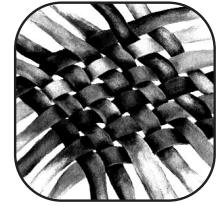


## MODULE 14: PROGRAMS AND CONSTITUENTS



**Step One:** Creating Your Inlusiveness Committee

**Step Two:** Training and Consultants

**Step Three:** Definitions and Case Statement

**Step Four:** Gathering and Analyzing Information

**Step Five:** Creating Your Inlusiveness Blueprint

**Step Six:** Implementation



## MODULE 14: PROGRAMS AND CONSTITUENTS

### Overview of Content

In this module, you will:

- Learn about inclusiveness in relation to the constituents of nonprofit organizations.
- Articulate your organization's core, additional, and potential constituents.
- Look at examples of how nonprofit organizations have become more inclusive of communities of color by making programmatic changes.
- Articulate the benefits of creating more inclusive programs and a more diverse constituency.
- Analyze the data from the information-gathering process that pertain to programs and constituents.
- Review a series of concrete suggestions for developing more inclusive programs and a more diverse constituency.
- Establish goals and objectives for developing more inclusive programs and a more diverse constituency that will be integrated into the inclusiveness blueprint.

Because **programs and constituents** are so central to the work of nonprofit organizations, **all organizations are strongly encouraged to complete this module.**

### *Who to Involve*

The work in this module will be completed by the Inclusiveness Committee as a whole or a subset of the committee that would include members who have particular expertise about or responsibility for programs and constituents.

### *Exercises to Complete*

- *Exercise 14-A: Articulating Constituents and Potential Constituents*
- *Exercise 14-B: Benefits and Barriers to More Inclusive Programs and Diverse Constituents*
- *Exercise 14-C: Analyzing Information*
- *Exercise 14-D: Developing an Action Plan for Programs*
- *End-of-Module Checklist*

**Step Five:** Creating Your  
Inclusiveness  
Blueprint

## MODULE 14: PROGRAMS AND CONSTITUENTS



**Note:** For the purposes of this workbook, an organization’s **constituents** are defined as the people who benefit from the services provided by the organization. Certain individuals may be both beneficiaries of services and supporters. However, donors who give money to an organization but who do not directly benefit from the services provided are not, for the purposes of this workbook, considered constituents. To refer to those who receive services from programs, human services organizations often use the terms “clients” or “consumers,” while arts organizations may use the terms “audience members” or “visitors,” and education-related organizations may refer to “students.” This module uses the term “constituents” to include all of these groups.

### **Inclusive Programs and Diverse Constituents: A Matter of Quantity and Quality**

This workbook stresses that inclusive nonprofit organizations are generally more effective than organizations that are not inclusive. There are many ways an organization’s inclusiveness demonstrates effectiveness, such as the ability to raise money from diverse communities and the ability to communicate effectively with stakeholders. However, the most important indicator of effectiveness related to inclusiveness is usually an organization’s ability to develop and implement inclusive programs successfully. An organization’s programs are the manifestation of the organization’s mission. Other elements of nonprofit inclusiveness generally help to ensure that an organization’s programs serve all of the target populations effectively.

**For example**, one important reason to have an inclusive board of directors is to ensure that the board gives consideration to issues of inclusiveness when they develop policies related to the organization’s program and mission.

Programs and constituents involve two key variables:

1. **Quantity:** Are the people who benefit from your programs roughly equivalent to the demographics of the population you’re trying to serve? For the most part, this is a question related to *constituents*.
2. **Quality:** Do constituents who are people of color and white people receive equal benefits and services from your work? For the most part, this is a question related to *programs*.



Organizations need to be clear about their target populations and know the demographics of their constituencies in comparison to the larger community.

**For example**, a target population could be all of the people in an organization's local community, everyone in the state, or people living at or below the poverty level within a given community.

After clearly defining its constituency, an organization can evaluate whether or not it serves all racial/ethnic groups within that constituency proportionately.

**For example**, a fictional nonprofit human services agency's mission is to provide health insurance to local families who are without health insurance. Fifty percent of people without health insurance in the local community are white, 25 percent are Latino, 15 percent are African American, 5 percent are Native American, and the other 5 percent are people of other racial/ethnic backgrounds. The demographics of the people served by the organization should be roughly the same as the racial/ethnic breakdown of people in the community without health insurance. However, if the organization researches the demographics of its constituency and discovers that 70 percent of its constituents are white, then it probably needs to work on becoming a more inclusive and more effective organization.

Defining a target population isn't always as easy as it sounds, especially for organizations serving groups rather than individual clients.

**For example**, cultural organizations may have difficulty defining their target audiences. Is a symphony's target audience everyone in the local community? Or is it people with middle and upper incomes who can easily afford symphony tickets? Or is it individuals who identify themselves as appreciators of the arts?

Sometimes organizations aren't as successful as they could be because they restrict the definition of "constituency" to a group that is small and narrowly defined. On the other hand, an overly broad definition can cause an organization to lose focus.

A research report published by The Denver Foundation in 2003 identified that a significant barrier to inclusiveness for nonprofit organizations was an internal perception that the mission of an organization did not appeal to communities of color.<sup>1</sup> The report provided a case study example of a Denver-based arts organization that was not very inclusive of communities of color. Analysis uncovered that the leadership of this organization believed that the particular art form in which they work was not usually interesting to communities of color. Therefore, it has

focused on a target audience of people who consistently support mainstream arts institutions, most of whom are white. As a result, the organization's leadership was skeptical that efforts to create a more inclusive organization would serve to broaden its audience. However, a significant portion of the artists who work with this organization are people of color. Given the difference between the demographics of the audience and the demographics of the artists, this group may want to examine its assumption about its audience and develop strategies to attract a broader constituency.



*"The love of democracy is that of equality."*

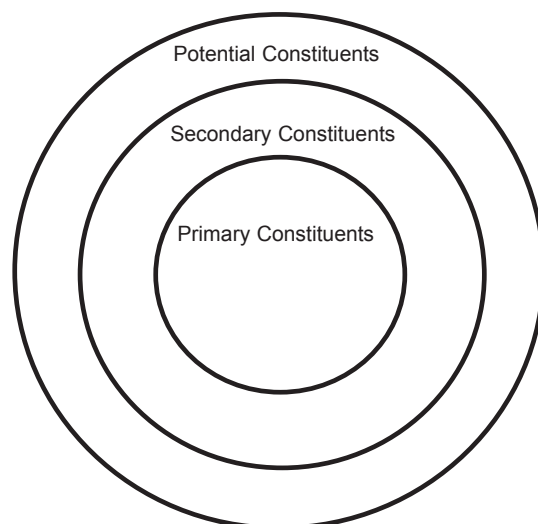
*-Charles de Montesquieu*

Changing any significant element of an organization's work will only happen over time, and broadening an organization's constituency is no exception. In most cases, financial and other constraints will prevent an organization from rapidly transforming its constituency, especially when it relies on fee-for-service programs.

For the arts organization described above, it would be unrealistic and undesirable for the organization to stop meeting the programming needs of its long-time supporters who are mostly white. To do so would negatively affect the organization's bottom line and unnecessarily alienate a group of people who should continue to enjoy the benefits of this organization's work.

The point, then, is not to leave behind current constituencies, but also to reach out to new constituencies among communities of color. Doing so, at least initially, may take different strategies.

One way to understand constituencies and their relationship to communities of color is to make a diagram that illustrates your core and peripheral constituencies and the constituencies with whom you would like to expand your work.





**Ring 1: Primary Constituents** - These are individuals and groups who currently use your programs and services on a regular basis.

**Ring 2: Secondary Constituents** - These are individuals and groups who occasionally use your programs and services.

**Ring 3: Potential Constituents** - These are individuals and groups whom you would like to have use your programs and services. These individuals would have a compelling reason to access your programs and services if they understood your organization better and/or if your organization provided culturally relevant programs.

Generally speaking, the goal for most organizations is to move constituents from Ring 3 to Ring 2, and ultimately to Ring 1. Of course, this is a simplified way of looking at things. However, as you develop strategies to create a more inclusive organization, it can be useful to identify methods to move individuals and groups toward becoming primary and secondary constituents.

***Track and Evaluate How Constituents of Different Racial/Ethnic Backgrounds Use Your Services - Quantity and Quality***

If you're not already doing so, you may want to begin tracking who uses your services as well as tracking information on the quality of services provided to people of different racial/ethnic backgrounds. This may require developing a more sophisticated tracking system than you currently have.

**For example**, based on information collected during the information-gathering process, The Children's Museum of Denver determined that it wanted to increase attendance from diverse communities in Denver, members of which tended to live in certain neighborhoods. In order to do this, The Children's Museum developed education and outreach programs to keep in touch with children, parents, and teachers in these targeted neighborhoods. In addition, they now collect zip codes for all of their visitors. They have also upgraded their database program to make it possible to track by zip code.

In addition to gathering information about the quantity of people of color accessing your service, consider collecting information about the quality of services being provided. To ascertain how people from different racial/ethnic backgrounds are experiencing an organization's services, offer simple customer-satisfaction surveys. If you ask people to take these surveys, ask them to share voluntarily their race/ethnicity so that you can track any potential differences in experiences according to racial/ethnic backgrounds. Or host focus groups of clients/constituents and conduct more in-depth interviews to draw out more substantive information and opinions about how to improve programs.

**Complete Exercise 14-A: Articulating Constituents and Potential Constituents.**



## **Race, Ethnicity, and Culture in Programs and Services**

In just about every area of nonprofit work, there are ways that racial and ethnic backgrounds impact the delivery of services and programs. Here are three different types of nonprofit work that illustrate the direct impact of inclusiveness efforts on effectiveness.

### ***Health Care***

Many variables affect the treatment of groups of people from different racial and ethnic backgrounds. Racial/ethnic backgrounds can be a factor in the way certain illnesses affect different individuals and can also affect the perceptions that people have about receiving treatment.

**For example**, some African Americans - especially older African Americans - may be reluctant to receive treatment because unsuspecting African Americans have been victims of experimentation by certain government agencies in the past. For example, in the Tuskegee Syphilis Study, 399 African-American men signed up with the U.S. Public Health Service for free medical care offered as a part of a study examining the effects of syphilis on the human body. Though researchers identified that these men had syphilis, the men were not notified that they had the disease, nor did they receive any treatment for syphilis over the decades during which they were involved in the study because the public health service wanted to track the development of syphilis in the patients. By 1972, 128 men had died of syphilis or related causes.<sup>3</sup>

Also, some cultures highly value complementary, homeopathic treatments over western methods; this perspective will influence the approach and needs of different individuals when seeking health care.

Howard Ross of Cook Ross consulting firm, sums up inclusiveness issues in health care this way:

“We know that certain diseases and medications affect various races in different ways. We know that there are cultural patterns to what people expect from a doctor/patient relationship. This goes way beyond social justice. This is about how to deliver quality healthcare and make sure people are satisfied with the care they get.”<sup>4</sup>

### ***Grantmaking***

As the field of philanthropy becomes more inclusive, foundations have developed methods for addressing issues of inclusiveness through their grantmaking practices. Here are several methods that some foundations employ:





- First, foundations may use an inclusiveness lens when creating funding guidelines.

**For example,** a foundation may ask grant applicants to discuss how race, ethnicity, and culture may affect how different communities perceive the organization's work.

They may also ask grantees to identify the demographics of the communities they serve and compare that information to the demographics of their staffs and boards of directors. Program officers and grantmaking committee members may also talk to organizations about these issues and encourage them to create inclusive programs.

- Second, foundations may develop initiatives focused on addressing the specific needs of communities of color.

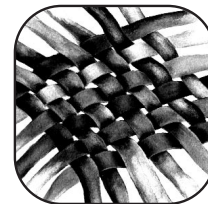
The Otto Bremmer Foundation in Minnesota has done just that. The foundation is located in an area traditionally populated primarily by Norwegians and Swedes in which the racial composition has changed significantly in recent years. The foundation set out to understand new racial tensions in the community. After spending time talking to community members, the trustees developed a new program, Promoting Human Rights and Equality, which “supports cooperative interactions to battle bigotry in its many guises.”<sup>5</sup>

### *Conventional Museums*

Many museums serving the general public wrestle with issues of inclusiveness, including questions about whether their visitors are representative of the broader community. Some museums have also noted that they have very little diversity among their board members, staff, and donors. Therefore, museums have begun to use the following strategies to create more inclusive programs:

- Some museums analyze their permanent collections and traveling exhibitions to determine whether or not they are presenting works of interest to a broad array of cultural groups.
- Additionally, some museums look at whether the images depicted and artifacts displayed may have a cultural bias that is disrespectful of racial/ethnic groups.





In examining inclusiveness and diversity, the British Museum & Galleries Commission researched best practices among museums and galleries and listed some issues for museums to consider when striving to create more inclusive programs:

- Does the museum's local history collection cover the full picture of local communities?
- Some collections contain objects acquired as a result of colonial conquest. It is important that the museum is clear about its policy on displaying these objects and makes the history of acquisitions clear in labeling and interpretation.
- Some objects may have a sacred significance to communities. Having a clear policy both on their display and possible restitution could avert conflicts with different communities.
- The occasional initiative directly related to ethnic minority interests will raise expectations within communities of color, and may, in the absence of ongoing work, lead to disillusionment. It is important to have a consistent policy and long-term commitment.<sup>6</sup>

Whether or not your organization falls into one of the areas of nonprofit work described above, these examples can stimulate thinking among your Inclusiveness Committee members about ways that creating more inclusive programs and having a diverse constituency can directly impact your organization's effectiveness.

**Complete Exercises 14-B: Benefits and Barriers to More Inclusive Programs and Diverse Constituents and 14-C: Analyzing Information.**

## **Creating More Inclusive Programs and Diverse Constituents**

Research completed by The Denver Foundation in 2003 found that nonprofit organizations generally tend to design programs using three different approaches to reach their constituents.<sup>7</sup>

### ***One Size Fits All***

Programs are developed for an organization's traditional client base without consideration of the needs of diverse populations.

**For example**, a substance-abuse treatment program sends a monolingual white outreach worker into a diverse low-income community with a large immigrant community. The materials she carries are only printed in English. Though the outreach worker has worked in the field for years and has helped many individuals access the programs her organization offers, she has had almost no success with recent immigrants. The organization continues to send her into this neighborhood with no cultural-awareness training and no support from others who have more familiarity with various immigrant populations.



### *Specific to Communities of Color*

Programs are developed for particular racial or ethnic populations.

**For example**, an arts organization determines that it wants to cultivate the creative talents of young artists of color and creates an after-school program aimed at young people of color called “Culture and the Arts” in a neighborhood that is predominantly Latino and Vietnamese. Art instructors are multilingual, materials are multilingual, and outreach efforts focus on young people of color from the neighborhood. The curriculum includes instruction on the artistic accomplishments of artists of color and lessons on the artistic traditions of Latino and Vietnamese cultures.

### *Universal and Inclusive*

Programs are intentionally designed to reach everyone in an organization's service area, which includes, but is not limited to, people of color. Programs are developed with an awareness of how people from different cultural backgrounds might respond.

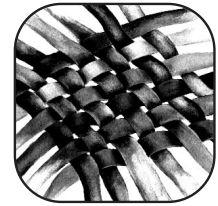
**For example**, a human services organization provides health care services to low-income neighborhood residents. The organization dedicates funding to ensure that it has offices located in low-income neighborhoods. It employs a diverse staff, some of whom are bilingual, and prints bilingual materials. Staff members of all racial and ethnic backgrounds go through regular training programs to ensure that they are aware of different cultural perspectives on health and access to health care.

Highly inclusive organizations have programs that are mostly *Universal and Inclusive* and, to a lesser extent, programs that are *Specific to Communities of Color*. Organizations that are not very inclusive typically create *One Size Fits All* programs and, in some instances, design programs *Specific to Communities of Color*.

Interestingly, The Denver Foundation's research identified a trend regarding the progression of organizations as they strive to become more inclusive.

- Organizations that are transitioning from being only moderately inclusive to making a determined effort to becoming highly inclusive often develop programs that are *Specific to Communities of Color*.
- Once organizations develop a comprehensive knowledge of diverse communities and create a fully inclusive culture, they have enough knowledge to confidently design and implement *Universal and Inclusive* programs and have less need to create programs specifically targeted at communities of color.

- Organizations that are having difficulty becoming more inclusive sometimes develop programs that are *Specific to Communities of Color* to compensate for their overall lack of connection to communities of color.



**For example,** Denver Center for Crime Victims is very attuned to the needs of its clientele and designs programs in response to those needs. Inclusiveness practices are well integrated as part of the agency culture. The agency repeatedly demonstrates foresight, knowledge, and leadership in the programs that are designed and implemented to respond to the needs of communities of color. Staff emphasizes the importance of understanding inclusiveness and cultural nuances as primary to serving victims of crime, particularly if they are people of color.

In some cases, programs that are *Specific to Communities of Color* provide excellent opportunities for organizations to learn more about their constituents and to begin integrating inclusiveness practices into the organization. However, if these programs are designed without a true commitment from the leadership to creating a more inclusive organization, it is unlikely that there will be any significant impact.

**For example,** one organization received money from a funder to create an education and outreach program for school children of color. The organization hired a person of color deeply committed to working with communities of color to run the program. As a separate entity within the organization, the program appears to be meeting its goals and has been an unqualified success. However, the CEO of the organization and board members (including one board member of color) generally believe that the organization should be “colorblind” as it does its work. They have not integrated the program into the broader work of the organization. When funding for the program ends, chances are, the staff person of color may leave, the program will not be continued, and the lessons learned from the program won’t have a lasting impact on the organization.

#### ***Develop Partnerships With Others Who Have Cultural Competence in Your Field***

Fortunately, you don't have to do the work of creating more inclusive programs alone. Chances are good that you can develop partnerships with other organizations in your community to strengthen your programs.

**For example,** a health and human services agency may ask other organizations who work with a similar population to provide referrals from communities of color. Or a conventional arts organization can partner with a cultural institution that has roots in a particular community to co-host a series of forums on a topic that is of interest to both organizations.



Creative partnerships could lead to collaborations that can help your organization create more inclusive programs and attract a more diverse constituency. However, be sensitive to the needs and resources of other organizations when pursuing partnership opportunities. While there will likely be organizations ready and available to partner with you, other organizations with roots in specific communities of color may find that their resources have been spread too thinly by acting as a partner with too many mainstream organizations.

### *Engage Constituents*

One way to develop new strategies for creating more inclusive programs and attracting a more diverse constituency to your organization is to ask your constituents for suggestions. Constituents often have great ideas that the staff and board haven't thought of, particularly when an organization's board and staff are not yet very diverse. You can develop formal and informal mechanisms to engage constituents.

**For example,** organize a fun gathering with constituents for the express purpose of asking them for input. Provide refreshments, and provide time for people to mingle and get to know each other as well as to get to know your organization. You can also ask constituents to provide their ideas to you by interviewing them or asking them to fill out a questionnaire.

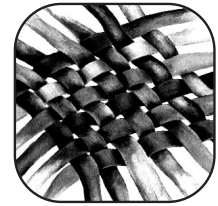
Informal interactions with constituents are also important. Encourage staff and board members to ask constituents, during other interactions, if they have ideas about how to create more inclusive programs and a more diverse constituency.

### *Create a Programs and Constituents Advisory Board on Inclusiveness*

An advisory board dedicated to developing inclusive programs and diverse constituencies may be useful. However, in many nonprofit organizations, staff members feel a great deal of ownership regarding the design and implementation of programs. As such, they often resist outside input regarding their programs and may be reluctant to create an advisory board for this reason. Yet programming is the core work of nonprofit organizations and is a useful arena in which to receive input.

Remember, an advisory board does just that: it advises. Advisors should understand that their role is to provide input, not to make decisions for an organization. If the advisory board believes that their role is to make decisions, those who serve on the advisory board may end up being very disappointed when their recommendations do not lead immediately to programmatic changes. This type of misunderstanding can damage an organization's reputation within communities of color. Therefore, it's

important that organizations communicate to advisors that they value the thoughts and feedback of their advisors while emphasizing that advisors will not be decision makers for the organization.



If you decide to create an advisory board to get input on how to create more inclusive programs and diverse constituents, the following suggestions can guide you in getting the advice you need from this group:

- Clarify the purpose of the advisory board before it is assembled and ensure that all members have the purpose in writing before they agree to serve.
- Decide who will chair the advisory board. It may be appropriate for a board member to serve as chair so that there is an official liaison between the advisory board and the board of directors.
- Clarify expectations of advisory board members regarding the number of meetings and work outside of meetings.
- In most cases, a majority of inclusiveness advisory board members should be people of color. However, there are many white people who have experience that may be useful to you regarding inclusive programs, so do not exclude those individuals simply because of their race.
- Ask people to serve who have experience and expertise in areas related to your organization's programs; do not tokenize people of color by asking them to serve just because of their race or ethnicity.

### *Find a Mentor*

Many individuals and organizations have already developed effective strategies to create inclusive programs and diverse constituents. You may be fortunate enough to be able to take advantage of their wisdom and experience. Try to find an individual or organization, preferably from within your field, willing to serve as a role model for you.

Be careful, though, about asking too much. Sometimes people are asked so often to serve in an unpaid advisory capacity that they get tired of it. Or sometimes the experience becomes disheartening because they spend time with groups hoping that it will have a positive impact on their community, only to find out that the organization didn't have an ongoing commitment to inclusiveness so there was no discernible, lasting impact. Visible leaders of color who are frequently asked to volunteer their time to help organizations deal with issues of diversity and inclusiveness too often experience this situation. Ask whether someone would be interested in serving in a mentorship role for your organization, and have an honest dialogue about goals and past experiences.



There are many other strategies you can use to create more inclusive programs and diverse constituents. Every organization has its unique circumstances that influence programs and constituents that should be taken into account throughout an inclusiveness initiative.

**Complete** *Exercise 14-D: Developing an Action Plan for Programs.*

**Track your progress in completing Module 14 on the End-of-Module Checklist, located after the exercises.**

<sup>1</sup> Pease, Katherine & Associates, *Inside Inclusiveness: Race, Ethnicity, and Nonprofit Organizations*. The Denver Foundation, July, 2003.

<sup>2</sup> The Children's Museum, Interview.

<sup>3</sup> Levine, Jeff, "Sour Legacy of Tuskegee Syphilis Study Lingers," the Associated Press, May 16, 1997. <http://www.cnn.com/HEALTH/9705/16/nfm.tuskegee/index.html>

<sup>4</sup> Barbian, Jeff, "Moving Toward Diversity." Trainingmag.com. Copyright VNU eMedia, Inc. Feb. 2003. Copyright ProQuest Company, Inc. [http://www.trainingmag.com/training/search/search\\_results\\_taxo.jsp](http://www.trainingmag.com/training/search/search_results_taxo.jsp)

<sup>5</sup> Oho Bremmer Foundation, cited in "Building on a Better Foundation: A Toolkit for Creating an Inclusive Grantmaking Organization." Donors Forum of Chicago; Minnesota Council on Foundations; Northern California Grantmakers; New York Regional Association of Grantmakers.

<sup>6</sup> Khan, Nasseem, "Responding to Cultural Diversity: Guidance for Museums and Galleries Fact Sheet." Museums & Galleries Commission.

<sup>7</sup> Pease, Katherine & Associates, *Inside Inclusiveness: Race, Ethnicity, and Nonprofit Organizations*. The Denver Foundation, July, 2003

---

---

## EXERCISE 14-A

---

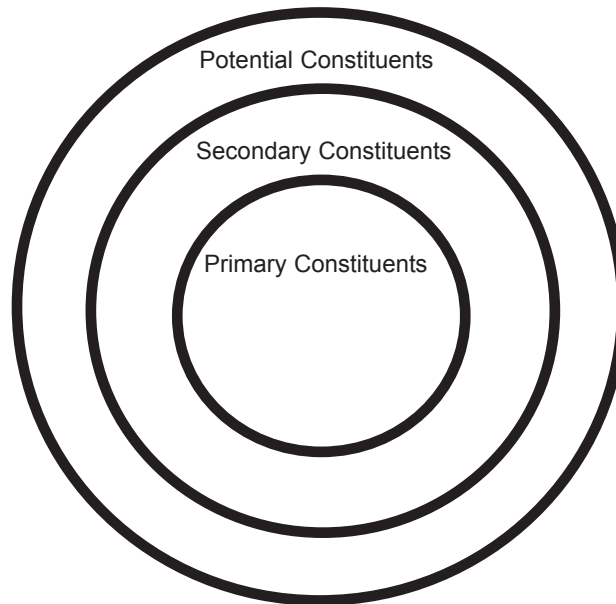
---

### Articulating Constituents and Potential Constituents

**Instructions:**

Discuss the diagram below from an inclusiveness perspective and determine the racial/ethnic groups that are in Rings 1, 2, and 3. Then, fill in the blanks. (If possible, compare the demographics of your core constituents to potential constituents.)

You will use this diagram when you consider programmatic changes that can help you become more inclusive of communities of color.



Ring 1: Primary Constituents: \_\_\_\_\_

Ring 2: Secondary Constituents: \_\_\_\_\_

Ring 3: Potential Constituents: \_\_\_\_\_

**Date Exercise Completed** \_\_\_\_\_





---

---

## EXERCISE 14-B

---

---

### Benefits and Barriers to More Inclusive Programs and Diverse Constituents

**Instructions:**

Write down all of the benefits and barriers that you can think of for having more inclusive programs and for having more diverse constituents.

- Before you begin, revisit Module 4: Making the Case for Inclusiveness, Exercise 4-B: Visualizing Greater Inclusiveness for a reminder of some of your initial reflections on this matter.
- In addition to the points discussed in the module, think about benefits that might be specific to your particular organization.

**Benefits**

---

---

---

**Barriers**

---

---

---

**Date Exercise Completed** \_\_\_\_\_



---

---

## EXERCISE 14-C

---

---

### Analyzing Information

**Instructions:**

Refer to Module 7: Information Gathering, Part 3: Compiling Results

- *Exercise 7-C: Available Facts: Compiling Other Information*
- *Exercise 7-G: Stakeholder Perspectives: Compiling Likert Scale Responses*
- *Exercise 7-H: Stakeholder Perspectives: Compiling Narrative Responses*

Select and review the information that pertains to mission and organizational values.

Answer the questions below.

**Available Facts**

In what ways is your organization's constituency more or less diverse than your community?

---

---

---

In what ways is your constituency more or less diverse than other organizations in your field?

---

---

---

continued

**EXERCISE 14-C: Analyzing Information *continued***

---

---

What best practices from the field regarding programs and constituents are applicable to your organization?

---

---

---

What trends can you identify related to your programs and constituents that are relevant to your inclusiveness initiative?

---

---

---

Did you notice anything else regarding your programs and constituents from the results of the available facts scan?

---

---

---

continued

**EXERCISE 14-C: Analyzing Information *continued***

---

---

**Stakeholder Perspectives**

What salient themes regarding your organization's programs and constituents were identified by a majority of your stakeholders?

---

---

---

In what ways is, or is not, the culture of the organization perceived to be welcoming of diverse constituents?

---

---

---

Do stakeholders believe that the organization currently has a system for reaching out to constituents of color? If so, is it effective?

---

---

---

continued

**EXERCISE 14-C: Analyzing Information *continued***

---

---

What stories or strongly held beliefs regarding your organization’s programs and constituents were identified by stakeholders?

---

---

---

Are there any significant inconsistencies in perspectives among groups of stakeholders regarding your organization’s programs and constituents?

---

---

---

What trends can you identify regarding your organization’s programs and constituents based on the perspectives of your stakeholders?

---

---

---

continued



**EXERCISE 14-C: Analyzing Information *continued***

---

---

Did you notice anything else regarding the stakeholder perspectives in relation to programs and constituents?

---

---

---

Is there any additional information regarding programs and constituents that currently isn't available that you would like to collect in the future?

yes  no

If YES, what information would be helpful?

---

---

---

**Date Exercise Completed** \_\_\_\_\_



---

---

## EXERCISE 14-D

---

---

### Developing an Action Plan for Programs

**Instructions:**

*Using the following template, record the problem statement, goals, etc., as well as the steps that you will take to accomplish your goals. Remember that every organization usually has its own way of defining goals and objectives. The outline below can be tailored to match your organization's usual planning process.*

(1) What is the primary problem you want to address in regards to your programs and constituents?

---

---

---

(2) What is/are your desired goal(s)?

---

---

---

continued

**EXERCISE 14-D: Developing an Action Plan for Programs *continued***

---

---

(3) For each goal, what is/are your desired outcome(s)?

---

---

---

(4) For each goal, what are the primary objectives you hope to accomplish?

---

---

---

(5) For each objective, what tasks will you complete to accomplish the objective?

---

---

---

(6) Who will be responsible for completing each task?

---

---

---

continued

**EXERCISE 14-D: Developing an Action Plan for Programs *continued***

---

---

(7) When will the objectives and tasks be completed?

---

---

---

(8) What resources, financial and otherwise, are necessary for achieving each goal?

---

---

---

**Date Exercise Completed** \_\_\_\_\_



---

---

## END-OF-MODULE CHECKLIST

---

---

### Module 14

<i>Action Item</i>	<i>Date Completed</i>	<i>Notes</i>
Review content on developing more inclusive programs and a more diverse base of constituents.		
Analyze the information gathered about programs and constituents.		
Develop an action plan to accomplish goals and objectives.		
Recognize your progress to date and communicate it to appropriate stakeholders.		



