeholders**

Who are your most importantstakeholders for you to achieve your goal? List them in the table below and answer the questions for each stakeholder.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Who is the stakeholder? | Why is this stakeholder important? | What are their interests and priorities? | What are the best ways you have found to engage this stakeholder? | How could this stakeholder benefit from Responsive Feedback? | What challenges may you face in engaging this stakeholder for Responsive Feedback? |
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**Questions to consider as you identify your stakeholders:**

1. Who funds your program?
2. Who would make decisions about changing the program (e.g., reallocation of resources, changing program logistics)?
3. Who advocates for changes in the program when they are needed?
4. Who is involved in implementing changes?
5. Who is designing measurement tools and analyzing data?
6. Who is gathering evidence?
7. Who benefits from the program (program beneficiaries)?
8. What community leaders or groups are connected to resources that your program needs (such as space, access to populations, access to resources, etc)?
9. What other government agencies or officials may need to be included or consulted?
10. What community groups and/or religious groups are most connected to the beneficiaries?
11. Who are the key players in providing access to health facility-based service delivery?
12. Who administers relevant health-related services in the community?

**Part 2. Identify your resources**

What resources does your program have that are readily available or potential assets for Responsive Feedback? Are there areas in which your organization may need to improve upon?

In the table below, indicate how often your organization or program is currently conducting any of the following activities. Each activity is considered a valuable tool in a Responsive Feedback approach. Put a **✓** under the option that fits your situation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all** | **Sometimes** | **Often** | **Always** | **Not Applicable** |
| Collaboration occurs across teams in the organization |  |  |  |  |  |
| Collaboration occurs with donors |  |  |  |  |  |
| Programs are designed in collaboration with beneficiary communities |  |  |  |  |  |
| Program beneficiaries are included in program design |  |  |  |  |  |
| Programs have, refer to, and update a theory of change (or logic model) |  |  |  |  |  |
| Monitoring data are used to inform program decision making |  |  |  |  |  |
| Programs gather ongoing feedback while in the field |  |  |  |  |  |
| Programs have the flexibility and resources to *analyze* ongoing feedback while in the field |  |  |  |  |  |
| Programs have a clear process in place to react quickly to feedback |  |  |  |  |  |
| Organization or teams hold pause and reflect sessions while the program is in the field |  |  |  |  |  |
| Staff is motivated to share ideas and suggestions |  |  |  |  |  |
| Staff is motivated to take time for learning and reflection |  |  |  |  |  |
| Decision making is transparent and staff is given autonomy to make decisions |  |  |  |  |  |
| Staff has access to the resources and skills needed to analyze program data |  |  |  |  |  |
| There is flexibility in how resources can be used to help gather, interpret, and address feedback |  |  |  |  |  |
| *You* feel you are engaged in the decision-making process for a program |  |  |  |  |  |

Adapted from USAID CLA Maturity Tool <https://usaidlearninglab.org/sites/default/files/resource/files/cla_maturity_spectrum_handouts_20170612_0.pdf>