

## D3.3 NEW TOOLS, METHODS AND MODELS FOR MULTI-STAKEHOLDER SERVICE AND YOUTH DEVELOPMENT WORKING MODELS

WP3: Analysing existing service structures

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## 1. Introduction

In the context of the PARTY project, youth development is a dependent function on various stakeholders within the communities of interest - the SAN youth. Hence, it is important to identify who the relevant stakeholders are and how their relationships or tie or connection is within their social context. These relationships which may include exchange of information, skills, financial interests, resources sharing are developed over time and constitute a social network (Dershem, Dagargulia, Saganelidze & Roels, 2011). For instance, a stakeholder network is an example of a social network which consists of a relationship map indicating how an individual or several organizations are connected as a result of different types of single or multiple relations.

The purpose of the stakeholder network mapping is to enlighten individuals (or corporate organizations) on the current status of their relationships with their active stakeholders. The idea is that the exercise creates a dialogue around innovative means of identifying relationships and power-interests between relevant stakeholders that could be utilized maximally or an avenue for opportunity areas to improve or create new services. This process is described as weaving the network.

*“Knit the network – a concerted effort needs to be expended by the core members to develop and create linkages to those members on the periphery of the network or completely disconnected to the network.”* (Dershem et al., 2011, pp. 29).

Achieving a collective impact on SAN youth development in the PARTY project requires the commitment of relevant role players from different sectors through collaboration to reach a consensus and partake in mutually beneficial activities as well as continuous communication. Hence, visualizing the types of current and dynamic relationships is instrumental social communities understand itself better (de Moor, 2017).

The aim of this deliverable was to test stakeholder mapping exercise developed by the CPUT mobilities and validate the methods as a dialogue tool for stakeholders towards realizing the need to identify their current relationships and the potential opportunities to improve or create new services. The tool can be adapted according to the facilitator as well as the prerogative of the participants to create a comfortable and ethical process.

## 2. Design Methods and tools

The stakeholder relationship network mapping draws from the stakeholder management theory (Chung & Crawford 2016) where all parties that can influence, or are in-

fluenced by a decision or an action or the outcome of a decision/ an action are managed towards a specific outcome. It is a strategic tool to aid decision making (Mabrouk & Sperandio & Girard 2014).

Freeman (1984) the father of *stakeholder theory* has defined that stakeholders have power to build, fund, design, maintain or even dispose a system. They are important parts of system or service design project, in this case. There should be considered all parties that can influence, or are influenced by a decision or an action or the outcome of a decision (Chung & Crawford 2016). Stakeholder map has been developed to help to identify these complex relations. It is a strategic tool to aid decision making (Mabrouk & Sperandio & Girard 2014), but beside it also to understand complexity (Hester 2015). How stakeholders come together and influence is decisive in the success any project (Mabrouk et al. 2014). There are primary and secondary stakeholders and a mapper should understand their needs and concerns (Ayuso et al. 2014).

Scientific research has shown that a project is more socially sustainable, when it concentrates more on stakeholders needs rather than shareholders interests (ibid.). This is the case of the whole Party project and the case of this particular service design project. It was seen necessary to identify and know the stakeholders in question and what are the relations so that the common goals towards addressing the San youth unemployment could be better achieved. Making stakeholder mapping together with the users like is an act of co-creation and user participation. Both are powerful tools commonly used in service design and especially it has been scientifically showed that user participation is an ingredient in social change (Miettinen & Valtonen 2013). The book "Service Design with Theory" has many cases of user centred service design that has empowered social change (ibid.). Here the San youth are made as agents of their own well-being and welfare.

Also according to Saastamoinen (2012) making a community member be closer part of their own community development, avoids that a person would act against his or her community. This ties the person better morally into their own local community and make it search for the common good (ibid.). This was one of the goals of making a stakeholder map, to involve the San youth in the Platfontein radio programs. Having them involved would bring fresh and new ideas how to prevent school drop-outs and engage parents in their children's' and youth's education in order to improve working opportunities among other valid issues brought up by //Ana-Djeh San Youth Project. It is a common interest of the whole community to build its sustainable resilience.

## 2.1 Preparing the Stakeholder Mapping session

This method focuses on assisting organizations to identify areas for new opportunities in their current relationship networks with their stakeholders. Hence this tool can be

useful as a means of local dialogue between stakeholders of similar interests and objectives.

**Materials Needed:** A1 sheet of paper, post-its, colored pens, stackable colored materials (bottle caps or Legos)

**Estimated Timeframe:** 3 hours and 30 minutes

## **Phase 1 - CONTEXTUALIZATION OF ORGANIZATIONAL CHALLENGES**

### **Activity 1: Defining the issue at stake**

The first step in the Single organization stakeholder mapping method is to establish the issue at stake that requires mapping for instance, issues around youth marginalization in the PARTY project.

### **Activity 2: Determining the change objective, to create the ideal situation.**

The method used is brainstorming and ideation of current challenges/issues. The outcome of this method is a well-defined question to guide the exercise process.

## **Phase 2 - STAKEHOLDERS' PERCEPTIONS ON RELATIONSHIPS**

### **Activity 1: Identification of stakeholders**

The first activity in this phase is to identify all the stakeholders, which are then physically represented on a large piece of paper (preferably white).

### **Activity 2: Mapping types of relationships**

The tie or connection types that show a relationship between different stakeholders are defined. For example, relationships may include exchange of services, funding, training, information, resources i.e. a stakeholder can either provide or receive or provide and receive depending on the organization's objectives. These types of relationships are allocated using different colored pens (blue, red, green, black, purple etc.). Hence, more than one connection types are likely to occur between 2 different stakeholders.

Then, the connections are physically drawn as links between the different stakeholders on the large white piece of paper; with the relevant arrowheads showing the direction of the connection i.e. whether receiving or providing or receiving-and-providing. The immediate outcome of the second step yields a star-network of stakeholders informed by different connections tied to the organization doing the exercise.

### **Activity 3: Negotiated "POWER" and "INTEREST"**

The power-interest levels assigned to identified stakeholders, in order to locate possible areas where opportunities abound. Once the network is formed, the participants

define and discuss interpretation of concepts such as power and interest in relation to the issue that was defined prior to the established network. These concepts then represented on each stakeholder by stackable objects (e.g. stackable discs or Legos or bottle caps of different colors) to illustrate the different levels according to the participants' perceptions. For the interest color legends: **GREEN** indicates high interest, **ORANGE** indicates medium interest and **RED** indicates low interest.

Once the interest is established, the different levels of power are then shown by stacking the different interest colors as indicated: 5 – Very High Power, 4 – High Power, 3 – Medium Power, 2 – Low Power, 1 – very low/little power. Once the power-interest is established, this is followed by a discussion of the current network and possible modifications if necessary. The purpose of the discussion is to verify the connections and power-interest levels to establish the nature (or status) of the existing networks with respect to their relations.

Participants would be required to indicate the nature of relationship(s) with their different stakeholders using the pre-set legend.

### Phase 3 - EVALUATION OF METHOD

The next step is for the participants to engage in a discussion of identifying opportunity intents by aligning the current status of the existing relationship networks and its characteristics to the change objective. The ensuing outcome of the discussion should be a list of potential opportunities identified by the organization.

On conclusion of the exercise, the participants and facilitators reflect on each method activities to evaluate and revise methods of the tool.

## 3. Dissemination

### 3.1 !Khwa ttu, Western Cape, South Africa

!Khwa ttu is a heritage and training centre formed initially through the partnership between a Swedish anthropologist (Irene Staehelin) and WIMSA (Working Group of Indigenous Minorities in Southern Africa) in 1999. The centre's name means '*water-hole*' in the now extinct I!Xam language. !Khwa ttu is situated 85 km west of Cape Town in South Africa. The location was originally a 850 hectare farm which was dedicated to the realising of the centre for the San. !Khwa ttu has had 100 graduates since opened its doors in 2006. Using the Tourism industry within the area and education as a vehicle for training San youth, the managing team guide a group of applicants

through a seven-month residential training programme. Trainees are embedded into each of the business units that make up !Khwa ttu - namely tourism, hospitality and maintenance. In addition to the training programme, !Khwa ttu has a three months intern programme wherein past successful trainees are able to explore working in their area of interest, allowing for a chance to develop work experience in a real context. Trainees are sourced from Southern Africa, namely Namibia, Botswana and South Africa.

The youth are supported through the application process by the staff driving to various locations in the above-mentioned countries to assist in person with completing the application form. Visas are needed for applicants from Namibia and Botswana to complete the training in South Africa over the 7 month period, and are so too supported through this process by !Khwa ttu providing funds for the application fee as well as money for transport and photographs for the applicants. Communication is difficult as many of the applicants do not have a postal address in close proximity nor do they retain a constant contact (cell phone) number to be reached on.

!Khwa ttu provides food, accommodation, and materials to the selected youth throughout the training. The programme has been designed in a manner to celebrate the cultural heritage of the San and tackle the challenges that face the youth when seeking ways in which to harness their capacity for being employed. Basic writing and computer skills are developed in order to create a foundation for communication in a working context, this is in addition to any experts brought in to develop skills that create scaffolding for creative expression.

The youth have also been supported by the initiatives taken by !Khwa ttu to follow up on progress a year after the successful trainees have completed the course. A team from !Khwa ttu will travel to the various locations where the applicants live and try to establish if any further developments have taken place as a result of the training received.

The main stakeholders are the San applicants, the communities from which the youth are selected, !Khwa ttu as a training facility (operating as an NGO), external funders, SASI and WIMSA.

### **3.2 XKFm in Platfontein, Kimberley, South Africa**

On 10. October 2017 SASI facilitated a stakeholder mapping session at the local radio station called XKfm. XKfm is the local radio station, based in Platfontein, Kimberley, operated by SABC (South African Broadcasting Corporation) with a mandate to broadcast about community relevant topics for the !Xun and Khwe living in Platfontein. The radio station was a good partner to execute the stakeholder mapping, since they are a corporate organization that has a mandate to fulfill.



A pre-workshop was set up by SASI on Friday, 06 October 2017 to introduce the tool and find out about the interest from the radio station. The background of PARTY project and the intention to facilitate a session with the XKFM radio station. The dual purpose of this exercise was explained:

- a) For PARTY: The focus of testing the tool and receive feedback on its usability in order for PARTY and CPUT to develop the tool for further engagements with communities
- b) For the radio station/the community: The benefit for the participants to brainstorm, gain and analyze information about their community collected through the mapping exercise

As a second step, a rough description of how the tool works was given. Afterwards, a copy of the detailed instructions shared by CPUT were given to the participating staff members in order for them to familiarize themselves further with the technique.

A question to guide the stakeholder mapping session was formulated and presented to the participants and well accepted/appreciated by the radio staff:

The question: **What kind of Education Initiatives exist in Platfontein?**

The stakeholder mapping workshop was conducted on the 10th of October 2017 as agreed with the radio station. Five radio staff members participated in the session. The participants were members from the !Xun and Khwe communities with their first language being either !Xun or Khwedam, their second language being Afrikaans and their third language being English.

The PARTY consent form was distributed and the different paragraphs and blocks to give permission were explained. All participants filled in and signed the form.

During this discussion, the question of “What does importance mean?” arose. As a consequence “Importance” was defined. The team agreed upon looking at it from a community point of view. Thus, importance and prioritizing was done according to what is most beneficial to the community in order to develop.

Thus, the participants were first asked to prioritize the stakeholders and cluster them into groups referring to “very important”, “medium important”, “not important”.

The participants automatically clustered the listed and prioritized stakeholders using the term “**importance**”. A brief discussion about this revealed that, the interest of the radio station is to broadcast educational topics that are most important to the community. Thus, the team decided to work with the term “**important**” instead of “**interest**”. Clearly, the nature of the topic slightly modified and shaped the workshop.



Additionally, the participants prioritized the different stakeholders by allocating numbers. The facilitator introduced to the participants the different lines and arrows (as suggested by CPUT) that can be used in order to indicate the form of relationship. The option of creating their own lines, arrows and symbols was given to them as well. The group however decided to mainly work with the lines and arrows given by CPUT.

As this process started, it turned out that the issue at stake - Education Initiatives in Platfontein, as it was looked at so far (from a community point of view as opposed to a radio station point of view), was now difficult to map in terms of relationships. The team therefore gave it a rethink and decided that the relationships between the radio station and the different stakeholders will be indicated/mapped.

The issue at stake changed slightly from “**What kind of Education Initiatives exist in Platfontein?**” to “**What kind of Education in Platfontein is being provided through broadcasting/programmes of the radio station?**”

After all stakeholders were clustered according to importance, and relationship lines were drawn, the facilitator asked the participants if any of the relationships need to change in future. Thus, a second blue line/arrow was drawn in order to indicate the envisioned future relationship with the stakeholder. In this way, potential education opportunities or improvements in broadcasting programs were detected.

### **3.3 //Ana-Djeh San Trust, Windhoek, Namibia**

//Ana-Jeh San Trust consist of San students in Windhoek enrolled in tertiary education with the assistance of the Division: Marginalised Communities in the Office of the Vice-President.

The //Ana-Djeh San Youth Project was started by San students in Windhoek, Namibia in 2014. It was formalised as a trust in November 2015. //Ana-Djeh recognises the need to encourage San children to regard education as an important tool to prepare them for a better future. //Ana-Djeh wants to encourage learners to enjoy their school activities and to take their schoolwork seriously.

The Namibia San Council (NSC) is lead by San leaders to advance the San people socially, economically and politically. The NSC includes San representatives from the !Xung in Tsumkwe West, Ju|’hoansi in Tsumkwe East, #Xao||ae from Omaheke North, !Xoo, ‘N|oha, Naro from Omaheke South, Hai||om from Oshikoto and Khwe from Kavango and Zambezi.

The trust aims to promote the right to education for all San people; Minimize San learner drop-out rates in educational institutions; increase the numbers of San learners in higher educational institutions; provide assistance with education and improve the performance of San learners, and finally, encourage and promote San parents' involvement and support in their children's education.

The trust get financial support from the Open Society Initiative of Southern Africa (OSISA), the Embassy of Finland and the International Labour Organization (ILO).

## 4. Outcomes

The participants present in the first and second workshops included the youth trainers and management personnel. In continuation from the first workshop held at !Khwa ttu on 5th June 2017, the participants negotiated amongst each other to derive the existing power-interest status of the relevant !Khwa ttu stakeholders in relation to a change objective - understanding the relationships with different stakeholders (Ayuso et al. 2014) to create dialogue and identify opportunities for the SAN youth.

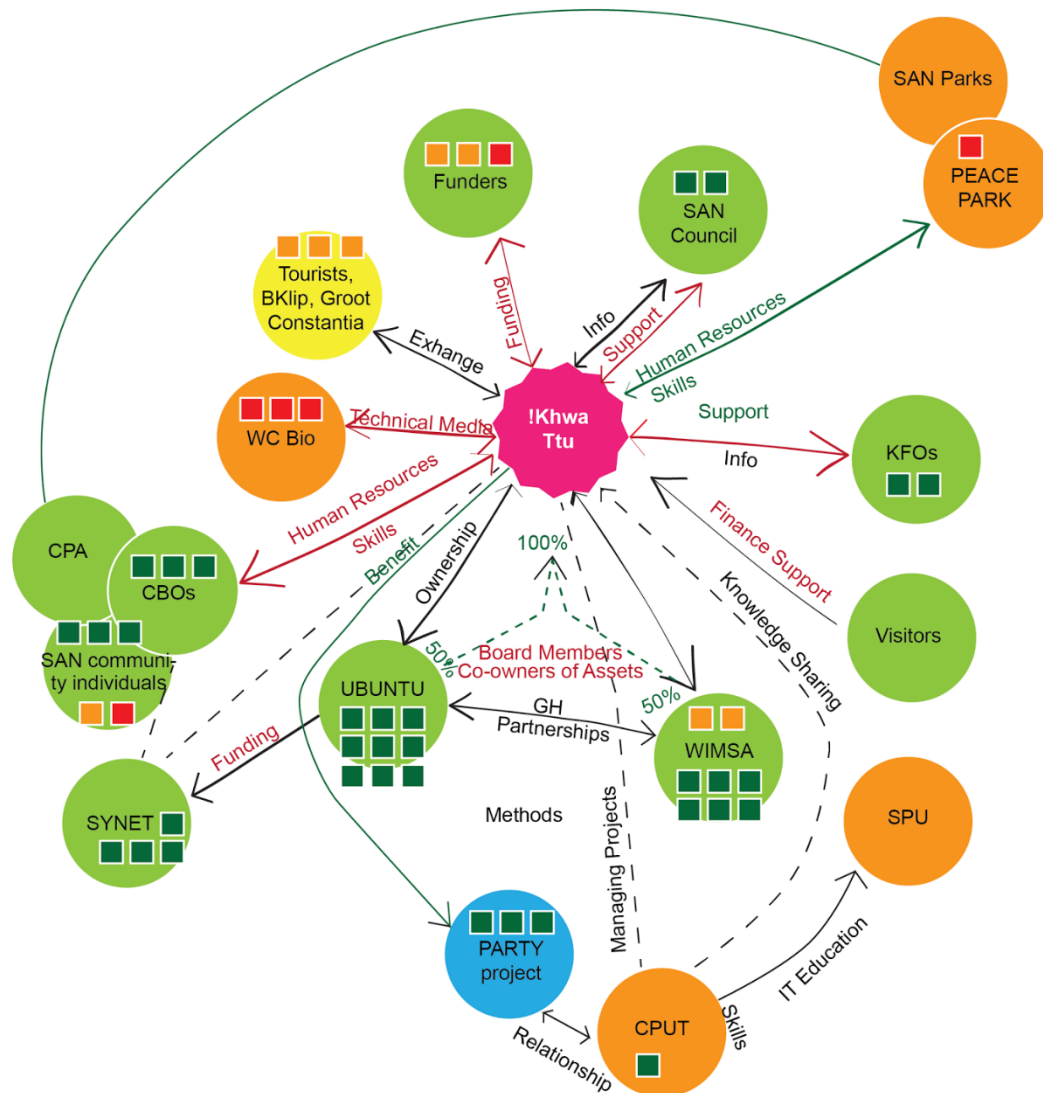
The participants defined “**Power**” in their context as “decision making”. In other words, the stakeholders with power are perceived as being capable of making decisions (Chung & Crawford 2016) that would impact on Khwa ttu's operations. Hence, amongst the identified stakeholders, certain individuals (or organizations) can exercise power that is bounding on !Khwa ttu.

In terms of “**Interest**”, the participants referred to the following:

- Protecting the wellbeing of the SAN, by extension to the youths and their communities
- Funding: These are divided into 2 categories; There are funders bound by their corporate social responsibility and those that are obligated according to their mandate
- Active promotion of !Khwa ttu

The participants at the !Khwa ttu workshop suggested other means by which the SAN youths could unlock their potentials and acquire additional skills. These include, engagement with other youths from different contexts, with a suggested model whereby a continuous trainee-student collaborations with PARTY project partners - CPUT exist. This was suggested as a means to ensure consistency, longevity of partnerships, skills development and ultimately as a means of giving voice to SAN youths when they are back in their respective communities.

In addition, the tool served as a platform where !Khwa ttu participants have an idea of the current relationship network with their stakeholders and how to identify potential areas that could be explored to realize a defined change objective. These potential areas were identified as stakeholders that were tagged as “**very interested**”, “**limited interest**” and have relatively “**high power**” respectively.



**Figure 1.** Created Stakeholder Map

- The participants (role players or stakeholders) must be involved in the process of ideating, to jointly develop and agree on the issue at stake rather than being given a preset issue.
- The type of connection/tie and the power-interest levels are crucial to achieving the change objective

- The power-interest status is dependent on the perception of the organization on the nature of their relationships with their stakeholders.

#### 4.1 XKFm in Platfontein

The session was facilitated by SASI in English with discussions partly held in the preferred language of the participants. In some cases, the participants translated the quintessence of the discussion to English in order for the facilitator to follow and further facilitate. In the mapping process within a community, language is often defined by stakeholders as well as the types of connections according to their perspectives on the issue of investigation (de Mooor 2017).

There were a few pragmatic steps adopted during the workshop facilitation:

- a) A shift and redefining the research question was needed in order to be able to indicate relationships with the different stakeholders
- b) The participants ranked the different stakeholders by indicating numbers
- c) No power was allocated

As noted in !Khwa ttu, it is essential to have a good and working issue at stake around which the mapping can take place, as this serves as a major focal point for which the stakeholder mapping exercise is done. Hence, the facilitator needs to be flexible and understand the tool properly, in order to be able to guide the participants or stakeholders throughout the session in a way that the outcome is most beneficial to the participants. An issue at stake which is not properly defined may likely defeat the purpose of the exercise.

According to Schiffer & Hauck (2010) a well defined question guides the mapping process. This implies that to investigate social issues through the connections (or ties) between relevant stakeholders there is a need to properly establish what the problem in form of a question. Particularly, it is important to understand that part of the advantage of the tool is about thinking and rethinking relationships. On completion of the mapping exercise, suggestions beyond relationships (in this case improvements in broadcasting programs) could be drawn from the visual; illustration of the network map.

Aspects b) and c) show that depending on the topic/research question as well as the participating partner, variations in the different steps might occur. This again confirms that the facilitator needs to be flexible in order to guide through the sessions.

While the instructions on how to use the tool were followed, a lot of room was also given to the participants to execute the exercise according to their own understanding. In this case the participants didn't seem to consider it necessary to allocate a power

ratio to the different stakeholders. The reasons were not discussed during the session, however the facilitator relates this to the nature of the session - the participants were more interested in identifying and analysing their relationships with stakeholders in order to improve or create new education broadcasting programmes. This implies that the sessions vary dependent on the topic and the participants' role, which in return indicates the need for the facilitator and the tool to be able to react flexibly to the dynamics of the individual session.

- If the facilitator is external, it is important that the mapping is facilitated in a way that the outcome will be beneficial for the participants. In other words, the external facilitator may not bring in his own views, but understand the views of the participants and guide accordingly.
- Being the facilitator, it is important to know the target group/participants, to understand the benefit of the tool for them and formulate the issue at stake accordingly.
- To give guidance it is useful to give examples on how to indicate relationships. However, it is helpful to give room for the participants to think their own way and let them create their own legend.

Generally, the stakeholder mapping is an “easy to apply” tool with most steps being fairly self-explanatory. However, it might take more than one exercise to facilitate a session perfectly. The fact that basic tools are needed in order to run the session is definitely an advantage. The concepts of priorities, importance and power can be indicated by rankings and numbers, where colored pens etc. are not available.

Lastly, language was a major challenge as mentioned earlier. The facilitator needs to be eloquent in the preferred language(s) of the participants or at least have a co-facilitator who understands the tool and can translate easily during the course of the session.

Irrespective of the minor setbacks, the participants realized the value and potential of the tool and indicated keen interest for further engagement to utilize the tool. Feedback from the participants suggests that the tool could be useful. Most of the participants found value in the exercise, particularly the tool, in the sense that it revealed information that were previously overlooked. This was of major importance to them as it offered the chance to rethink their prioritization approach (in terms of broadcasting information). This permits the reverse conclusion that the tool holds the potential to facilitate improvement.

Furthermore most of the participants stated, that the tool was easy to understand. While for this session a facilitator was needed to guide the process, the participants stated that the tool was easy enough to be reapplied internally by themselves.

One of the participants commented that *“...my thought of having this workshop – I think this tool will be very helpful for us and our programs on radio because now we know very much who is or which stakeholders and which information is very needed to the community or to educate the community. It will be very helpful for the programs producer, when they have to go and do recordings, so, or when we are able to load something on Dalet to be on air, the producers will know which information is very important or helpful to the community, or what should we do more to educate the community. I think this tool will help us a lot in the future. Now we know which relationship do we have with which stakeholders. [...] I’ll just say or conclude and say thank you to the PARTY team, Julia for coming and opening our minds in terms of seeing this in a different way. We never knew we can do things like this, it will be very helpful for us – thank you.”*

When the facilitator asked about the participants’ understanding of the tool, one of the participant stated that *“...I found it very easy to apply, because with the explanations from Julia, from you, it was easy to apply, because we understood when you explained to us what do we need to do, to do this workshop. So I found it very easy to apply because we have been working with stakeholders, but we never did things like this – let me say we never had a tool that shows us which one is important or which relationship do we share with which one. So I found it very easy to use.”*

Another participant stated that *“...when we started with this project I was thinking it is very hard to do with..., but when we come to the prioritization... I see it is very easy, and it helped, it was a helpful project, because always when we are dealing with our stakeholders, I was thinking that we cover all of them, but when I learn this project I see we not doing well with all stakeholders, it means I must go back and doing research and doing more that we can track our stakeholders, because in terms of the plan what we do, we see that we must connect it to them and get more information with them.”*

The change in objective throughout the session was not mentioned as a problem by the participants. From a facilitator’s point of view, this was useful, as in the end the (good or critical) relationship between the radio station and the stakeholder could be analysed against the importance from a community point of view.

## 4.2 //Ana-Djeh San Trust

One workshop was held with **//Ana-Djeh San Trust** coordinator, Kileni on the 24<sup>th</sup> of October 2017 in order to identify and map all stakeholders that have a relation, impact or power of interest to impact the San community (youth) objective and point out equal benefit for the stakeholders.

The feedback on the tool used for the workshop are as follows:

The tool used is quite complicated to easily understand, time consuming and confusing at first. A suggestion was to rather give a separate training first to the facilitators and then to the participants before doing the actual activity. The goals and purposes of the process was not well understood. Furthermore, the process had too many phases to be efficient in the real life and the link to the next step is not clear especially how to connect with other collaborators. Lastly, time constraint had a negative impact on the overall outcome as well.

### **What is benefit for the organisation (AST)?**

It makes you understand the type of relationships with the organisations. Process makes you understand that there are more options and opportunities to be developed with other stakeholders. The most benefit is for the PARTY project to understand the stakeholders and relationships with //Anah-Djeh

### **How the tool can be improved?**

The process should be simplified. You could teach the system/process by short video clips. Another workshop was held with Nina Maritz Architects (NMA) organisation owner, Nina Maritz on the 24<sup>th</sup> of October 2017 in order to identify all stakeholders that have impact or power of interest in relation to the San community (youth).

The feedback on the tool used for the workshop are as follows:

It's more important to have a tool and a process to develop the stakeholder relationships and understanding what the benefit is and reciprocity of these relationships rather than what kind of visual format is the individual tool. More clarity needed on what's meant by resources and what they mean like for example; physical, humans, skills. Element should be categorized as it's too abstract. More time should be allocated to the workshop.

The idea shouldn't be to have a fixed stakeholder mapping diagram but to allow people to come up with their own idea and drawing a diagram of how stakeholders are linked to or benefit from each other. People should visualise things or elements. The stakeholders can be like solid elements and the relationships like mobile elements to move around arrow lines.

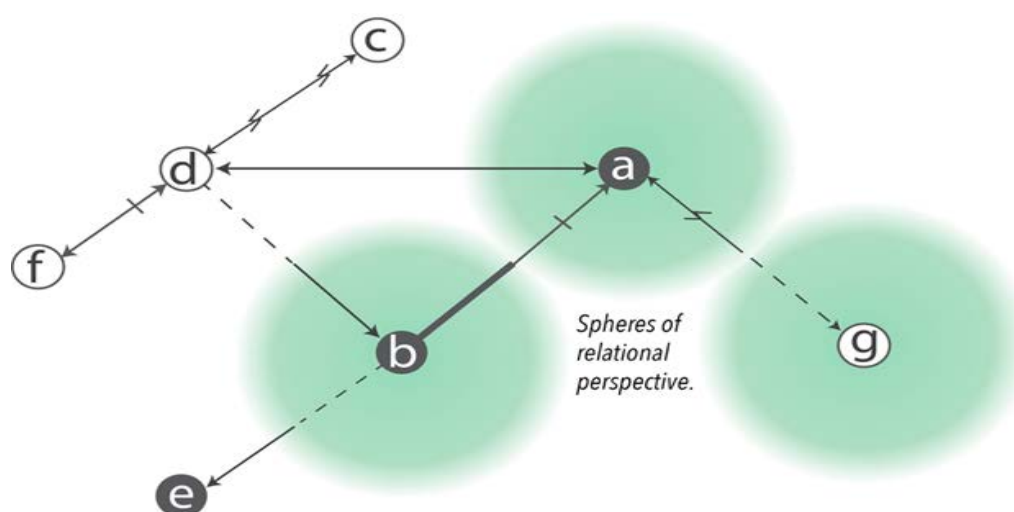
More clarity needed by defining terms used: For example- what defines a stakeholder? Is this referred to as a group or an individual? So if the Government is defined as a stakeholder, then we need to define the entity government. What was drawn is just an abstract diagram/idea of the stakeholder mapping. Think of making it more visual by



using images to create a better understanding of what is meant. For example. Use a picture of money to show Funding.

### 4.3. Impact

A relationship network model that presents a basic graphical illustration of the mapping process, once all possible connections (or ties) that represent the flows of services and the different perspectives from each node are established is shown in the next figure.



**Figure 2.** Relations

The impact of the relationship mapping exercise is to aid local stakeholders within the community identify the most relevant and influential role players that should be involved in dialogue to improve or create new services towards youth development.

The tool is not fixed and the participants are allowed to draw their stakeholder maps in a manner that makes sense to them. The tool is open for modification such that the facilitators can innovatively use images to explain ties/relations flows. It is also fine at this stage to regard a stakeholder according to the participants' interpretation of what a stakeholder is. The tool is an important communication tool for discussions around the different nodes as stakeholders and flows as relationships should be encouraged and then captured. These discussions could provide insights into what stakeholder mapping means for the participants and what value they could gain from it. Hence, the value of the network model lies in identifying necessary relationships that should be formed with stakeholders perceived to have a vested interest and relatively high power with respect to the context of addressing specific social issues.

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