

MODULE 8: CREATING THE FRAMEWORK FOR AN INCLUSIVENESS BLUEPRINT

Step One: Creating Your
Inclusiveness
Committee

Step Two: Training and
Consultants

Step Three: Definitions and
Case Statement

Step Four: Gathering and
Analyzing
Information

Step Five: Creating Your
Inclusiveness
Blueprint

Step Six: Implementation



MODULE 8: CREATING THE FRAMEWORK FOR AN INCLUSIVENESS BLUEPRINT

Overview of Content

This module represents a turning point in your inclusiveness initiative. By the time you complete this module, the groundwork will be laid for making changes that will expand your organization's inclusiveness. If you've followed the steps in the previous modules, you should be well prepared to complete this module.

In this module you will learn about and create the framework for your organization's inclusiveness blueprint. In addition, you will:

- Prioritize two to four categories that you will focus on for your inclusiveness blueprint.
- Preview the work that is ahead of you in *Modules 9-16*.
- Review your progress to date and check in on your how your internal process is working.
- Celebrate the accomplishments that you have already made toward becoming a more inclusive organization.

Who to Involve

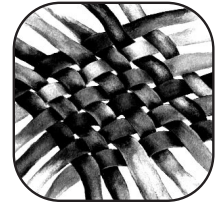
The work in this module should be completed by all of the members of the Inclusiveness Committee.

Exercises to Complete

- *Exercise 8-A: Creating a Framework for Your Inclusiveness Blueprint*
- *Exercise 8-B: Reviewing Our Process*
- *End-of-Module Checklist*

Step Five: Creating Your
Inclusiveness
Blueprint

MODULE 8: CREATING THE FRAMEWORK FOR AN INCLUSIVENESS BLUEPRINT



What Is an Inclusiveness Blueprint?

An inclusiveness blueprint is a plan that outlines your priorities and action steps for becoming more inclusive. It is similar to a detailed strategic plan and includes goals, objectives, tasks, timelines, and individuals responsible for accomplishing each task. The blueprint is grounded in data: the priorities your organization identified in the blueprint will be developed based on the information you collected during the information-gathering phase. The wisdom your organization has had up to this time will be expanded by facts, figures, and perceptions of stakeholders.

A successful blueprint yields many benefits. A good blueprint can:

- Create internal agreement and clarity about the priorities of your organization in relation to inclusiveness.
- Ensure that everyone in your organization understands how specific action items correspond to particular goals and outcomes that you hope to achieve.
- Lead to more successful teamwork based on common understanding.
- Foster better communication about inclusiveness issues between board and staff.
- Ensure that your organization designates appropriate resources (time, money, energy) to achieve a specific goal.
- Connect action items to **achievable milestones** with which you will be able to monitor achievements and assess results.

The following is the general format for your inclusiveness blueprint:

- *Introduction:* Why you decided to do an inclusiveness initiative, the process you have engaged in, the major goals you hope to accomplish as you work through your inclusiveness blueprint, and similar matters.
- *Key findings from the information-gathering process:* A summary of the results of your research on available facts and stakeholder perspectives.
- *A plan for each prioritized category:*
 - Mission and Organizational Values
 - Board of Directors
 - Personnel
 - Organizational Culture



- Volunteers and Helpers
- Programs and Constituents
- Marketing and Community Relations
- Fundraising and Membership

Depending on your priorities, you will include some or all of the following information in the plan for one or more of the categories above:

- Information-gathering results (strengths as well as weaknesses)
- Problem statement
- Goal(s)
- Outcomes
- Objectives
- Tasks
- Responsible party
- Timeline
- Budget

Definitions

Goals: Statements that define what your organization is trying to accomplish in relation to its inclusiveness practices. Example: _____ (organization) will improve both the quantity and quality of services to individuals of color within our service area.

Outcomes: Specific, measurable results you hope to achieve to become more inclusive. Example: The rate of individuals of color accessing our services will increase by 10 percent.

Objectives: Precise, measurable (or at least verifiable), time-phased activities that support the achievement of a goal. Example: In six months, we will have placed advertisements about our program in local media for communities of color.

Tasks: Specific actions required to complete an objective. Example: Create advertising copy in Spanish.¹

Please note that every organization tends to have its own way of talking about goals and objectives and its own planning process. The format for the blueprint should be adapted to suit your organization. It will be stronger and more useful if it is aligned with good existing planning mechanisms. For example, you may want to follow the format you use for creating a strategic plan and/or an annual plan.

Modules 9-16 are designed to help you articulate the goals, outcomes, and objectives for your organization, in relationship to a specific area/category of activity (Volunteers, Fundraising, etc.). They all have a similar format.



By the end of *Module 16*, you will have considered all areas of your organization's work, thereby making your blueprint complete. If you choose not to look at all possible categories, skip modules that relate to categories you are not reviewing. For example, if you choose not to collect information on Fundraising, then you will skip *Module 16*.

For a sample of a portion of an inclusiveness blueprint, turn to the Appendix.

How Long Should the Inclusiveness Blueprint Last an Organization?

The inclusiveness blueprint will likely cover a two to four year span. That is to say, the time that it takes for an organization to begin implementation of the blueprint until the time that the desired outcomes are achieved should be between two and four years. However, this time period can vary significantly depending on the organization. Some organizations may decide to use the same basic framework for the blueprint for five or more years but actively work to update it every 12 months. Others may decide that it will only take 18 months to complete the initial outcomes and then start from scratch at the end of 18 months with a new blueprint. Each organization must decide for itself the duration that will best suit its needs.

“Our every action has a universal dimension, a potential impact on others’ happiness.”

*-His Holiness the 14th
Dalai Lama*

Creating the Blueprint

As you complete *Modules 9-16*, you will have the opportunity to answer the following questions as they relate to each category you prioritize (i.e., Mission and Organizational Values, Board of Directors, Personnel):

1. From Available Facts (Refer to exercises completed in *Module 5*.)

- In what ways is your organization **more inclusive than your community?**
- In what ways is your organization **more inclusive than your field?**
- In what ways is your organization **less inclusive than your community?**
- In what ways is your organization **less inclusive than your field?**
- Are there any **best practices** from the field that might be applicable to this particular category?
- What **trends** can you identify regarding your organization's inclusiveness practices based on the available facts?



- Is there any **additional information** not currently available that would be helpful to collect as a part of the inclusiveness process in the future?
- Is there **anything else** that you noticed regarding the available facts?

2. From Stakeholder Perspectives (Refer to exercises completed in *Module 6.*)

- What significant **themes** did a majority of your stakeholders identify?
- What stories or **strongly held beliefs** regarding your organization's inclusiveness practices were identified by stakeholders?
- Are there any significant **inconsistencies** in perspectives among groups of stakeholders?
- What **trends** can you identify regarding your organization's inclusiveness practices based on the perspectives of your stakeholders?
- Is there **anything** else that you noticed regarding the stakeholder perspectives in this category?

3. Action Plan: Goals and Objectives (To be addressed in *Modules 9-16.*)

- What is/are the primary problem(s) you want to address?
- What is/are your desired goal(s)?
- What is/are your desired outcome(s)?
- What are the primary objectives you hope to accomplish?
- What tasks will you complete to achieve the objectives?
- Who will be responsible for completing the tasks?
- When will the objectives and tasks be completed?
- What resources, financial and otherwise, are necessary for achieving your goals?

The above are the core components of an inclusiveness blueprint. Your blueprint will also include an accountability plan that will detail how your organization will ensure that goals and objectives are met. The accountability plan will be covered in more detail in *Module 18.*

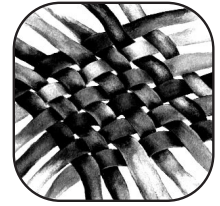
Preliminary Analysis of the Data and Prioritization of Categories

It is now time to decide the categories that you will prioritize for your inclusiveness blueprint. Most organizations will choose two to four areas on which to focus their work. For example, an organization may choose to improve its organizational culture so that it is more welcoming of communities of color, to create a more inclusive board of directors, and to find ways to improve their ability to serve communities of color effectively.

Exercise 8-A: Prioritizing Categories will help you determine the general categories on which to focus your work. Depending on which categories you prioritize, you will only complete the modules in the blueprint that correspond with the chosen categories. For example, if an organization were to select the three areas noted above, it would complete the following modules: *Module 10: Boards of Directors*; *Module 12: Organizational Culture*; and *Module 14: Programs and Constituents*.

There are a few important points to keep in mind as you determine which categories to prioritize.

- *Do what's realistic.* Most organizations cannot sustain more than a few major changes at a time.
- *Try to do some internal work and some external work.* For example, work on improving inclusiveness among the staff and your organizational culture and try to improve your community relations strategies.
- *Have patience.* In some ways, the process of doing the work is more important than the actual outcomes. As you actively seek to improve your work in one area of the organization, there will be reverberations throughout the organization (most will hopefully be positive!). If you're anxious to get a lot done immediately, try to resist the temptation and remember that change will come in time.
- *Place a higher priority on areas for which there is a lot of energy and enthusiasm.* For example, if your board of directors is deeply focused on other work (e.g., raising money for a capital campaign) right now and is less interested in inclusiveness work at this time than the staff, it may be best not to prioritize working with the board of directors for the time being. (This is not a reason to deemphasize the work of the board permanently.)
- *Play to your strengths as well as your challenges.* For example, the process of gathering information might uncover that ethnic media outlets have positive perceptions of your organization but communities of color in general don't seem to know a lot about what you do. If this is the case, then, you may want to focus on community relations to take advantage of the positive perceptions of ethnic media outlets to promote your messages in communities of color.





Choosing which categories to prioritize for your inclusiveness blueprint should be relatively easy now that you have completed *Modules 5, 6, and 7* about information gathering. Follow the steps in *Exercise 8-A: Prioritizing Categories* to determine the categories that make the most sense for you to focus your efforts on during the remainder of the inclusiveness blueprint.

Complete *Exercise 8-A: Prioritizing Categories*.

Now it's time to decide which components to include in your organization's inclusiveness blueprint. Remember, just like a strategic plan, an inclusiveness blueprint is a dynamic document that will change as circumstances require. The basic framework for your blueprint and its contents can and should change over time as you learn more about your organization in relation to inclusiveness work.

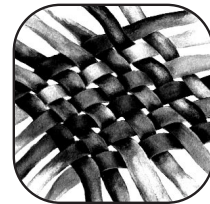
Complete *Exercise 8-B: Creating a Framework for Your Inclusiveness Blueprint*.

Note for Organizations Interested in Addressing Other Diverse Communities

- As you develop the inclusiveness blueprint, consider returning to the original discussions you had in *Module 4: Making the Case for Inclusiveness (Exercise 4-A: Defining Inclusiveness and Diversity for Your Organization)*. Within your inclusiveness blueprint, it is a good idea to clearly state why your organization chose to focus on the communities and/or characteristics it did, and when appropriate, to provide definitions.
- In addition, you may want to address any methodological challenges that limited your ability to collect information on particular groups. For example, if you hoped to get information on lesbian, gay, bisexual, and/or transgender individuals and were unable to find relevant data during the information-gathering phase, you may wish to include that information in the overview of definitions and/or in the overview of key findings.

Check in on Your Process and Celebrate Your Progress!

Before continuing with the next module, take some time to reflect on the process thus far. Ask yourselves whether your process is working effectively, whether you still have the right people involved in the process, and whether you need to make any process-related course corrections before you begin.



Complete Exercise 8-B: Reviewing Your Process.

Also, be sure that you have informed your stakeholders of the tremendous progress you have made. To do this, go back to *Module 1 (Exercise 1-B: Communicating With Your Stakeholders)* and make sure that you continue to provide people with information and opportunities to offer feedback.

In addition, revisit your organization's definition of inclusiveness and make sure that it is still relevant. Have you learned anything already that might change your original definition of inclusiveness? If so, take the time now to edit the original definition and then make certain that you have made your stakeholders aware of any changes.

Most importantly, think about appropriate ways for your organization to celebrate your accomplishments that might take into consideration your new awareness of issues of inclusiveness. And as always, recognize the people who have provided leadership and support to this initiative and thank them for their commitment to creating a more inclusive organization.

Track your progress in completing Module 8 on the *End-of-Module Checklist*, located after the exercises.

¹ Allison, Michael, Jude Kaye, and the Support Center for Nonprofit Management, *Introduction to Strategic Planning*, a Wiley Publication, 1997.

Module 8: Creating the Framework for an Inclusiveness Blueprint

CHC sets priorities for its inclusiveness blueprint.

Trevor and Eleanor presented their compilations of the information-gathering process to the Inclusiveness Committee. The committee members found the information fascinating and asked lots of questions.

“So the staff feels that we could be doing more, especially with our volunteers and fundraising, but the Board generally believes we’re right where we should be,” said Eleanor. “There are two other Board members, besides Beth and Jeff, who see the need for change. The other six members think things are going along fine and feel uncomfortable with doing anything that would rock the boat. Among those six, though, I would say four are open to learning more...if we can convince them it would make the organization better.”

“Where does Mrs. Dreyfuss fall in that assessment?” asked Jeff.

“She’s not one of the members who see the need for change, but she’s open to discussing this further. She definitely wants to keep Joe happy, so that’s an important leverage point,” said Eleanor, smiling at her boss. “She was surprised when I told her that other clinics in communities like ours have diversified their Boards. She said that she doesn’t have anything against doing it, she just doesn’t want to compromise the Board’s ability to raise money.”

“Oh, that just gets me,” said Marcie. “Why would she assume that diversity would erode fundraising?”

“I know,” said Eleanor. “But we need to meet people where they are, and help them learn about all of the contributions that people of color can make to our work. I keep thinking about how the light bulb went on for me about this issue, and I hope that we can help make it go on for these Board members.”

Jeff cleared his throat. “Well, since I’m the head of the nominating committee, I think we can make some changes - eventually.”

“I agree, Jeff,” said Joe. “There is a potential for making progress here. Especially since it sounds like this is a category where there is a definite discrepancy between the practices in our field and our organization, and also between the perceptions of different Board members.”

“Another place where we see that kind of discrepancy is in fundraising,” says Eleanor. She and Trevor explained their findings about the disparity the ethnicity of donors participating in events versus those who contributed to the donation boxes in the clinic. They also noted that the staff response on survey questions about fundraising revealed a strong base of ideas for making changes. Several staff members had suggested other types of events and activities that could draw in new donors.

“This sounds like another slam dunk,” said Hector. “We have two areas to prioritize.”

“What about personnel?” said Joe. “My sense is that this is an area where my predecessor had already done a lot of work. What did the findings show?”

“In comparison with other clinics, we’re more diverse in terms of staff, especially at the management level,” said Trevor. “And on the survey, the vast majority of staff reported that they believe we have a commitment to inclusiveness and that we have an open and welcoming workplace.”

“That’s not the same with our volunteers, though,” said Luisa. “At least from what I read about the focus groups.”

“You’re right, Luisa,” said Eleanor. “The focus group of patient families revealed some dissatisfaction with our volunteers. The families don’t feel entirely comfortable with the people we have volunteering at the welcome desk. And patients for whom English is not their first language vastly prefer to have a clinician who speaks their language.”

Trevor reported on the quantitative side. “Forty-nine percent of clinic volunteers responded that they have challenges creating a welcoming environment and 80 percent wanted additional training in working with diverse clients.”

Joe asked, “Luisa, Marcie, do you think we could make some progress here, or would it be too great of a challenge?”

“I have so many ideas, Joe, I can’t even tell you!” Luisa smiled. “It would be great to have some resources - time-wise, and the help of the staff - to make some improvements.”

Marcie nodded in agreement. “We’re ready to make the changes. It was really helpful to do the research and find out where our challenges are. But I’m still worried about the organizational culture

side of things. Though you talked about the happy side of the staff survey, I see that some staff made comments about the differential in treatment between administrative and professional staff.”

“I noticed that, too,” said Hector. “But no one makes any concrete suggestions for how to improve it.”

“No, but why should they? It should be our job as the managers to make the changes,” said Marcie.

“You’re right, of course. But the balance of the staff survey was so positive, I think we could probably deal with this concern at the management team level, just by changing some of our practices,” said Joe. “How about if we start with the three priority areas of Board, fundraising, and volunteers. I think this would give us an effective beginning to our inclusiveness work.”

“I agree,” said Melody. “As an admin person, I can say that the problems aren’t so big. Mainly, people want to see if we’re going to really make progress on the initiative.”

“Okay, okay,” said Marcie. “It’s just hard not to want to do everything at once!”

“I know,” Joe replied. “But we have to be patient with ourselves and this process. It takes time to change an organization. So, I’ll report to the staff and Board on what we’ve decided. We need someone to take responsibility for each area. This would involve leading the staff through the workbook module on developing an action plan for your area and helping with the implementation. I’ll take on the Board.”

Marcie and Luisa agreed to work together on the volunteer plan, and Eleanor took responsibility for fundraising.

Joe smiled. “Excellent, now...does anyone have feedback on our process so far? Is the committee structure still working for everyone? Do we need to add any members?”

People gave general assent to the committee and said that they felt the process had been working well.

Beth raised her hand. “Joe, I’d like to ask Mrs. Dreyfuss to join us for the Board and fundraising discussions. I think it’s important that we include her now.”

“What does everyone think?” Joe asked. There were nods around the table. “Sounds fine,” said Hector.

“Okay, folks, if you have further thoughts or concerns, let me know,” said Joe. “Now it’s time to put some action plans together! Let’s meet again in two weeks to talk about our progress.”

Note: Please see continuation of the story of Children’s Health Center in Modules 10, 13, and 16, in alignment with the selected focus areas.

EXERCISE 7-A

Identify Who Will Be Responsible for Compiling Data

Write the name of the person or persons who will be responsible for compiling the existing data below:

Write the name of the person or persons who will be responsible for compiling the stakeholder perspectives data below:

Date Exercise Completed _____

EXERCISE 7-B

Available Facts: Making Numerical Comparisons

This exercise allows you to compare whether your organization's demographics are similar to or different from the community's and the field's.

Instructions:

Refer to

- *Exercise 5-B: Selecting Facts to Collect About Your Community,*
- *Exercise 5-D: Selecting Facts to Collect About Your Field,* and
- *Exercise 5-E: Selecting Facts to Collect About Your Organization* for the data topics to include in your comparison.

Create a spreadsheet as follows:

- In one column record all of the community information that you collected, (e.g., race/ethnicity, class, language capacity, etc.).
- In another column, record any parallel information about your field (e.g., demographical information on typical users of an organization similar to yours).
- In another column, record any parallel information about your organization (e.g., demographical information on your board of directors, staff, etc.)

	Community	Field	Organization
<i>EXAMPLE</i> <i>language capacity</i>			
<i>non-English speaking</i>	<i>25%</i>	<i>40%</i>	<i>15%</i>
<i>English only</i>	<i>50%</i>	<i>30%</i>	<i>70%</i>
<i>Bilingual/multilingual</i>	<i>25%</i>	<i>30%</i>	<i>25%</i>

Date Exercise Completed _____

EXERCISE 7-C

Available Facts: Compiling Other Information

This exercise allows you to compare non-numerical data between your organization and your community and field.

Instructions:

Refer to

- *Exercise 5-B: Selecting Facts to Collect About Your Community,*
- *Exercise 5-D: Selecting Facts to Collect About Your Field,* and
- *Exercise 5-E: Selecting Facts to Collect About Your Organization* for the data topics to include in your comparison.

Create a spreadsheet or word processing document as follows:

- Put all of the non-statistical available facts that you gathered (e.g., personnel policies, etc.) into one document using either a spreadsheet or a word processing program. This will ensure that when you analyze the data you will have all the information you need for each category.
- Be sure to separate the data into categories. For example, create a heading that says “Mission” and put all of the information related to mission under that heading. Create headings for “Board of Directors,” “Personnel,” and so on, and place the information pertinent to each category under the appropriate heading.
- See example.

continued

EXERCISE 7-C: Available Facts: Compiling Other Information *continued*

Topic	Facts About Community	Facts About Field	Facts About Organization
<i>EXAMPLE Programs</i>	<p><i>Another local arts organization also believes that its programs are under-utilized by individuals of color.</i></p> <p><i>Several artists of color in our community have recently received prominent national awards and press.</i></p>	<p><i>The national council for our field reports that the majority of organizations have looked to reach out to communities of color. Partnering with arts organizations based in communities of color and re-working advertising strategies have been successful methods for some organizations.</i></p>	<p><i>We do not currently have any programs featuring the work of artists of color.</i></p>

Date Exercise Completed _____

SAMPLE 7-D

Sample Survey of Stakeholder Perspectives

The following is a sample of an inclusiveness survey. Then, after the sample survey, you will find an example of how the results from this particular survey might be compiled.

Thank you for agreeing to complete this short survey on the inclusiveness practices of _____ (name of organization). We seek to become more inclusive of communities of color. Your participation in this survey will influence our efforts. Your responses will be confidential. When you have finished the survey, please return it to:

contact person, name of organization, address

Your position with _____ (name the organization). (*Check the term that best describes your primary role with the organization.*):

- _____ Staff
- _____ Board
- _____ Donor
- _____ Former Board Member
- _____ Former Staff Member
- _____ Volunteer
- _____ Client
- _____ Community Partner (working closely with the organization)
- _____ Community Leader
- _____ Community Member

Your Race/Ethnicity

- _____ African American
- _____ Asian/Pacific Islander
- _____ Latino/Chicano/Hispanic
- _____ Middle Eastern
- _____ Mixed Racial/Ethnic Background
- _____ South Asian
- _____ White/Caucasian
- _____ Other _____

continued

SAMPLE 7-D: Sample Survey of Stakeholder Perspectives *continued*

Please answer the questions below using the following scale and/or with a written answer:

- 1 = not at all
- 2 = a little bit
- 3 = somewhat
- 4 = quite a lot
- 5 = a great deal
- dk = don't know

For the purposes of this survey, ***inclusiveness*** is defined as...

Organizational Mission

The mission of _____ (name of organization) is...
(Fill this in ahead of time so that respondents can reflect on the actual mission.)

1. Does the mission of _____ impact communities of color?
1 2 3 4 5 dk

2. Do you feel that communities of color generally respond positively to
_____ 's mission?
1 2 3 4 5 dk

3. Are the values related to inclusiveness that are espoused by
_____ consistent with the values that it practices?
1 2 3 4 5 dk

4. Do you have any suggestions about how _____ 's mission
statement could be changed to expand inclusiveness?

5. Please provide further comments related to mission-related issues here:

continued

SAMPLE 7-D: Sample Survey of Stakeholder Perspectives *continued*

Board of Directors

1. Do you feel people of color generally feel comfortable serving as members of the board of directors of _____?

1 2 3 4 5 dk

2. Do people of color and white people generally serve as directors for the same amount of time?

1 2 3 4 5 dk

3. Does the board of directors of _____ consider issues relating to race and ethnicity when it sets policies and makes decisions for the organization?

1 2 3 4 5 dk

4. What could the board of directors of _____ do differently to become more inclusive, if anything?

5. What could the board of directors of _____ do differently to address the needs of communities of color, if anything?

Please provide further explanation on any governance-related issues here:

continued

SAMPLE 7-D: Sample Survey of Stakeholder Perspectives *continued*

Personnel

1. Are people of color and white people with similar professional backgrounds and skills recruited and promoted equally at _____?

1 2 3 4 5 dk

2. Has _____ been able to effectively retain people of color?

1 2 3 4 5 dk

3. Are staff at certain levels of the organization more likely to be people of color than at other levels?

1 2 3 4 5 dk

4. What factors have influenced retention among people of color at _____?

5. What could _____ do, if anything, to recruit and retain staff members of color at all levels?

6. Please provide further explanation on any personnel-related issues here:

continued

SAMPLE 7-D: Sample Survey of Stakeholder Perspectives *continued*

Programs

1. Does _____ specifically consider race/ethnicity and/or culture in designing and implementing programs?

1 2 3 4 5 dk

2. Does _____ make services available in geographic locations that are convenient and accessible to communities of color?

1 2 3 4 5 dk

3. Does _____ translate materials into languages that are spoken by communities of color in its service area?

1 2 3 4 5 dk

4. Is there anything that _____ does to hinder providing services to people of color? Please explain.

Please provide further explanation of any program-related issues here:

Date Exercise Completed _____

continued

SAMPLE 7-E

Stakeholder Perspectives Likert Scale Responses (Quantitative)

Respondent ID #	Racial/Ethnic Background*	Stakeholder Group(s)	Mission	Mission Question 1	Mission Question 2	Mission Question 3	Governance	Board of Dir. Question 1	Board of Dir. Question 2	Board of Dir. Question 3	Personnel	Personnel Question 1	Personnel Question 2	Programs	Programs Question 1	Programs Question 2	Programs Question 3
1	W	S		4	2	2		3	5	1		4	5		2	1	1
2	SA	FS		3	2	5		4	4	4		2	2		4	3	3
3	L/C/H	B		4	4	4		3	3	2		2	3		5	4	4
4	W	B		5	5	4		5	4	4		dk	dk		3	4	4
5	W	S		dk	3	3		3	dk	dk		4	3		2	2	2
6	AA	FB		4	5	4		dk	dk	dk		dk	dk		3	2	1
Total Score				20	21	22		18	16	11		12	13		19	16	15
Total # of responses				5	6	6		5	4	4		4	4		6	6	6
Average score				4.0	3.5	3.7		3.6	4.0	2.8		3.0	3.3		3.2	2.7	2.5
<p>*Racial/Ethnic Background Code AA = African American API = Asian/Pacific Islander L/C/H = Latino/Chicano/Hispanic ME = Middle Eastern MX = Mixed Racial/Ethnic Background NA = Native American/American Indian SA = South Asian W = White/Caucasian O = Other</p>																	
<p>S = Staff B = Board C = Client FS = Former Staff FB = Former Board dk = don't know</p>																	
<p>Scale of 1 - 5, with 1 being the lowest</p>																	

SAMPLE 7-F

Sample Stakeholder Perspectives Narrative Responses (Qualitative)

Question Number	Respondent ID #	Respondent's Stakeholder Group	Racial/Ethnic Background	Comments from Respondents
Mission Q1	2	FS	SA	Communities of color are in great need of XYZ's work.
Mission Q4	5	S	W	It should explicitly state that serving diverse communities is a priority.
Mission Q4	4	B	W	It is great the way that it is; it's generic and it speaks to everyone's needs.
Mission Q5	6	FS	AA	There's a myth at XYZ organization that they are already serving the needs of communities of color adequately, which isn't true.
Governance Q3	1	S	W	The board tries to address issues of race but without more diversity it's very hard.
Governance Q3	3	B	L/C/H	The Board did a good job when it created a policy regarding bilingual language capacity - now it needs to be implemented.
Governance Q5	6	FB	W	Become more diverse; develop advisory committees with p.o.c.
Personnel Q1	1	S	W	We try to recruit people of color but they don't seem to want to work for us
Personnel Q1	3	B	L/C/H	People of color won't be interested in XYZ organization until its programs are more responsive to communities of color.
Personnel Q3	6	FB	AA	The ED has only limited knowledge about communities of color so she doesn't recruit effectively.
Personnel Q3	6	FS	AA	There's a lot of good effort made to recruit people of color but the organization is based in a mostly white community so people of color are not as interested in working there.
Programs Q3	2	FS	SA	Good work translating into Spanish; could improve with more Vietnamese translations.
Programs Q4	4	B	W	The staff are diverse.
Programs Q4	1	S	W	The executive director has prevented staff from developing new outreach programs that would help us learn more about communities of color.
Programs Q5	2	FS	Y	There's a lack of basic knowledge about communities of color, E1 especially immigrant communities. For example, there are concerns among immigrants around utilizing law enforcement due to fears of deportation that staff don't seem to get.

|

EXERCISE 7-G

Stakeholder Perspectives: Compiling Likert Scale Responses (Quantitative)

Instructions:

Using the spreadsheet provided as a model (Exercise 7-E: Sample Stakeholder Perspectives Likert Scale Responses), create a document with all of the numeric answers provided by your stakeholders.

To the extent possible, be sure to keep the data segmented by category. This will be useful when you analyze the data in each of the subsequent modules.

Date Exercise Completed _____

EXERCISE 7-H

Stakeholder Perspectives: Compiling Narrative Responses (Qualitative)

Instructions:

Using the example provided as a model (Exercise 7-F: Sample Stakeholder Perspectives Narrative Responses), create a spreadsheet with the verbal or written responses to survey and interview questions for all non-numeric questions.

To the extent possible, be sure to keep the data segmented by category. This will be useful when you analyze the data in each of the subsequent modules.

Date Exercise Completed _____

EXERCISE 7-I

Stakeholder Perspectives Compiling Focus Group Responses

Instructions:

Write a report on each focus group.

Summarize the findings by category (e.g., Mission, Board of Directors, Personnel). This will be useful when you analyze the data in each of the subsequent modules.

Include one or more of the following elements:

- *Themes*
- *Verbatim transcripts*
- *Insightful comments and suggestions*

END-OF-MODULE CHECKLIST

Module 7

<i>Action Item</i>	<i>Date Completed</i>	<i>Notes</i>
Select person(s) to compile data.		
Compile available facts (quantitative).		
Compile available facts (qualitative).		
Compile stakeholder perspectives (Likert scale responses; quantitative).		
Compile stakeholder perspectives (narrative responses; qualitative).		
Compile stakeholder perspectives (focus group responses; qualitative).		
Share data compilations with Inclusiveness Committee.		

END-OF-MODULE CHECKLIST: Module 7 continued

Recognize your progress to date and communicate it to appropriate stakeholders.		
---	--	--