



CBPM
Community-Based Prevention Marketing



Listen

5

CBPM for Policy Development Step 5 Facilitator Guide

Each step of Community Based Prevention Marketing for Policy Development includes a learning module on the CBPM Policy Development website, a corresponding Facilitator Guide, and resources and worksheets specific to the activities for each step. The training module and Facilitator Guide complement each other and provide the facilitator and the coalition with a comprehensive understanding of the purpose of each step as well as the resources to complete the activities for each step.

These Facilitator Guides were developed primarily to assist the facilitator by providing a lesson plan and activities to be completed by the coalition during each meeting. The corresponding training modules on the CBPM Policy Development website should also be viewed by the facilitator prior to the coalition meeting. The facilitator may then choose all or parts of the training module to share with the coalition. While some of the information provided in the website training modules may be helpful for the coalition, the decision to watch all or parts of the module—either as a group or separately before the coalition meeting—is for the facilitator to make, based on the needs of the coalition.

Title	Step 5: Listen
Time	70-110 minutes
Materials	<p>Materials needed:</p> <p>Group</p> <ul style="list-style-type: none"> • Display mechanism for eight steps in the CBPM for Policy Development process flowchart • Learning Module: <i>The Role of Research in Developing a Strategic Plan for Promoting Policy Change</i> • Worksheets: <i>Planning Interviews with Beneficiaries, Stakeholders, and Decision Makers</i> • Power Point presentation: <i>Interview Training</i> • Interpretation of Findings worksheet <p>Individual</p> <ul style="list-style-type: none"> • Meeting evaluation worksheet <p>Additional Resources:</p> <ul style="list-style-type: none"> • Fisher, R. and Brown, S. (1989). <i>Getting Together: Building Relationships As We Negotiate</i>. New York: Penguin Books. • National Science Foundation (1997) "Common Qualitative Methods". http://www.nsf.gov/pubs/1997/nsf97153/chap_3.htm
Objectives	Upon completion of this step, coalition members will have:

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	<ol style="list-style-type: none"> 1. Identified reasons for conducting research with key audience groups: beneficiaries, stakeholders, and decision makers. 2. Developed a recruitment strategy for interviewing people affected by the policy (beneficiaries), other stakeholders, and decision makers. 3. Identified coalition and other community members interested in conducting research with key audience groups and schedule training session.
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Prior to meeting	Identify Skilled Interviewers
Activity	<ol style="list-style-type: none"> 1. Send an email reminder to all coalition members describing the purpose of the Step 5 meeting. 2. Identify one or more coalition members or partners with formal training in interviewing. Enlist their support for the meeting. 3. Review the audience groups selected in Step 4. 4. Review the Step 5 Worksheets. 5. Review the sample questions.
Anticipatory Steps	<ul style="list-style-type: none"> • This step is designed to give the coalition the insights needed to craft an effective advocacy plan by identifying common ground among the beneficiaries, key stakeholders, and decision makers selected in Step 4. This exercise will help coalition members understand how these three audience groups view the policy issue and identify ways to modify the policy to best meet their wants, needs, and values, while retaining the integrity of the desired policy. The information obtained from these interviews or <i>listening sessions</i> will play a critical role in developing a marketing plan in Step 6 to guide advocacy activities. • Before the coalition meets, identify one or more coalition members or partners with formal training in interviewing skills and experience with this type of research. These people can serve as research partners to coalition members who will conduct the listening sessions. Enlist the support of one or more of these partners for the step 5 meeting. • Review the audience groups selected in step 4 and begin to think of specific people who may be willing to be interviewed for step 5. • Review the Step 5 worksheets, to be completed during the meeting.

Instructional Input

		<p>think through the questions.</p> <ul style="list-style-type: none"> ii. Review the sample interview guides provided in the Resources area. iii. Have the research partner facilitate a discussion based on these resources and begin listing possible questions for each group. iv. Create a subcommittee of coalition members interested in working with research partner(s) to complete the interviews. v. The research partner(s) can finalize the interview guides for each group. <ul style="list-style-type: none"> b. Plan a training session with the research partner and coalition members interested in conducting interviews. See the <i>Interview Training</i> presentation in the Resources area. c. Once data is collected, the coalition may use the Interpretation of Findings worksheet to prepare for Step 6. 	3
Conclusion	10-20	<ul style="list-style-type: none"> 1. The facilitator reviews the people selected as possible interview participants and confirms who will contact each person to schedule the interview. 2. The facilitator discusses the purpose of the next meeting and fields comments and concerns. 	2
Measures of Progress	<ul style="list-style-type: none"> • Activity completed • List of potential participants generated • Step 5 worksheets completed • First draft of the three interview guides completed • Interview subcommittee formed and training session scheduled • Plan for contacting potential participants finalized 		
Note to Facilitator	<p>Coalition members do not need formal training in research methods to conduct listening sessions. However, they will need some basic training in data collection methods and guidance from at least one person who has formal training and experience with qualitative research. If the coalition does not include a researcher, seek help from faculty at a local university or college. Departments of Marketing, Anthropology, Sociology, Political Science, Public Administration, and Public Health often have students who</p>		

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	<p>need to conduct special projects or research projects or faculty with an interest in a respective policy issue. Marketing research firms are another potential community resource.</p> <p>Interviews should be conducted until no new conceptual insights are generated, which is known as theoretical saturation. This process requires a flexible approach to data collection as it progresses alongside data analysis. Theoretical sampling has the potential to be limitless, and each new listening session has the potential to offer a slightly alternative insight.</p> <p>The listening process can be daunting for coalition members. Efforts should be made to provide coalition members with a succinct summary of what has been learned from Steps 1-4 in advance of the Step 5 meeting so that coalition members are prepared for the session.</p>
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