

WORKSHEET 3.2: SELECTING MOBILIZERS & SPOKESPEOPLE

Purpose: This worksheet provides a checklist highlighting some important characteristics of mobilizers and spokespeople. The list is not exhaustive and not all qualities may be relevant to all situations, but they can provide guidance in the process of selecting mobilizers. The worksheet should help you and the community identify the most important qualities you are looking for in your spokespeople and mobilizers.

Directions: Review and complete this checklist in partnership with community leaders and stakeholders from your community of intervention. Identify the relevance for each characteristic to the situation you are addressing and grade it from one to five (one being least relevant and five being most relevant).

Select those characteristics that have been noted as most important and use those to initiate a selection process with community members to elect mobilizers as per community protocol.

| Role of a Community Mobilizer | | | | | | |
|-------------------------------|---|-----------|---|---|---|---|
| | | Relevance | | | | |
| <input type="checkbox"/> | Create trust | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Bring people together | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Create awareness by disseminating correct information and educating community members, liaising with services | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Encourage participation of all community members, including marginalized and vulnerable groups | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Work in partnership with community members and other stakeholders | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Engage in an ongoing dialogue through the relevant communication mechanisms at local, subnational and national levels to provide information on the needs of communities and how are reacting to the emergency and response activities. | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Encourage individuals to identify the needs of their community and support them in developing creative solutions to address those needs | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Support emergency responders by facilitating the community entry process and providing feedback to community members | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Commit the time to work with and engage their community | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Conduct community surveillance | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Monitor communication activities | 1 | 2 | 3 | 4 | 5 |

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

| Attributes, Attitudes and Values of a Community Mobilizer | | | | | | |
|---|--|-----------|---|---|---|---|
| | | Relevance | | | | |
| <input type="checkbox"/> | Desire to examine and challenge one's own assumptions, opinions and beliefs | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Respect for all community members and a non-judgmental attitude | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Understanding and respect for the fact that different people have different views and perspectives | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Belief that the community and its members are best placed to solve their problems | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Trusted source of information for community members (e.g., be part of and known by the community) | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Honesty | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Respect for local cultural, traditional and social values | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Dedicated commitment to the issue being addressed | 1 | 2 | 3 | 4 | 5 |

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

| Skills of a Community Mobilizer | | | | | | |
|---------------------------------|--|-----------|---|---|---|---|
| | | Relevance | | | | |
| <input type="checkbox"/> | Oral communication skills and the ability to translate complex scientific information into simple language that is easily understood by the general public | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Facilitation skills to support communities to reflect on an issue and challenge dominant norms | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Active listening skills | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Decision making skills | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Negotiation skills | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Ability to help communities mobilize resources | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Ability to link needs with local services. | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Program management and planning skills | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | Basic advocacy skills | 1 | 2 | 3 | 4 | 5 |

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

| Knowledge of a Community Mobilizer | | | | | |
|--|------------------|---|---|---|---|
| | Relevance | | | | |
| Knowledge of the community structure and organization | 1 | 2 | 3 | 4 | 5 |
| Knowledge of the community mobilization process | 1 | 2 | 3 | 4 | 5 |
| Knowledge of the facts relating to the issue being addressed | 1 | 2 | 3 | 4 | 5 |
| Knowledge of the cultural belief systems, beliefs and practices | 1 | 2 | 3 | 4 | 5 |
| Knowledge of ethical principles relating to working with individuals and communities | 1 | 2 | 3 | 4 | 5 |

| Most Relevant Skills for Mobilizers & Spokespeople in Our Community | |
|--|--|
| Roles | |
| Attributes, Attitudes & Values | |
| Knowledge | |