Please introduce yourself: we’ll start in the west and then move to the east

• Your name

• Your organization

• Your city/state
A group of *interacting, interrelated, and interdependent* components that form a whole.

A system’s overall purpose or goal is achieved through the *actions and interactions* of its components.
Actor mapping is a helpful way to visualize and understand aspects of a system

**Actor Maps** offer a visual depiction of the key organizations and/or individuals that make up and/or influence a system, as well as their relationships to a given issue and to one another.

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**Understanding an issue and the system(s) in which it lives**

Actor maps can help:
- Determine who needs to be involved
- Diagnose the strength of connections among actors
- Explore actors’ roles and power dynamics in the system

**Co-creating a plan for action**

Actor maps can help:
- Determine where the energy is in the system and where there are gaps or blockages
- Identify opportunities to build new relationships and explore other parts of the system

**Learning and refining as you go**

Actor maps can help:
- Consider how relationships, roles, or information flows are changing
- Understand how structures are changing
- Determine who has been or should be involved

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*Co-creation and iteration are the name of the game when it comes to actor mapping.*
Improve Veteran wellbeing in this county

Health & Wellness
- Federal, Tribal, State, and Local Health Agencies/Departments
- Health Professional Associations
- Transit Agencies
- Health Providers
- Allied Health Professionals
- Mission-Related Non-Profit Organizations
- Unrelated Mission Local Non-Profit Organizations
- American Legion, VFW, AmVets, other
- Unrelated Mission National Non-Profit Organizations

Education & Employment
- Higher Education Institutions
- TA and Professional Learning Providers (mentors, coaches, consultants)
- Regional Resource Centers
- Local, County, State and National Funders

Socialization & Volunteerism
- Legislator/Elected Officials
- Community-Based Outreach Clinics
- Mission-Related Non-Profit Organizations
- Unrelated Mission Local Non-Profit Organizations
- Unrelated Mission National Non-Profit Organizations

Family Support & Services
- Child Care Resource and Referral Agencies
- Faith-Based Institutions
- Elementary Schools
- Home Visiting and Parent Education Providers
- Social Workers
- Family, Friends, and Neighbors
- Advocacy Organizations
- Advocacy Organizations
- Local, County, State Veteran Service Officers

Local & State Benefits/Assistance
- Medical Providers
- Legal Aid Clinics
- Local, County, State Tax Credits
- Federal, Tribal, State, and Local Health Agencies/Departments
- Advocacy Organizations
- Local, County, State and National Funders
- Unrelated Mission Local Non-Profit Organizations
- American Legion, VFW, AmVets, other
- Unrelated Mission National Non-Profit Organizations

Concentric circles represent levels of proximity to the lived experience.
Increasing veteran feelings of community-connectedness, resulting in reduced suicide rate and increased veteran leadership/contribution locally

**Post-9/11 Veteran**

**Family Supports**
- Free or reduced childcare; childcare co-op
- K-12 school "Welcome Home" event for transitioning families to meet with other families with same-age kids
- Student-veteran work-study program partnerships
- Veteran peer mentorship; formal and/or informal

**Leadership Opportunities**
- Business to sponsor BRIDGE internships while still Active Duty
- Cross-sector fellowship cohort
- Human Resource collaboration for resume translation (military cultural competence is critical)

**Skills Transition**
- Transition Counseling: Military cultural competency
- K-12 schools
- Higher, Professional, and Adult Education institutions/program
- Business to sponsor BRIDGE internships while still Active Duty
- Education: technical to doctoral

**Mental and Physical Health**
- Recreational therapy program or non-profit
- Community-supported transportation effort for medical appointments
- Military culturally competent mental health professionals for children
- Veteran peer mentorship; formal and/or informal
- Cross-sector fellowship cohort

**Sectors to receive added value**
- National non-profits and businesses, especially those with local offices/chapters
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- Local non-profits
- Local government agencies
- National non-profits and businesses, especially those with local offices/chapters
- Education: technical to doctoral
- Human Resource collaboration for resume translation (military cultural competence is critical)

**Concentric circles represent levels of proximity to the lived experience.**
Building Your Map

Materials

• 2 – 3 blank pieces of paper (ideally legal sized if you have it)
• 2 colors of pens
• 2 colors of Post it notes (small ones if possible. If you have “normal” sized post its, you can cut them into smaller pieces)
Building Your Map - 1

• Step 1: At the top of your paper, write out the goal statement for your partnership / coalition / collective impact initiative

• Step 2: Identify the beneficiary of this collaboration’s work. In a circle, write down the beneficiary in the center of your paper

• Step 3: Using small post it’s, write down 15-20 organizations or community groups (or types of organizations/groups, if you don’t know specific names) currently participating in the coalition that influence the problem you’ve identified (one per sticky note)

NOTE: WE ARE NOT ASKING YOU TO IDENTIFY ALL THE ACTORS IN YOUR EFFORT. Some collaborative efforts have hundreds of actors. For the purposes of this exercise, select the 15-20 actors that represent a range of types of organizations, community groups, or individuals involved in the effort.
• Step 4: Reviewing your list of actors, make a second list that identifies the categories or sub systems (e.g., policymakers, public service providers, community groups, health players, education players) that these actors fall into. Don’t worry if your designated groupings are the perfect way to divide up the system. Just use your best judgment for what seems to make most sense to you as key groups/clusters of actors.

• Step 5: Taking your paper, divide your system into “pie slices” and label each one with the different segments you identified

• Step 6: Place the actors on the system map, putting the actors most closely in touch with the beneficiary closest to the center

• Step 7: Identify a few key actors who might be missing from the effort and use a different color sticky (or different pen) to add them to the map
Small Group Discussion - Round 1

• In your breakout group, share your map (2-3 minutes each) addressing the following questions (if you are all on video, you can visually show your map; if you are not all on video, you can describe your maps):
  – What is the goal/problem you are focused on in your effort?
  – What are the “slices” of the pie?
  – Provide some description of the actors populating the map
    • Who were the first actors that came to mind?
    • Who did you add when prompted to add more that you might have initially forgotten?
  – Which “slices” were harder to populate? Which were easier?
  – What else occurred to you while creating this map?
Analyzing the Actor Map by “seeing into the system”

• Identify *relevant* connections between actors. For actors where you feel effective connections might facilitate and accelerate the collaborative work:
  – Draw a solid line between actors where the connection is strong
  – Draw dotted lines where the connections between actors is weak

• Personal Reflection
  – As you reflect on the connections between actors, look for trends or causes where relationships are strong and weak?
  – How might you better engage those who are currently missing from the collaborative?
Small Group Discussion - Round 2

• In the same breakout groups:
  – What did your assessment of connections between actors reveal?
  – Is there a part of the map that had most of the solid lines? Weaker lines?
  – Are there key opportunities to increase connections that might accelerate the work?
  – What next steps are you considering, based on this activity?
Large Group Reflection

- Any volunteers to share their map?
- What did you learn from this activity?
- What next steps are you considering, based on this activity?
Thank you!