

A5: Stakeholder and SWOT Analyses – 75 pts.

<p>5.1 Prepare a stakeholder matrix using the template provided. This will be used in the final paper as an appendix. (5 pts.)</p>	<p>Stakeholder Matrix is prepared and attached to the assignment.</p>
<p>5.2 Prepare a stakeholder power/influence grid using the template provided – use information from the Matrix as your base (5 pts.)</p>	<p>Stakeholder Power/Influence Grid is prepared and attached to the assignment.</p>
<p>5.3 Stakeholders (provide a detailed description of the main stakeholders, expanding on the information you prepared in the Stakeholder Analysis Matrix) (5 pts.)</p>	<p>Students between the ages of 12 to 18 are of critical level priority as a stakeholder and critical in the potential impact for the functioning of the program. Their main interests are to gain safety and support from bullying while in the program. Potential reactions can range from timidity to excitement about joining the program and having a chance to make a new connection with someone they can relate to. They can also have a sense of relief with the idea of having emotional support for being bullied.</p> <p>Parents with children enrolled in middle and/or high school are of a high level priority as a stakeholder and have a high impact for the functioning of the program. The interests parents have for the program are likely to be safety and support for their children. Parents may have skepticism over the program's functioning or of the older peer. They expect the program will boost their child's mental health. The parents may expect a positive outcome since someone different can provide support for their child</p> <p>Middle and high school employees that have an involvement with students through any form of supervision, such as teachers, coaches, counselors, have a medium level of priority and a medium level in potential impact for the program. Their interest will be that they will be able to focus on teaching or other job requirements since providing support to bullied students will be provided by the program.</p> <p>Active school board members and school administration have a high level of priority and a high level in potential impact for the program. Their interests is to approve and provide programming in the schools that can have a positive impact on their students' mental health. Their interests are also supporting programs that can give a positive image that will help with reelection for the member. The board members have been timid with supporting the program due to potential expenses being added to their budget. Their expectation for the program is that the program can boost mental health for their students while simultaneously creating a good image for themselves. Due to the nature of this program, it is not anticipated that it will have an effect outside of the school system.</p> <p>Colleges and universities have students that are willing and able to participate in community service have a critical level of priority and a critical level of potential impact for the program. Their interest is for their students to have community involvement and potentially recruit students through this new program. Their fears are the possible liabilities with their students being involved in programs outside of the college. Since the volunteers are still students, their expectation from the program is to be a well structured program.</p> <p>Young adults that are actively enrolled in colleges and Universities have a critical level of priority and a critical level of potential impact for the program. Their</p>

	interests in being involved in this program stem from personal needs to do good and help victims of bullying. They may also want to pursue outreach programs to accumulate community service hours. A fear of the program is that the college student may not make a connection with the young student. Their expectation is that the program will allow them to connect with a young individual and boost their negative emotions from being a victim of bullying.
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