**STRENGTHENING NONPROFITS:**
A Capacity Builder's Resource Library

# Delivering Training and Technical Assistance

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# INTRODUCTION

The Compassion Capital Fund (CCF), administered by the U.S. Department of Health and Human Services, provided capacity building grants to expand and strengthen the role of nonprofit organizations in their ability to provide social services to low-income individuals. Between 2002 and 2009, CCF awarded 1,277 grants, and the CCF National Resource Center provided training and technical assistance to all CCF grantees. *Strengthening Nonprofits: A Capacity Builder's Resource Library* is born out of the expansive set of resources created by the National Resource Center during that time period, to be shared and to continue the legacy of CCF's capacity building work.

*Strengthening Nonprofits: A Capacity Builder's Resource Library* contains guidebooks and e-learnings on the following topics:

1. Conducting a Community Assessment
2. Delivering Training and Technical Assistance
3. Designing and Managing a Subaward Program
4. Going Virtual
5. Identifying and Promoting Effective Practices
6. Leading a Nonprofit Organization: Tips and Tools for Executive Directors and Team Leaders
7. Managing Crisis: Risk Management and Crisis Response Planning
8. Managing Public Grants
9. Measuring Outcomes
10. Partnerships: Frameworks for Working Together
11. Sustainability
12. Working with Consultants

Who is the audience for *Strengthening Nonprofits: A Capacity Builder's Resource Library*?

Anyone who is interested in expanding the capacity of nonprofit services in their community – from front line service providers to executives in large intermediary organizations – will benefit from the information contained in this resource library. The National Resource Center originally developed many of these resources for intermediary organizations, organizations that were granted funds by CCF to build the capacity of the faith-based and community-based organizations (FBCOs) they served. As such, the majority of the resources in *Strengthening Nonprofits: A Capacity Builder's Resource Library* support intermediary organizations in their capacity building efforts. However, funders of capacity building programs (Federal program offices and foundations) and the nonprofit community (including FBCOs) at large will also find these resources helpful. In addition, individuals working to build capacity within a program or an organization will be able to use these resources to support their efforts to implement change and make improvements.

The ***Delivering Training and Technical Assistance*** guidebook will be helpful to any intermediary or group of organizations seeking to improve their methods of providing training and technical assistance.

Who developed the ***Delivering Training and Technical Assistance*** guidebook?

The guidebook was originally developed by the National Resource Center with assistance from Dr. James C. Galvin, Ed.D. It was updated in 2010 for the Department of Health and Human Services by the National Resource Center.

## OVERVIEW

By reading this guidebook, nonprofit organizations will learn the key elements necessary to effectively design and deliver training and technical assistance in order to build the capacity of beneficiary organizations as evidenced by:

- Increased funding
- Increased effectiveness
- Increased efficiency

This guidebook will help organizations answer these key questions:

- How do we develop a training plan?
- What is the best way to deliver training to nonprofit organizations?
- What technical assistance should we provide to whom?
- How can we provide effective technical assistance?
- How can we measure the results of our training and technical assistance?
- What is the difference between training and technical assistance?
- What is blended learning?
- When should I use online tools to provide training and technical assistance?

## DELIVERING TRAINING

Training is delivered in small or large group settings (seminars, workshops, and courses) and designed to teach key concepts related to a particular topic.

When should you use training rather than individualized technical assistance? Trainings can be a better value for your money and provide opportunities for valuable peer-learning. In the long term, trainings open the door to building a community of practice among the organizations you serve. If you assess several organizations in your community and find a common need, training, rather than individual technical assistance, will be the most efficient and effective method to address that specific need.

This portion of the guidebook, which will walk you through the process of developing and delivering a training session, is divided into three sections. If you will be delivering a series of trainings, the first step is to outline the series to create a thoughtful, long-term training plan. The first section is about that training plan. Next, attention will turn to the development of each individual training. The second section introduces a systems approach for developing each training. Awareness of adult learning principles is essential to being an effective facilitator, and the third section includes four basic adult learning principles to follow in delivering effective trainings.

## Creating a Training Plan

If your organization is going to provide training on an ongoing basis, it is a good practice to create a training plan. This includes establishing a set schedule with date, time, location, and topic for each training to be provided over the course of a set period of time (such as a month, season, or year). The training plan will allow you to market and advertise your training opportunities, and it will allow potential participants to plan according to their needs.

To create your plan, think through your general approach. What is important to you about how training is conducted? What are some of the constraints you must live within? What standards do you want for all training offered? The next steps for creating your training plan include assessing community needs, prioritizing the need areas, and creating the plan.

### Assess Community Needs

When determining what training to provide, it is essential to know what needs exist across the community. The needs that are common across many organizations are the topics that are best covered through training. Training is the venue to present information that is widely needed by many people at one time.

There are several ways to determine the needs of the community. If you are providing technical assistance in the geographic area, you likely have several organizational assessments to draw from in determining common needs. You can also identify needs by sending out a community-wide survey of nonprofit executives (see the additional resources in the appendices for some free and low-cost survey tools), conducting informal conversations with nonprofit leaders, or reviewing reports that inform about the top needs of nonprofits. A combination of all of these tactics will yield the most accurate results.

### Prioritize the Need Areas

Ideally, you will enter this step with a list of topics that have been identified as needs of the nonprofits in your community. Most of the time, the list of topics will exceed the number of training opportunities that you have. Start with the following questions to prioritize your list of topics:

- What percentage of nonprofits requested the topic?
- Which topics appear to be the most critical and important for building the capacity of nonprofits in your area?
- In what areas are leaders most eager for help?
- Based on the political and/or economic environment, are any of the topics likely to increase in priority by the end of your training "season"?
- Are the needs within that topic fairly consistent across many organizations?
- Can the topic be addressed in a group training environment, or does the support need to be customized to the organization?
- What other trainings are being provided within the community?

Once you have organized your list of topics in order of priority, make an initial determination about whether the topic can be covered within a single training. For example, if financial management as a topic made it to the top of the priority list, you might determine that it needs to be addressed with a series of trainings. But if you know that the primary need within the topic of financial management is creating a budget, you might determine that you can meet that need with a single training session. Drilling the topics down to single trainings before moving on to the next step will facilitate the process of creating your plan.

### Create a Plan

When you commit your training plan to paper, you will include information such as schedule (even if it is tentative), length of each training, topic of each training, and possibly location and facilitator of each training. As you schedule trainings, ensure that you are considering the days and times that work best for the nonprofit leaders in your community. This might also be a good time to consider whether in-person training or virtual training is best given the geographic area, topic, and budget. For more information, see the sections on blended learning and online tools that appear later in this guidebook.

Review the draft plan to ensure that it provides variety related to subject matter, level, method of delivery (if that has been determined), and other factors you would like to contrast through the series of training sessions. Consider showing the plan to a few nonprofit leaders in your target audience to get feedback, specifically on the dates and times selected.

If you want to begin marketing your plan, read the next section of this guidebook for tips on designing each session. The design of the session will lead to the brief description of each training that is needed in the marketing materials.

## Phases in a Systems Approach to Training

Once the plan has been established, attention is directed to each individual training session within the plan. This section will walk you through the process of developing and delivering trainings using a systems approach. Using a systems approach when developing and delivering trainings will result in high-quality training events. The five phases in a systems approach to training are:

1. Analyze
2. Design
3. Develop
4. Implement
5. Evaluate

You may have heard these steps referred to as Instructional Systems Design, or ISD. The systems approach process is also known as ADDIE, named after the first letter of each phase. No matter which term you use, a systems approach to designing and delivering trainings helps you stay attuned to the participants, work more efficiently, and achieve measurable outcomes. It is an orderly, logical process to help you work smarter and train better.

### Analyze

In the analysis phase, look at the situation and the needs of the participants to determine what the training must include. The analysis can be exhaustive and include a written survey of all participants and thorough document reviews, or it can be as simple as a few phone calls or informal questions asked of potential participants.

The key benefit of a successful analysis phase is ensuring that the trainings you offer meet the needs of the target audience. Additional benefits include the ability to engage your audience and build investment prior to the training; increased attendance at trainings (because the trainings are suited to the actual needs of the participants); and the establishment of deeper trust between the training organization and participant organizations.

Key considerations for the **ANALYSIS PHASE** include:

- What specific needs are expressed by nonprofit leaders?
- In what areas are organizations struggling?
- What is each organization doing well?
- What method of data collection will provide you with the best/most useful information for designing a training to meet participant needs?
- What else do you hope to accomplish through the collection and analysis? (For example, do you want to spend time listening and building relationships or is it a higher priority to make it quick and easy for organizations?)

### Design

The design phase involves building the skeleton of your training. The benefits of a successful design phase include a targeted, intentional effort to identify the central objectives and purpose of the training. Thinking through the design-specific components of a training session before development leads to a more targeted and strategic session.

The design phase involves determining the educational objectives, title, structural outline, brief description of the training for marketing purposes, and method of delivery (in-person or virtual). See the appendices for a sample design of two training sessions. Also in the appendices is guidance about objectives, including specific words and phrases to avoid.

Some aspects of the analysis and design phases of the ADDIE model will be started and possibly completed when the training plan is created. There is significant overlap between these two phases and the steps needed to create the training plan, but be intentional about thinking through these two steps for each individual training, either when the training plan is created or after the fact.

Key considerations for the **DESIGN PHASE** include:

- Does it address various levels of knowledge and experience?
- Are the objectives measurable?
- What method of delivery is appropriate for your audience?
- Is the description of the training an accurate reflection of what participants will experience through the training session?

### Develop

In the development phase, you create your instructor lesson plan, participant handouts, and the media you plan to use, such as PowerPoint, video, or audio. You take the skeleton created during the design phase and fill it in to create a valuable learning experience for participants.

At this point, it is important to think through the training session from the learner's perspective. Consider using small groups or interactive activities to increase knowledge retention. A good rule of thumb is to aim for 50 percent presentation and 50 percent participation. Presentation includes delivering new information. Participation is any interactive teaching method such as role play, simulation, discussion, demonstration, or opportunity to practice. During the development phase, identify presentation methods and participant activities that are appropriate for the content.

All adults have previous learning experience and predetermined ideas about any topic to be presented, whether it is correct or incorrect. These varied experiences and perspectives impact the way new information is absorbed by each individual. Participants will adopt and interpret new information based on their preexisting mental frameworks. It is the facilitator's job to present the framework that he/she will be using to present new information in order to clear people's minds and prepare them to learn, bring everyone into the conversation, establish a shared vocabulary for purposes of the training session, and set and manage expectations. In the development phase, determine how this framework can be presented and established.

For more information on effective delivery techniques, see the next section on incorporating adult learning principles. Additionally, refer to the appendices for information on learning styles.

The primary benefit of dedicating time to the development phase is a well-planned, targeted training session that addresses adult learners appropriately. Secondary benefits include confidence on the day of the training and a reusable lesson plan that anyone could pick up to use in facilitating the session.

Key considerations for the **DEVELOPMENT PHASE** include:

- What are the existing materials that you can use?
- What is the instructional setting like?
- What will participants feel like when they walk in?
- How will you open the training session? What will they do next?
- How will you establish the framework that new learning will fit within?
- What do you want participants to experience/see/write/discuss/hear in order to meet the objectives?
- What do they need to practice in order to accomplish the objectives?
- What media will you include?
- What will be the most powerful way to close the session?
- What follow-up might you initiate (ongoing peer learning, follow-up technical assistance, homework, online discussion)?

### Implement

In this phase, a skilled trainer engages the participants and brings the lesson plan to life. The participants gain useful information that can be converted to practices that will have a significant impact on their organizations. The trainer should be an instructor, guide, coach, and/or facilitator. Trainers should be familiar with adult learning principles and should review them before entering a training session to best incorporate them into their facilitation. More details on adult learning principles are in the next section.

When implementing the training session, it is important to prepare participants by helping them be "present" for the experience and identify their personal learning goals. For sample activities to accomplish these two goals, visit the appendices.

Core to implementing a session is presenting new information. There is a strong history of presenting new information through lecture. This approach can be effective if a) participants have something to play with and manipulate, or b) you stop every ten minutes and instruct participants to share their thoughts and questions in pairs or small groups for two minutes. Otherwise, it is best to use more engaging and interactive forms of presenting new information. Ideally, the trainer has already identified several methods and activities for presenting new information in the development phase, so the implementation phase will afford the trainer the opportunity to use the method that will generate the greatest participant response.

Key considerations for the **IMPLEMENTATION PHASE** include:

- Can you practice and "set the room" ahead of time to prevent potential problems?
- Are all of the materials ready?
- Do you have contingency plans if media doesn't work or if participants need other options?
- Are you prepared to incorporate adult learning principles into your facilitation? (see the next section for more information)
- How will you ensure that participants are "present"?
- How will participants identify their personal learning goals?
- Have you thought through which facilitation techniques you will use?
- Have you considered how you might use blended learning? (see the section on blended learning in this guidebook for more information)
- Are you starting with an engaging activity?
- Have you thought through what might cause you to stray from the lesson plan and what alternatives you might keep in your back pocket?

### Evaluate

Evaluation occurs at every point along the way: analysis, design, development, and during and after implementation. It is an ongoing process. In the early phases, you are evaluating the work you have done and your preparedness to move onto the next phase.

The design phase is a good time to identify the intended outcomes of the training session and their indicators, because you are developing the learning objectives. You would ask yourself how you would know the objectives had been met and what kind of impact the session should have on participants' behaviors.

During implementation, you are evaluating your participants' knowledge and body language and adapting your session as you go to meet their needs. To help participants retain more information, create time within implementation for reflection. The process of reflecting at the end of a training session is often done through an evaluation form to measure whether you met the objectives in the session. However, questions about what participants disliked can deflect learning and retention by forcing the brain to focus on the useless pieces of the training session so soon after new knowledge and experiences were attained. Instead, you can conduct the evaluation through appreciative review, either instead of an evaluation form or before an evaluation form, to help participants retain the new knowledge. Sample questions asked in an appreciative review and evaluation form can be found in the appendices.

After implementation, you are evaluating whether the session led to changes in behavior for the participants. Great training organizations check back to see how these changes in behavior have affected the organization, its practices, and its outcomes.

There are many benefits to evaluation. Evaluation in the early phases leads to high-quality training sessions. Evaluation during implementation leads to a more engaging and targeted session. Evaluation after implementation helps your organization improve services, prove impact, and gain funding.

Key considerations for the **evaluation phase** include:

- What changes do I want to see within the participant organizations?
- How do I want participants' behavior to change as a result of the training?
- What indicators would prove those changes?
- How can I measure those indicators?

Following a systems approach to training will help you be a master trainer. As you work through each phase of ADDIE, your work can be bolstered with some knowledge about effective facilitation techniques. For more information, read the next section on incorporating adult learning principles and the section about blended learning appearing later in this guidebook.

## Incorporating Adult Learning Principles

Educators and trainers that train adults have been using principles outlined by adult learning theory since the 1970s. Research of adult learning principles vary in phrasing, but the substance is consistent. Paraphrased below, these four principles are actionable. Each includes strategies for incorporating the principle into your training session.

1. **Incorporate prior learning and experience.** This is the most important of the adult learning principles, because adults enter a training session about any topic with some level of prior knowledge. Not only do they bring significant life experience that impacts their perception, but they likely have some experience, even if by association, with the specific subject matter. Capitalize on their rich experience and enhance the learning by incorporating that experience into the training. It is important to draw out prior experience as well, because inaccurate information that people think is correct is the largest impediment to new learning.[1]

   Strategies for incorporating into training session:

   - Conduct a needs assessment to uncover different experiences and expectations of the group and then ask participants to share relevant experiences throughout the training session.
   - Ask for input on the lesson plan.
   - Create a "K-W-L" chart on flip chart paper, asking participants to list what they Know and Want to know at the beginning of the session, and what they Learned following the session. The "K" category identifies prior learning.
   - Facilitate small group discussions around key questions at the beginning of the session, creating peer-sharing opportunities and a learning community.
   - Carefully prepare guiding questions to draw knowledge out of participants and pique interest while presenting new information. Respond based on the experiences shared by selectively introducing content that fills gaps rather than presenting all of the prepared content.
   - Poll participants at key points about experience and level of knowledge, allowing space for participants to share. Polling can be done by a show of hands, by choosing select participants to hear from, or using flip chart paper and sticky notes or markers to create a visual representation of experience and knowledge in the room.

1 Garmston, Robert. *The Presenters Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon Publishers, 2005.

- On a sticky note or index card, ask participants to write, "A belief I have about _____ [subject matter of training] is…". Have them pair up with someone across the room and share their belief. Each person then partners with a new person, but shares the belief he/she just heard from his/her last partner instead of his/her own. Participants continue like this for a few minutes, allowing the beliefs to be widely shared. Bring participants back together and solicit examples from the large group.

2. **Create a safe space.** Learning something new can be a vulnerable experience, and a trainer can support learning with low-risk activities, reassurance, and a plan for building incremental successes. Concepts should be presented in a strategic sequence, from simple to complex, group-supported to solo.

   Strategies for incorporating into training session:

   - Thoughtfully plan sessions to start simple and work towards complex concepts.
   - Establish ground rules.
   - Avoid embarrassing individuals and affirm offerings from individuals that speak up.
   - Set feasible learning objectives.
   - Allow small groups to interact with one another.
   - Provide an outline to guide participants toward the intended outcomes and takeaways, facilitating discussions and peer-sharing based on that outline.

3. **Respect learners/participants as individuals.** Establish sound relationships with participants, including respect and open communication. Provide for their needs with adequate breaks, use their time effectively, and provide for opportunities for input on the schedule or process.

   Strategies for incorporating into training session:

   - After presenting the agenda, check in with your audience.
   - Provide breaks.
   - Offer choices and allow for self-direction.
   - Be flexible and adaptive to participant needs.
   - Conduct frequent check-ins, asking for feedback.
   - Review the three learning styles in the appendices and teach to all three in the training session.

4. **Include structured activities.** There are three aspects of learning—ideas (cognitive), feelings (affective), and actions (psychomotor). Trainings are most effective when they move beyond cognitive into affective and psychomotor. Trainings that provide opportunities to practice the new skill learned will increase the likelihood of behavior change. Likewise, people are more likely to believe something they have learned if they arrive at the idea themselves, and activities foster the exploration needed for participants to create their own ideas.

   Strategies for incorporating into training session:

   - Once every ten minutes, give participants two minutes to discuss the concepts presented with a partner.
   - Ask guiding questions and facilitate a discussion.

- Facilitate an activity to have participants practice the skill or technique you are teaching.
- Use case studies, videos, or stories and invite description, analysis, application, and implementation as a process for adopting new learning.
- Play a game that slowly presents new information and allow participants to interact with the new information presented.
- Ask participants to record their new learning and action steps following the training. Have participants share this information with others at the training to increase the likelihood of follow-up with those items identified.

### Summary of Training: Helpful Training Reminders

Following the steps laid out in this section will help you be an effective trainer. First, create the training plan for the training "season," whether it is for a month or a year. Then direct your attention to the individual trainings and follow a systems approach to developing and delivering each training. Lastly, incorporating knowledge about adult learning principles into the training leads to more successful training sessions.

| DOs | DON'Ts |
|---|---|
| ▪ Adopt a systems approach to designing and delivering training<br>▪ Take time to conduct a needs assessment<br>▪ Incorporate adult learning principles<br>▪ Accommodate all learning styles<br>▪ Consider many approaches to delivering training<br>▪ Draft a design document<br>▪ Craft objectives before you develop the training experience<br>▪ Look for existing lesson plans and media you can use<br>▪ Write an instructor guide/lesson plan<br>▪ Ask for feedback from others at every phase<br>▪ Evaluate your training process and outcomes | ▪ Assume you know participants' needs<br>▪ Train on what you are good at instead of what participants actually need<br>▪ Begin creating content before you write objectives<br>▪ Wait until the last minute to create the training experiences<br>▪ Underestimate the amount of time needed for the training session<br>▪ Employ inexperienced trainers<br>▪ Use trainers unfamiliar with the world of nonprofits<br>▪ Forget to evaluate your training |

## DELIVERING TECHNICAL ASSISTANCE

Technical assistance (TA) is the process of providing targeted support to an organization with a development need or problem. It is commonly referred to as consulting. TA may be delivered in many different ways, such as one-on-one consultation, small group facilitation, or through a web-based clearinghouse.

TA is one of the most effective methods for building the capacity of an organization. By including TA in a capacity building project, you make the capacity building much more likely to create change. According to some, 10 percent of what gets learned in training is applied on the job, while 95 percent of what is *coached* gets applied on the job.[2] Technical assistance *is* this coaching.

2 Fixson, Dean, Sandra Naoom, Karen Blase, Robert Friedman, and Frances Wallace. *Implementation Research: A Synthesis of the Literature*. Tampa, FL: Louis de la Parte Florida Mental Health Institute, 2005. http://www.fpg.unc.edu/~nirn/resources/publications/Monograph.

There is flexibility in how TA is provided and what it looks like. Some definitions for the purposes of this guidebook include:

- *TA provider*. The person or organization providing the TA or consulting services.
- *Beneficiary organization*. The organization that is receiving the TA or consulting services.
- *TA engagement*. TA provision that has a well-defined relationship and scope of work. In this guidebook, a TA engagement refers to TA services that are provided over a period of time rather than a request that is answered immediately or through a single interaction.
- *Indirect TA*. Technical assistance that points the beneficiary organization to an external source such as a manual, web-based resource, or staff member of another organization.
- *Direct TA*: Coaching or consulting services that personally apply expertise to the beneficiary organization's problem or area of need. This can be done on-site at the location of the organization or off-site via telephone, e-mail, or virtually.

The first type of technical assistance that usually comes to people's minds is direct TA provided on-site over an extended period of time. This is the most resource-intensive type of TA, so if money is short it is beneficial to consider whether another method may have the same impact on the beneficiary organization with less cost.

## Core Principles of Technical Assistance

While each TA engagement will vary in duration, topic, form, and structure, it should be shaped using the following principles:

- *Collaborative*. Work jointly with the organization's staff to identify underlying needs and long-term goals of the capacity building engagement.
- *Systematic*. Use a systematic approach when providing TA, such as the approach outlined in the next section.
- *Targeted*. Determine what areas of the organization have the greatest need and where TA will have the greatest impact. Target your efforts at those areas.
- *Adaptive*. As the TA provider, you must remain adaptive throughout the engagement. Be flexible according to the needs of the beneficiary organization.
- *Customized*. Respond to the unique needs of each beneficiary organization by designing and delivering tailored TA engagements.
- *Asset-based*. Organizations, like people, can more easily build on strengths than develop brand new competencies. Every organization has its own unique pool of resources and relationships from which it can draw, and TA should help the organization identify, engage, and leverage the assets that exist.
- *Accountable*. Create a mutual agreement such as a memorandum of understanding and draft a work plan that outlines specific actions and responsibilities.
- *Results-driven*. Identify measures that indicate improvements in management practices or organizational performance and track those measures to prove that the TA had real, measurable results.

The tools in this portion of the guidebook will assist you with the process of developing a system for TA provision and appropriately managing change within a beneficiary organization.

## Phases of a Systematic Approach to Providing Technical Assistance

One of the core principles above is using a systematic approach when providing TA. If you are developing your process for TA provision or refining your current process, this is a good place to start. Establishing a systematic approach ensures that all beneficiary organizations get equal treatment and increases the likelihood of high-quality TA provision and, in turn, measurable outcomes from that TA provision.

The four phases in a systematic approach to TA are:

1. Request
2. Analyze
3. Implement
4. Evaluate

As with most processes, these phases are not always performed in a linear fashion. You will continue to analyze as you implement, and you could evaluate mid-way through a long-term TA engagement.

### Request

In the first phase, the leadership of the beneficiary organization makes a request for TA. They could submit a proposal asking for large-scale support, approach you in the middle of a TA engagement with an emergency, or call you with an informal question. Regardless of how the request originates, there is key information that can be gleaned and documented from the request:

- Basic information, such as the organization's name and date of request.
- Narrative description of the presenting problem and requested assistance.
- Preliminary analysis of underlying issues and needs contributing to the presenting problem.
- TA action necessary to "fix" the problem.

After that information has been gleaned, you may receive one of the following responses.

1. **"Yes, I can help you right now."** If the request requires little action and can be met within the same conversation, you are providing immediate TA. You might answer the question, look up some information, offer a brochure or a manual, or direct the organization to a website.
2. **"Yes, we can work with you."** This answer is, in effect, what you say to an organization that you have the resources, skills, and knowledge to assist. If this is your answer, you will move through the remaining phases of this systematic approach to TA.
3. **"I'm sorry, we can't help you with that. Some resources that may be able to help you include…"** This is a rejection or a referral. Either way, you are redirecting the requestor away from your TA services. If you are also a training provider, you may refer the organization to your training calendar. Or there may be another TA provider in your area that can help.

If you are receiving a lot of TA requests that can be met by immediate responses, it is important to designate a first responder. This person is responsible for fielding the requests, determining which of the three above responses to give, and addressing the requests that can be met through immediate TA.

Alternatively, if you are providing extended TA that spans a significant period of time, it is a good practice to assign the beneficiary organization a case manager, providing consistent contact with a single representative from your organization. Case managers often act as advocates for the beneficiary organizations they are responsible for, helping them access the tools, resources, and services they need.

If you are providing extended TA, the request may come by means of an application or proposal written by the beneficiary organization and submitted to the TA provider. If you are interested in establishing an application or request for proposal process, refer to the additional resources in the appendices of this guidebook.

### Analyze

Following the request for TA, the TA provider needs to analyze. Analysis is used to determine underlying issues that are behind the request to ensure that the TA provided is properly aligned with the needs of the beneficiary organization.

When entering into a long-term TA engagement, the analysis phase is used to determine all needs that exist across the organization, as well as the goals of the TA engagement. The analysis phase is also an opportunity to build trust with an organization so that they can honestly discuss their challenges with you.

Most often this process will be done through an organizational assessment. An organizational assessment will identify the most pressing TA needs of the organization. The assessment should be done collaboratively with the organization and results should be shared and compared to the original request for support. If the results point to board development as the primary need but the organization originally requested support in fundraising, work together to determine the actual focus of the TA engagement.

Key information to collect through an organizational assessment:

- *Organizational profile*. Includes name, contact information, budget, and number of staff and volunteers.
- *Mission and programs*. Includes the mission statement, current program activities, and needs of the community.
- *Financial management*. Includes accounting procedures, accounting software, financial reporting, and audits.
- *Fundraising*. Includes grant writing, diversity in income sources, revenue-generating events, earned income, individual donors, and in-kind donations.
- *Legal*. Includes awareness of legal requirements, tax-exempt status, and legal counsel.
- *Human resources*. Includes staffing plan, personnel policies and procedures, staff and volunteer management, and systems for evaluating staff performance.
- *Leadership*. Includes motivating staff and volunteers, internal promotions, and professional development opportunities.
- *Governance*. Includes board orientation, board responsibilities, board meetings and minutes, and culture of the board.
- *Evaluation*. Includes program outcomes, data collection processes, and communication of results.
- *Planning*. Includes strategic plan, operational plan, business plan, action plans, and organizational goals.
- *Collaboration*. Includes establishing and managing partnerships, mergers, referrals, and shared services.
- *Outreach and marketing*. Includes public relations, marketing materials, branding, and media outreach.

Each TA provider has its own assessment methods. Listed below are several strategies for assessing an organization. Using the strategies below in a collaborative effort with the beneficiary organization will yield the most accurate results, result in the collection of both quantitative and qualitative data, help identify strengths of an organization in addition to organizational gaps, and build trust and accountability between the TA provider and beneficiary organization.

***Organizational Capacity Assessment***. An assessment of the organization's capacity is the most basic element of an organizational assessment. This is often completed as a self-assessment by one or more person(s) within the beneficiary organization, including the executive director, program director, development director, and board chair. This tool will help the TA provider identify a baseline performance of the beneficiary organization and provide initial data needed to measure progress through the TA engagement. There are several self-assessments that exist and are ready for use, or you can create your own based on the TA services you are able to provide. A sample self-assessment is included in the appendices.

***Document Review***. The TA provider can ask the beneficiary organization to make a host of documents available for review, allowing the TA provider to conduct its own capacity review and learn about the systems and processes in place within the beneficiary organization. A sample list of documents to review is provided in the appendices.

***Site Visit***. By visiting the site, the TA provider can see the administrative offices of the beneficiary organization, identify the program(s) and clients of the organization, and meet with key staff members of the organization. This is a great opportunity to have informal conversations about the daily operations of the organization and make observations about organizational capacity.

***Assessment Interview***. If the beneficiary organization lacks organizational awareness, the assessment can become skewed. Capacity builders often refer to this as "*you don't know what you don't know.*" To address organizational awareness issues, the TA provider can conduct a structured assessment interview to assist in determining the current level of organizational capacity.

***Leadership Assessment***. Because the success of the TA engagement is so dependent on the ability, skills, and attitude of the organization's leadership, a TA provider should understand how to best support and coach the applicable individuals. This can be done through a formal assessment, a quick checklist of questions, or an informal assessment.

The provision of TA is about meeting an organization "where it's at." With this, the TA provider must create an assessment process that accounts for such factors as the organization's size, culture, and leadership. If you are working with an emerging organization that has little in place to assess, start by asking some critical defining questions about who they are, what they want to do, and what they want to become.

If the TA engagement will continue for a long period of time, address several issues, or demand intensive amounts of time from organizational leadership or the TA provider, it is important to end the analysis phase and launch the next phase with a memorandum of understanding (MOU) and/or a work plan identifying each TA action, method of delivery, and person responsible. There is more information about MOUs and work plans in the next section.

### Implement

From analysis, you will launch into the implementation phase, when you actually provide the TA.

At the onset of the implementation phase, it is important to outline a TA engagement through an MOU or work plan. This will ensure that everyone is operating with the same plan and priorities and that the TA provider has outlined what can realistically be accomplished through the TA engagement. The MOU and/or work plan will serve as the roadmap used by the TA provider and beneficiary organization for the length of the TA engagement.

If the engagement is short (lasting only a couple of days) or is around one key issue or problem, it may be that an MOU will suffice for defining the engagement. If the engagement is long-term and/or addresses several issues, a work plan is probably also needed. Use the table below to determine what is appropriate for you.

| Elements of MOU | Elements of WORK PLAN |
|---|---|
| ▪ Goals for the TA<br>▪ Role of the TA provider<br>▪ Responsibilities of the organization receiving TA<br>▪ Person from each organization that will be held accountable<br>▪ Period of TA engagement | ▪ Goals for the TA<br>▪ Intended outcomes of the TA<br>▪ TA activities broken down into actionable steps<br>▪ Person responsible for each TA activity<br>▪ Due date for each TA activity |

For a sample MOU and work plan, see the appendices.

The implementation phase includes the actual delivery of the information and skills that will solve the problem or improve the performance of the organization. In implementation, the TA provider will go through the following steps:

1. Prepare. Depending on the nature of the TA, skill level of the TA provider, and familiarity with the beneficiary organization, the preparation could be limited or intensive. It could include a review of organizational files, a review of subject matter related to the TA topic, practice on the technological platform (if any) that will be used for the TA engagement, preparation of logistics for an on-site visit, and/or the creation of an agenda, PowerPoint slides, handouts, and activities.
2. Deliver. TA delivery is straightforward if you are adequately prepared. Begin by orienting and assessing the people and situation you are presented with, and then assist by delivering the relevant knowledge and skills.
3. Identify next steps. Use the ideas and energy produced during the TA session and document the next steps to move the process forward. This could be as simple as identifying the "to-dos" of both the TA provider and the beneficiary organization, or it could involve creating an action plan or implementation plan based on the TA provided.

The implementation phase is the "meat" of the four phases. It requires a great deal of flexibility on the part of the TA provider. You should meet the organization in whatever phase of organizational development they are in and coach them to a place that works for them, actively listening so that you can meet their individual needs.

**Evaluate**

Evaluating TA services is important for two reasons. It proves your effectiveness and impact as a TA provider, and it helps you improve your skills and services.

Evaluation can be done in many ways. You can do a verbal "check-in" on-site immediately following the TA session. You can send out a web-based survey a few days later, or you can request that the beneficiary organization complete an evaluation form or interview periodically throughout a long-term engagement. See the additional resources in the appendices for information about low-cost, web-based survey platforms if you choose to use that method. Sample data to collect includes reaction to the TA provider, reaction to the delivery method, knowledge gained, behaviors or practices changed, next steps, areas for improvement, and follow-up TA needed.

Data should be documented, analyzed, and used to make adjustments to the overall TA plan if necessary.

There are unique challenges to measuring a long-term TA engagement. The goal of TA is to improve efficiency or management practices, which in turn allows for expanded or enhanced direct services. But there is not always a clear relationship between TA provided and, for example, additional children served in an after-school program. Below is a list of sample indicators of TA success and when you might be able to see or document those indicators.

***Short-term Results (one year or less)*** — Short-term results can be realized at or near the point of execution of TA. Short-term results are often simply the outputs of a planned TA activity, such as a strategic plan or an installed financial system. Take care to consider only the indicators that describe a result of the TA activity, rather than the completion of the capacity building activity.

*Examples:*

- Beneficiary organization has begun keeping minutes and recording attendance of board meetings (as a result of board development).
- Beneficiary organization has developed systems to help manage the organization's finances more effectively (as a result of TA in accounting).
- Beneficiary organization implements a new outreach strategy (as a result of TA in outreach).

***Intermediate-term Results (one to two years)*** — Intermediate-term results indicate success in the goal of improving sustainability of the beneficiary organization.

*Examples:*

- Beneficiary organization increases the number of volunteer hours contributed by all unpaid staff/ volunteers.
- Beneficiary organization produces information on program outcomes, such as number of clients served.
- Beneficiary organization diversifies its revenue sources.
- Beneficiary organization increases the amount of funding attracted from grants or contracts from Federal, state, or local sources (amount of funds from grants or contracts).
- Beneficiary organization increases the number of community stakeholders (citizens, organization, and government representatives) participating in meetings to coordinate activities.

***Long-term Results (More than two years)*** — Long-term results indicate success in the achievement of the ultimate goal of improving and/or expanding services to clients. Measurement of long-term results is helpful as it allows the TA provider and beneficiary organization to "keep their eyes on the prize." The indicators of these results need to be measured throughout the engagement, so you want to a) select measures for which you can find data and b) obtain a "baseline" measure or benchmark against which to measure future changes.

Long-term results will be specific to the program services offered by the beneficiary organization. The examples below are for a youth-serving organization.

*Examples:*

- Increased the number of clients served.
- Expanded services to include a new group of service recipients or geographic area.
- Increased youth participation in programs that provide for positive youth development. Indicators: number of target youth engaged in programs for x months out of the year, average number of contact hours.
- Reduced youth violence. Indicator: number and percent of target youth involved in violent crime.
- Reduced gang involvement. Indicator: number and percent of target youth involved with gangs.
- Reduced gun violation arrests and confiscations.
- Improved emotional well-being. Indicator: number and percent of target youth who showed improved self-esteem, personal power, and/or decreased alienation.
- Increased social competencies and problem-solving skills. Indicator: number and percent of target youth with conflict-resolution skills.

## Creating Change within an Organization

Consider the following scenario. You have applied the above systematic approach to TA in your services to two organizations. One of the beneficiary organizations has grown and thrived, creating its first budget and fundraising plan, and is on track to meet and exceed its fundraising goals. Its board of directors has doubled, and it has brought on all of the skills and talent identified as necessary for the emerging organization. It has a plan in place to expand its program and hire a new staff member in the next six months, and you (as an experienced TA provider) trust that leadership will follow through and have the resources in place to sustain that expansion.

The other beneficiary organization, however, has experienced one setback after another in trying to expand its services. The executive director is new and has big dreams for the organization, but when trying to fundraise, potential supporters expressed alarm because his vision did not align with that of certain board members. It became obvious that the board and staff are at odds about the future of the organization, and one board member stated a desire to fire the executive director and start over again with new leadership.

TA is ultimately about changing an organization. The success of the TA provider will depend, in part, on how ready the beneficiary organization is for change and how well the TA provider can manage that change. The challenges in the paragraph above might have been predicted if the TA provider had assessed the organization's readiness for change prior to providing TA. The following sections provide resources and tools to assist the TA provider in assessing readiness for change and managing change.

### Readiness for Change

This section can help you identify whether an organization is ready for change. Assessing readiness for change is a practice adapted from for-profit management consulting and the related disciplines of change management and organizational development.

Why assess readiness for change? In short, your chances for success improve when you work with organizations that are ready and able to commit to change. As a TA provider, you have a greater return on your investment and you are less likely to invest time, energy, and resources in an unproductive TA engagement.

An individual's and organization's ability to productively transition through change can be formally and informally measured in many ways. The tools below can be used at the beginning of a TA engagement as a stand-alone assessment of readiness for change, they can be woven into an existing organizational assessment process, or they can be used throughout a TA engagement to identify barriers and roadblocks of technical assistance.

To embed a readiness-for-change assessment into the larger process, you will intersperse questions and observations related to indicators that prove an organization is ready for change. For sample indicators, refer to the following section on assessing change readiness. Additionally, there is a Change Readiness Self-Assessment featured in the appendices of this guidebook that can be used when conducting an organizational assessment.

**Assess Change Readiness**

Indicators of change readiness are organizational traits that you can look for when reviewing an application, conducting a site visit, or interviewing a board or staff member. Not all of the indicators must be present in order for an organization to be ready for change, but several of them should be.

Mission/Vision/Values

- The organization has clear values that define how it interacts with the community and within the organization.
- The organization has a vision and mission statement in which employees, board members, and all other organizational stakeholders are invested.
- There is a clear plan for growth outlined in a strategic plan or other written document.

Investment of Leadership

- The executive director, board of directors, and other leadership is committed to and directly involved with the change.

Organizational Alignment

- Leadership and staff recognize the need for change.
- Leadership and staff mostly agree on what change is needed.
- Leadership and staff are prepared to support the change.
- There is cross-functional communication—leadership and direct service staff effectively communicate with each other.

Culture and Infrastructure

- The mood of the organization is optimistic and positive.
- Conflict is dealt with openly, with a focus on resolution.
- Innovation within the organization is rewarded, and taking risks is allowed.
- Infrastructure is flexible and easily adapted to possible role changes in the future.
- Leadership is aware of trends in the nonprofit sector, particularly new and emerging practices.

Past Experiences

- The organization has had positive experiences with change in the past.
- The organization is relatively comfortable with transitions.

**Manage Change**

Change management is a practice based on the sense of loss people feel when experiencing change. Change can bring culture shock as established patterns are threatened, altered, or broken, and it results in loss when the old patterns are replaced.

TA is ultimately about creating change within an organization. Take, for example, a TA provider that is leading an effort to build and develop a board of directors. The TA provider's work includes teaching current board members their roles and responsibilities and assisting in the recruitment of new board members, potentially doubling the size of the board. If unequipped, current board members may feel uncertainty and fear as they wonder whether they can "do the job" they are being asked to do and whether they are still needed by the organization. As a TA provider, you can equip them to *manage the change* that you are facilitating by defining the change, embracing resistance, and maintaining open communication throughout the process.

**Define the Change**

Defining the change begins with the organizational assessment and the process of determining the goals and outcomes of the TA engagement. With the development of a work plan for TA activities, the change is further defined. To successfully manage the change, however, it is necessary to continuously define the change with each interaction and with each stakeholder that will be impacted.

There are several activities that can help in defining the change. One basic technique is to explore the cause and effect relationship that led to the desired change through the "5 Whys" activity. This activity evolved at Toyota when the company expanded its manufacturing methodologies. Toyota believed that by repeating the question "Why?" five times, you can clarify the nature of a problem.

Taking the example of board development work from above, a TA provider could use the "5 Whys" activity at the beginning of a meeting to remind board members of the reason for the change. When conducting the organizational assessment, the challenge expressed by board members was that they had too much work to do, while the staff reported lack of follow through as their challenge with the board. The "problem" is the starting place for the activity:

Why does the board have too much work?
» We don't have enough people on the board.
Why don't you have more people?
» We haven't had time to conduct recruitment.
Why haven't you had time?
» We haven't made it a priority.
Why hasn't it been a priority, if it is such a problem?
» We don't know how to recruit new people, so it falls to the bottom of the list.
Why does it fall to the bottom of the list of things to do?
» We'd rather do the stuff that we know how to do.

There is nothing magical about asking five questions rather than four or six; however, experience has shown that five is just about the right number to get to the root cause. In the above example, board members are acknowledging their desire to bring on new board members as well as their need to understand what work they should prioritize and how to do that work.

In defining the change, you are reminding stakeholders within the beneficiary organization why they want the TA and what the results of the TA will look like.

**Embrace Resistance**

In change management, the term "resistance to change" usually refers to individuals who express varying levels of doubt about the change that is taking place. Maybe they don't agree with the need for change at all, or perhaps they disagree with the methods or decisions that have been made. Resistance is often viewed as something that needs to be overcome and neutralized. While this may sometimes be true, we can adjust our understanding of resistance and make it a more productive experience for all involved. TA providers, who essentially serve as external change agents, will build a great deal of trust by taking a proactive and learning approach to any resistance that they encounter in the engagement.

First, consider that the implementer has done the best that he or she can to gather all the information necessary to make a decision or a change. But no matter how much time someone spends gathering information, that process is never complete. Therefore, a TA provider can view resistance to change as an opportunity to learn more about the culture of the organization and the individuals who are its central players. Listening to the resister's concerns can provide opportunities for engagement. And if those concerns are both heard and addressed, the TA provider is more likely to have a successful engagement.

Finally, remember that not every resister can be "converted" into a champion for the change. A board member or key staff may have a personal stake in continuing to use old systems and will not change his or her mind no matter the degree of discussion or coaxing.

**Communicate Openly, Consistently, and Often**

Communication is crucial to the health of any organization, especially one that is undergoing change. The TA provider must create an environment in which the beneficiary organization feels comfortable expressing any resistance, concerns, or apprehension. To understand how important this is, consider what happens if there are concerns or fears that go unexpressed. These issues can snowball into hang-ups that prevent the change from occurring because the staff person who is supposed to implement the change is dead-set against it. Even as the change is continually defined by the TA provider, it remains the responsibility of the beneficiary organization to ask questions, express fears, and anticipate challenges to implementing the change. The TA provider needs to be open and responsive to any questions and concerns.

To establish this environment, employ the same strategies you would use in building a trusting relationship. Some basic tips include:

- Deliver on what you promise.
- Conduct frequent check-ins on the immediate pressures that the organization is facing. This will allow you to anticipate and/or understand resistance.
- Be flexible and open to unanticipated challenges or needs

TA providers need to ensure that communication about change is consistent. The executive director should be in agreement and should use the same language to describe the changes taking place as the TA provider, the board, and anyone else involved in the change. This may seem like a minor issue, but the way individuals interpret the meaning and impact of a change can vary depending on how the change is described. All stakeholders should agree on the definition of the change and what it means for the organization. If one board member sees the change as simply fine-tuning existing systems while the executive director enthusiastically describes the change as revolutionary, mixed messages are inevitable and can prove counterproductive to the change effort.

Finally, TA providers and the organizational staff they are working with most closely should stay in constant communication with both internal and external stakeholders. Updates should be provided whenever decisions are made, as well as along the way.

As a TA provider, you are changing the systems used by the beneficiary organization and any relationships the organization creates. As an effective TA provider, you should assess an organization's readiness for change before the TA engagement and manage the change you are facilitating.

### Summary of Technical Assistance: Helpful Reminders

Your TA efforts will produce the results you want if you are focused and disciplined. A good TA system will prevent you from feeling overwhelmed by the needs of the beneficiary organization. Your TA should incorporate the core principles listed in the first section, the four phases of a systematic approach listed in the second section, and the change management tools provided in the third section.

<table>
<tr><th>DOs</th><th>DON'Ts</th></tr>
<tr><td>

- Approach TA in an orderly, professional way
- Use the core principles of TA in designing your TA system
- Provide immediate TA during the request phase, when possible
- Try to refer and redirect rather than reject requests
- Try to meet needs using both on- and off-site TA
- Begin on-site TA with a briefing and end with a debriefing
- Define the change when providing TA
- Manage change as you provide TA
- Check back with organizations you serve after thirty days
- Talk about your procedures and look for ways to improve what you do

</td><td>

- Begin providing TA without a plan or a system in place
- Tell people to call back in a few months "when you might know more"
- Provide TA without first analyzing need
- Visit every organization that requests TA
- Assume that indirect TA is inferior to direct TA
- Try to serve every beneficiary organization with every need they might have
- Think you have to do it all yourself

</td></tr>
</table>

## BLENDED LEARNING

When providing training and TA, some goals and objectives lend themselves to in-person instruction while others can be effectively achieved through e-learning programs. In such instances, you can incorporate both methods of instruction into a "blended" learning program. Blended learning experiences combine e-learning and classroom-based methods into one instructional system. Blended learning allows you to strategically assign the appropriate method of instruction delivery for each learning objective.

The media used to deliver blended learning include:

- Traditional classroom or lab setting
- Reading assignments
- Performance support tools
- Tele-video conference training
- Pre-recorded, web-based training (on-demand)
- Real-time, web-based training (webinar)

Blended learning offers the best that online and instructor-led learning have to offer. By combining high-quality, instructor-led training with media-rich content, powerful technology solutions, and Web 2.0 tools, a blended learning platform can support a wide variety of learning styles and offer a rich, interactive experience. Blended learning provides the flexibility needed to learn on-demand, at the convenience of the participant and the organization.

Some examples of blended learning packages include:

- An online orientation course that leads directly into in-depth classroom instruction
- Pre-readings for a training sent to participants electronically
- Online availability of implementation tools for practices explained at a training following completion of the training
- An online social networking group for all participants of an in-person training
- In-person TA as a follow-up to online training

For online tools to implement these blended learning packages, refer to the following section.

## USING ONLINE TOOLS TO PROVIDE TRAINING AND TECHNICAL ASSISTANCE

With the wide array of opportunities that exist on the Internet, nonprofits can and should enhance their training and technical assistance using online tools. In fact, because nonprofits are collaborative in nature, they should be the driving force behind testing and proving the impact of social networking and training tools now available on the web.

The opportunities that online tools provide are endless and depend on your needs and situation. Some examples include:

- *Value*. Online trainings allow training and technical assistance providers to conduct ten trainings instead of four because travel and logistical costs are reduced.
- *Building community among dispersed organizations to support TA*. Through live polling and Q&A sessions, followed by online discussions and resource sharing, organizations that are located relatively far apart can learn from each other more than ever before.

- *Collaboration*. Providing TA online allows training and technical assistance providers to work collaboratively within a document. So, for example, if you were working with an organization to create a proposal template, you could collaborate live online on the same document.
- *Version control*. Some online tools give you the ability to go back to a previous version of a document at any time, a feature not available with standard word processing programs.

## Benefits and Drawbacks of Using Online Tools

It is important to weigh the benefits and drawbacks of any new online technology before you adopt it. Some generic benefits and drawbacks to online tools are listed here, although specific benefits and drawbacks will vary by the tool and goals of the training and technical assistance provider. Review these benefits and drawbacks to determine whether going online is right for you and, if so, what tool might be best.

Benefits of using online tools to provide training and TA include:

- *Connecting people*. Many tools allow for frequent communication, either via chat boards, discussion boards, or e-mail.
- *Reducing costs*. Remote trainings reduce travel and logistical costs.
- *Maximizing reach of live training through recording*. Knowledge from trainings can be retained through recordings, easily accessed anytime online.
- *Accommodating schedules*. Many of the tools allow for on-demand usage, allowing ultimate flexibility for busy schedules.
- *Sharing knowledge*. Because documents and resources can be stored online, you are able to share resources quickly and easily.
- *Affordability*. Most of the tools listed in the next section have a free or low-cost option for at least the basic services.

Drawbacks of using online tools to provide training and TA include:

- *Technical failures*. Any technology has the opportunity to fail. You could be in the middle of an online training and experience technical difficulty.
- *Demands of time*. Many online tools require a considerable investment of time to implement correctly.
- *Constant change*. New technologies are constantly being created, and you will regularly need to evaluate your options and determine whether to go for the "newer and better" or stick with the current tool. Usually, sticking with the same tool for the long term is best.
- *Alienation of those uncomfortable with technology*. Many people are still reluctant to try new technology. According to a recent study by Pew Internet, an average of 66 percent of people under thirty-two are using social networking sites, versus less than 20 percent of people over forty-five.[3]
- *Lack of human interaction*. Virtual trainings might prove impersonal, offering less opportunity for participant interaction than in-person trainings and suppressing important forms of communication, such as eye contact and body language.

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3 Pew Internet & American Life Project, "Generational Differences in Online Activities," January 2009. http://www.pewinternet.org/Infographics/Generational-differences-in-online-activities.aspx.

| BENEFITS VS. DRAWBACKS CHECKLIST | YES | NO |
|---|---|---|
| Does your organization deliver the same training to multiple participant groups in multiple locations? | | |
| Has participant scheduling/attendance been an issue in past trainings? | | |
| Is some or all of your instructional content purely knowledge-based? | | |
| Has travel been an issue in past trainings? | | |
| Are you facing budget constraints in your provision of training and technical assistance? | | |
| Do your learners have access to the technologies necessary to implement online training and technical assistance? | | |
| Are you able to give up personal, face-to-face collaboration and still achieve all of your instructional objectives? | | |

## Analysis of Products

There are several free and low-cost tools that can help with both training and TA, and each has different features. The tables below highlight just a few of these available tools, broadly dividing them by function as being most useful for either training or collaborating.

### Training Tools

These training tools are designed for giving either one-to-one or one-to-many presentations. The fewer people, the more collaborative the presentation can be. Features of the training tools include "show my screen" functionality, allowing the presenter(s) to share whatever is on their screen with everyone else, chat boxes, and the opportunity to conduct real-time polls and evaluations.

This chart summarizes the cost, security level, administrator skill level, and user skill level for each product. The administrator is the person who sets up the system and manages the technology for your organization. Users are people who would put the product to use, by conducting a training or by operating the back-end of the training while someone else presents.

| PRODUCT | COST | MAXIMUM NUMBER OF PARTICIPANTS | SECURITY | ADMIN SKILL LEVEL | USER SKILL LEVEL |
|---|---|---|---|---|---|
| Zoho Meeting<br>http://meeting.zoho.com | Free for one-to-one meetings | 25 (free for 2) | Low* | ♦♦ | ♦♦ |
| GoToMeeting<br>http://www.gotomeeting.com | $59 per month | 15 | Low* | ♦♦♦ | ♦♦ |
| GoToWebinar<br>http://www.gotowebinar.com | $99 per month (includes GoTo-Meeting) | 1,000 | Low* | ♦♦♦ | ♦♦ |
| ReadyTalk<br>http://www.readytalk.com | $49 per month | n/a | Low* | ♦♦♦ | ♦♦ |
| Yugma<br>http://www.yugma.com | $10 per month | 500 | Low* | ♦♦♦ | ♦♦♦ |
| Dimdim<br>http://www.dimdim.com | $69 per month | 100 | Low* | ♦♦♦ | ♦♦ |

*Not appropriate for client-sensitive or confidential materials

Skill Level Ratings:
♦: Comfortable using Microsoft Word and e-mail
♦♦: Comfortable surfing the web
♦♦♦: Comfortable posting content to sites such as Facebook or MySpace
♦♦♦♦: Comfortable subscribing to RSS feeds or commenting on blogs
♦♦♦♦♦: Comfortable using web tools or building websites

This chart summarizes the key features of the products listed above. The features are summarized and do not reflect all of the capabilities of each tool.

| Product | Tailor look and feel | Create custom registration questions | Toll-free phone service included | Phone service included, not toll-free | Web-based phone service included | Able to record visual and audio in sync | Switch presenters | Control of screen to any participant | Track participant engagement level | Polling or quiz functionality | Post-training evaluation | Ability to chat with presenter | Ability to chat with entire audience | Whiteboarding |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Zoho Meeting** | | | | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| **GoTo Meeting** | | | | ✓ | | | ✓ | | | | | ✓ | | |
| **GoTo Webinar** | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| **ReadyTalk** | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| **Yugma** | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ |
| **Dimdim** | ✓ | | | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |

## Collaborating Tools

The collaborating tools described in this section offer features needed to create a community of professionals online. The tools allow them to collaborate on projects, documents, and events. This collaboration could support the training and TA plan by opening up opportunities for pre and post-training peer support and resource sharing, peer-coaching, and peer innovation/promising practice development. These tools offer such features as member profiles, discussion boards, file sharing, and calendar sharing.

| PRODUCT | COST | SECURITY | ADMIN SKILL LEVEL | USER SKILL LEVEL | TIME FOR SETUP | TIME FOR MAINTENANCE |
|---|---|---|---|---|---|---|
| Google Docs<br>http://docs.google.com | Free | Low* | ♦♦♦ | ♦♦ | 1 hour to upload and share several documents | 1-2 hours per week |
| Google Groups<br>http://groups.google.com | Free | Low* | ♦♦♦ | ♦♦ | ½ day | 1-2 hours per week |
| Google Sites<br>http://sites.google.com | Free | Low* | ♦♦♦♦ | ♦♦♦ | 1 day | 2-3 hours per week |
| Zoho Wiki<br>http://wiki.zoho.com | Free for 2 wikis $12 per month for additional storage and custom domain | Low* | ♦♦♦♦ | ♦♦♦♦ | 1 day | 2-3 hours per week |
| Ning<br>http://www.ning.com | $2.95 per month or $19.95 per year | Low* | ♦♦♦♦ | ♦♦♦ | 2 days | 2-3 hours per week |
| Facebook<br>http://www.facebook.com | Free | Low* | ♦♦♦ | ♦♦♦ | ½ day | 1-2 hours per week |

*Not appropriate for client-sensitive or confidential materials

Skill Level Ratings:
♦: Comfortable using Microsoft Word and e-mail
♦♦: Comfortable surfing the web
♦♦♦: Comfortable posting content to sites such as Facebook or MySpace
♦♦♦♦: Comfortable subscribing to RSS feeds or commenting on blogs
♦♦♦♦♦: Comfortable using web tools or building websites

This chart summarizes the key features of the products listed above. The features are summarized, and do not reflect all of the capabilities of each tool.

| Product | Announcements | Upload photos | Upload documents | Organize documents | Discussion board | Listserv | Member bios/profiles | Video | Shared calendar/event listings | Multiple pages for large amounts of information |
|---|---|---|---|---|---|---|---|---|---|---|
| **Google Docs** | | | ✓ | ✓ | | ✓ | | | | |
| **Google Groups** | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |
| **Google Sites** | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Zoho Wiki** | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ |
| **Ning** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Facebook** | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | |

## Implementing a New Technological Tool

It is important to facilitate an adoption process when adopting a new tool. Without user research, a careful selection process to select the new tool, and an implementation plan that involves front-line staff, you may end up with an expensive system that no one uses.

The three phases of an adoption process include:

1. **Research**
   a. Understand your users' needs by conducting focus groups and surveying.
   b. Create a budget that includes staff time for research, setup, and maintenance.
   c. Prioritize your needs that will be met by the new tool.

2. **Compare Technologies**
   a. Compare the features of the products that might meet your needs.
   b. Pilot test the products of greatest interest.
   c. Determine which product will best meet your needs. Consider that simpler is almost always better.

3. **Manage Change**
   a. Identify and mitigate risk, assessing the likelihood of occurrence and potential impact.
   b. Create a communications plan that identifies your audience, message, means, and the messenger.
   c. Train users using both live trainings and collateral materials.
   d. Evaluate usage based on both statistical data and user surveys and focus groups.
   e. Following these steps makes it more likely that the tool you adopt will be fully and properly utilized.

# APPENDICES

## APPENDIX A

### Sample Training Designs

A design plan would hold all of the trainings to be done during a defined period of time, such as a conference. Below are two sessions from a sample design plan.

**Leadership and Personnel: Project Management Challenges and Solutions**

Managing a project brings many challenges, including the development and management of a project team. Bring to this session your challenges related to project leadership, staffing, and team building. Work together to find solutions (including practices and tools) that you will be able to apply within your project.

| | |
|---|---|
| **Enabling Learning Objectives** | ▪ Analyze and Define solutions to key project management challenges.<br>▪ Select effective practices, tools, and solution to share with the group.<br>▪ Apply practices and tools within individual projects. |
| **Delivery Platform** | ▪ Classroom-based interaction (in-person) |
| **Learning Level, based on Bloom's Taxonomy** | ▪ Cognitive Domain: Application, Analysis |

**Driving for Results: Evaluating Program Activities**

When a program is introduced, it is important to quickly create and implement effective evaluation procedures. This session will present methods for outcome measurement that have been tested and proven successful by area nonprofit organizations. The session will include tips for the implementation of the procedures presented.

| | |
|---|---|
| **Enabling Learning Objectives** | ▪ **Define** and **Recognize** the process for evaluating program outcomes.<br>▪ **Guide** and **Critique** evaluation efforts to obtain the most vital data. |
| **Delivery Platform** | ▪ Classroom-based interaction (in-person) |
| **Learning Level, based on Bloom's Taxonomy** | ▪ Cognitive Domain: Knowledge, Comprehension |

# APPENDIX B

## Writing Learning Objectives

Each training engagement should have educational objectives. The objectives should:

1. Be stated in terms of what the participants will be able to do
2. Describe observable behavior
3. Use simple, clear language

How can you meet all of these criteria? A simple tool is to write your objectives by completing this sentence: "As a result of the training session, participants will…". If this proves difficult, your training session is likely too large in scope or not clearly defined.

Many objectives are written around what the *presenter* will do, e.g., "teach the foundational principles of fundraising" or "present best practices in developing a board of directors." But training means that the *participants* will be able to do something they could not do before. When you can state what that "something" is, you will be on your way to shaping a good training experience.

Using action words will help you describe observable behavior. Avoid wording that is difficult to observe, like "As a result of this training session, the participants will be able to *appreciate*…," "*understand*," "*realize*," or " *feel* more confident." Try using action words, such as "will *raise* larger donations," "*recruit* volunteers," "*write* job descriptions," "*apply* for a state or Federal grant," or "*create* a brochure for their organization." As a test, read your objective to another person over the phone and ask if he or she can easily visualize the learners doing it.

| WORDS TO USE | WORDS TO AVOID |
|---|---|
| write | know |
| evaluate | understand |
| plan | comprehend |
| organize | recognize |
| analyze | see |
| explain | be acquainted with |
| create | be familiar with |
| design | feel |
| produce | appreciate |
| develop | believe |
| recruit | remember |

# APPENDIX C

## Training Activities for "Presencing" and Identifying Personal Learning Goals

### Presencing

"Presencing" is the concept of being mentally present in the room. When we attend training sessions, many of us bring our worries and concerns of the day with us, and they occupy our thoughts and keep us from being fully engaged in the training experience. Starting the training session with a presencing activity allows participants to talk or think about what they entered the room with and clear space for the experience to come.

Some activities for presencing include:

- Ask each participant as they enter the room to take a card with a quote or proverb on it. When everyone has gathered, partners discuss with one another how the quote relates to their life. Participants should have ample time to discuss the cards.
- At the beginning of the session, give each participant a paper plate and tell them to write down any concerns, worries, or baggage. Ask the participants to leave these concerns for after the session, when they can resume dedicating energy to them.
- With a geographically diverse group, start with a map. Have participants break up into small groups and place themselves on the map and talk about the community that they live in and/or serve.
- Facilitate introductions by asking participants to work in groups of three or four and answer basic questions like name, community, family, or educational background.
- Have each person share a story of what brought them to do the work they do.
- Break the group into pairs and have each person share one aspect of their work that they are most proud of and would most like to share with the group.

### Identifying Personal Learning Goals

This practice involves having each participant identify and articulate their goals for the training session. By sharing personal goals with one another, accountability is extended beyond the trainer, as everyone in the room (including the person articulating his or her goal) takes on a small amount of the responsibility for making sure the goals are met. This practice also allows the trainer to manage expectations, because if goals are articulated that are outside of the scope of the agenda, the trainer can have a discussion about what is most important to cover with the time allotted.

Some activities for indentifying personal learning goals include:

- Have participants write their goal(s) on a sticky note/index card. Provide ample time for goal sharing and then solicit examples to be shared with the larger group.
- Ask for goals as part of a large group discussion and write them on flip chart paper to be referenced throughout the training session.
- Create a "K-W-L" chart on flip chart paper, asking participants to list what they *K*now and *W*ant to know at the beginning of the session, and what they *L*earned following the session. The "W" category would identify participant goals.
- Ask small groups to write their goals on flip chart paper, put the paper on the walls, and do a gallery walk so that everyone can see all of the goals.

# APPENDIX D

## Learning Styles

When you deliver information in a training session, you will soon notice that learners have different preferences for receiving information. The three learning modes are:

1. Visual
2. Auditory
3. Kinesthetic

All learners can learn through each of these modes, but they usually have a strong preference for one. As a trainer, you need to use a variety of methods to reach all three types of learners.

1. **Visual Learners:**
    a. Prefer to learn through reading and seeing
    b. Like to read handouts and look at charts and graphs
    c. Are often bored by lecture
    d. Develop interest when PowerPoints are used

To create a positive environment for visual learners, provide diagrams and explain them. Ask participants to draw a picture. Include plenty of content in your handouts, including extra material to read after the session. Write key words on a flip chart or white board.

2. **Auditory Learners:**
    a. Prefer to learn by listening
    b. Can learn from lectures with or without taking notes
    c. May benefit from recording and reviewing a content-heavy presentation
    d. May have difficulty absorbing written material
    e. Like break-out groups to discuss content and hear the perspectives of others

To create a positive environment for auditory learners, use lecture, question and answer, and discussions. Break into small groups often. Play a song to illustrate a point or use background music when appropriate. Allow time at the end of a training to summarize your main points and allow for additional questions.

3. **Kinesthetic Learners:**
    a. Prefer to learn by touching and doing
    b. Can become quickly bored if they do not stay active
    c. Find that taking notes help them concentrate on a presentation
    d. Often use a highlighter to help when they are reading

To create a positive environment for kinesthetic learners, use creative activities that get people out of their chairs and doing something interesting. Put Play-Doh, pipe cleaners, or other objects at their tables so they can do something with their hands. Take frequent stretch breaks, even if you don't leave the room.

# APPENDIX E

## Sample Questions for Appreciative Review and Evaluation Form

### Appreciative Review

- What was the high point of the training session?
- What would you like to learn more about?
- What are three wishes you have for applying what you have learned?
- What are your first steps?
- What support do you have to assist you?

### Evaluation Form

**Rating questions**

Questions that require participants to simply check the appropriate rating box (e.g., strongly agree, agree, neutral, disagree, strongly disagree) are quick and easy to complete. Examples of questions to be rated include:

- I clearly understood the learning objectives for the training.
- The training environment was conducive to my learning.
- The course materials (handouts, manuals, etc.) enhanced my learning.
- The course activities (small groups, case studies, etc.) enhanced my learning.
- The training staff was well-prepared.
- The training staff was knowledgeable about course content.
- The training staff encouraged participation throughout the course.
- The training staff was responsive to participants' needs and questions.
- The course met all of the stated objectives.
- I will be able to apply the knowledge and skills from this course to my job.
- I would recommend this course to others.

**Open-ended questions**

- What was most helpful about the training?
- What else would you like to learn?
- Any other suggestions?

# APPENDIX F

## Organizational Capacity Assessment

This form can be used in a couple of different ways. You can ask several key members of the organization to complete it, such as the executive director, board chair, and program director or you can use the list of questions as the basis for a discussion with organizational leadership.

### PROFILE

Person completing the form:

Organization name:

Budget:

Number of full-time staff:

Number of part-time staff:

Number of volunteers:

Date organization was founded:

### ASSESSMENT

| **Mission and Programs:** *The capacity to provide high-quality programs and services that are mission-driven.* | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Our organization has a mission statement. | | | | | |
| Our mission statement reflects our current program activities. | | | | | |
| Our programs are consistent with the needs of the community. | | | | | |
| We have received feedback on the programs and services from our clients or the community we serve. | | | | | |
| Our organization has an annual report. | | | | | |
| **Financial Management:** *The capacity to effectively monitor and manage organizational finances.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| Our organization has an accountant. | | | | | |
| Our organization uses accounting software. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| All of our board members know how to read financial statements. | | | | | |
| Our organization produces regular financial reports for the board. | | | | | |
| Our organization has received an independent audit in the last two years. | | | | | |
| Our board approves the budget on an annual basis. | | | | | |
| **Fundraising:** *The capacity to raise enough revenue to cover expenses.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| Our organization has a fundraising plan in place. | | | | | |
| Our organization has successfully raised funds from at least four sources of income (foundations, individuals, government, corporate, in-kind, earned revenue, etc.). | | | | | |
| Our organization has at least three months' operating reserve in the bank. | | | | | |
| Our fundraising success to date indicates that our organization is sustained. | | | | | |
| Our organization has an endowment. | | | | | |
| **Legal:** *The capacity to interpret and follow the legal requirements for running a charitable organization.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| Someone on our staff is aware of the legal requirements of charitable organizations at the Federal, state, and local level. | | | | | |
| Our organization has tax-exempt status. | | | | | |
| **Human Resources:** *The capacity to hire, evaluate, and retain quality staff.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| We have enough staff to implement our programs and services. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| We have the right staff to effectively implement our programs. | | | | | |
| Our staff is adequately compensated for the work they perform. | | | | | |
| We have a human resources handbook or set of human resources polices. | | | | | |
| We have a system in place for evaluating staff performance. | | | | | |
| **Governance:** *The capacity to effectively govern the operations of an organization.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| Our organization has a board of directors. | | | | | |
| We have a board orientation process. | | | | | |
| Our board meets often enough to address organizational issues. | | | | | |
| Our board meetings always have quorum. | | | | | |
| Our board members are aware of their responsibilities. | | | | | |
| **Evaluation:** *The capacity to evaluate program outcomes.* | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| Each program implemented by our organization has a logic model. | | | | | |
| There are clearly defined and measurable outcomes for each program. | | | | | |
| All staff members are involved in the measurement of programmatic outcomes. | | | | | |
| Evaluation data is collected and analyzed. | | | | | |
| Programmatic outcomes are communicated to stakeholders. | | | | | |

| **Planning:** *The capacity to plan, set organizational goals, and work towards those goals.* | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Our organization has conducted or been involved in a strategic planning process within the last five years. | | | | | |
| Our organization is actively using a current strategic plan. | | | | | |
| Our organization has an operating plan to determine organizational activities this year. | | | | | |
| All staff and board members have a shared agreement on the organization's mission and goals. | | | | | |

**OVERVIEW**

What do you see as your most important technical assistance needs?

If successful, what changes will occur?

# APPENDIX G

## Document Review

This list of documents is a sample that can be used by the TA provider in conducting an organizational assessment. Provide this list to the beneficiary organization and give them a few days to locate and gather all of the documents for review. Not every organization will have every document, but knowledge about which documents the organization has and does not have will help in the assessment.

- Bylaws
- Articles of incorporation
- Current or previous strategic plans
- Annual goals and work plans
- Annual report
- Agency history
- Board of directors roster
- Minutes from the last three board meetings
- Board orientation materials
- Board member agreement
- Board evaluation
- Conflict of interest policy
- Brochure, newsletter, direct mail appeal, news clippings, or other marketing materials
- Proposal for general support
- Organizational chart
- Job descriptions for key staff
- Personnel policies
- Employee evaluation forms
- Organizational budget
- Financial statements for the last twelve months
- Fiscal policies and procedures
- Program logic models

# APPENDIX H

## Sample Memorandum of Understanding (MOU)

**Partnership Agreement**

**Memorandum of Understanding**

TA PROVIDER
AND
BENEFICIARY ORGANIZATION

This document describes the agreed-upon responsibilities and expectations between TA PROVIDER and BENEFICIARY ORGANIZATION for the training and technical assistance services to be provided under PARTNERSHIP. The purpose of PARTNERSHIP is to build BENEFICIARY ORGANIZATION'S organizational and programmatic capacity.

TA PROVIDER is partnering with BENEFICIARY ORGANIZATION along with nine other local groups through this project. This project contains three components: (1) organizational assessment, (2) training, and (3) technical assistance.

### RESPONSIBILITIES AND EXPECTATIONS

For this project, TA PROVIDER serves as the training and TA-providing organization. TA PROVIDER is responsible for the following:

- Ensuring that the program activities and finances for the PARTNERSHIP are maintained.
- Serving as the coordinator for the organizational assessment and evaluation activities for PARTNERSHIP.
- Providing support in the development of individual technical assistance plans for BENEFICIARY ORGANIZATION.
- Designing a comprehensive training program that BENEFICIARY ORGANIZATION can take part in.

Under this Agreement, BENEFICIARY ORGANIZATION agrees to:

- Send the executive director to weekly PARTNERSHIP TA meetings. Special considerations can be made if TA PROVIDER and BENEFICARY ORGANIZATION determine that another staff person would be better suited for a particular meeting.
- Complete an organizational assessment to determine the priority capacity building needs for their organization.
- Develop a detailed individual technical assistance plan with expected outcomes.
- Participate in the community meetings held by TA PROVIDER.
- Participate in all relevant trainings provided by TA PROVIDER.
- Participate in quarterly evaluation activities.
- Submit a final report at the end of the grant period listing the major accomplishments and outcomes for your capacity building project.

## TIME PERIOD

This Memorandum of Agreement shall remain in place from DATE through DATE unless modified in writing before that date.

## TERMINATION

This Agreement may be terminated in whole or in part by either party without cause. Written notice of termination shall be given in writing to both the TA PROVIDER and BENEFICIARY ORGANIZATION. Failure to honor any of the obligations stated above may also result in the termination of this Agreement.

Signatures of authorized agency representatives:

________________________________________

Name

________________________________________

Date

# APPENDIX I

## Sample Work Plan Template

This sample template comes from New Detroit, http://www.newdetroit.org, a leadership coalition providing capacity building to organizations in the areas of organizational development, program development, information technology, financial management, research, evaluation, fundraising, strategic planning, and board development.

New Detroit uses the work plan tool as part of a collaborative exercise with beneficiary organizations, supporting the organization as it creates its own work plan using the results of the organizational assessment. This process engages the beneficiary organization, helping the organization understand the goals and activities of the TA engagement. The completed work plan facilitates the implementation, management, and monitoring of the TA engagement by New Detroit.

| WORK PLAN TEMPLATE | | | | |
|---|---|---|---|---|
| **Needs/Assumptions (Key Assumptions)**<br>List the category need of your organization, at least two reasons for the need, how the need was documented, and the date it was documented. | **Activities**<br>List the procedures through which your organization is building capacity. | **Outputs**<br>List the product and/or units of service provided to increase capacity (such as number of hours of service provided). | **Outcomes**<br>List the changes that occur for faith-based and community organizations, as a result of increased capacity as it relates to the 5 CCI Goals. | **Indicators (Performance Measurement Guide)**<br>List the specific, observable conditions that are evidence that your organization is increasing its capacity and having the intended results and achieving its outcomes. |
| **Leadership Development**<br>▪ Board development<br>**Reason**<br>1. Limited board engagement<br>2. Narrow funding approach<br>**Need Documented**<br>▪ Organizational assessment<br>▪ On-site visit<br>**Date Documented**<br>January 2010 | **Actions**<br>Develop roles and responsibilities for board members<br>**Person Responsible**<br>Consultant<br>**Initiate Date**<br>3/26/09<br>**End Date**<br>4/26/09 | ▪ 5 hours with consultant<br>▪ 3-year plan | Expanded our organization<br>1. 5 board members will participate in a 2-hour board orientation<br>a. 100% of board members participated in a board orientation by 4/26/09 as measured by attendance sign-in sheets | Expanded the activities of the board<br>1. Board members reviewed and approved annual budget<br>a. Measured by keeping minutes and attendance of board meetings |

# APPENDIX J

## Change Readiness Self-Assessment

Use this checklist to determine if an organization is ready for change.

| CONSIDERATION | RATING<br>*Scale of 1-5 with 5 being the most positive or favorable condition* | Comments or Recommendations for Improving Readiness |
|---|---|---|
| 1. Is there a clear statement of required change? | | |
| 2. Are positive consequences for change (and negative consequences for the absence of change) well described? | | |
| 3. Have similar changes been successful in the past? | | |
| 4. Are both informal and formal leaders prepared to carry the message? | | |
| 5. Do leaders display their agility and readiness for change (lead by example)? | | |
| 6. Is the organization/program focused on specific elements of change (to avoid too much going on at the same time)? | | |
| 7. Has the organization shown a "constancy of purpose" to counter the element of resistance that says, "We'll just wait them out and this will pass"? | | |
| 8. Are key people and sub-groups supportive of the change? | | |
| 9. Are people taken care of when change disrupts the organization and employment opportunities? | | |
| 10. Are people properly trained for new work requirements? | | |
| 11. Do appropriate avenues for communication exist? | | |
| 12. Do staff members see a need for change? | | |
| 13. Do people feel they have a stake in the outcome? | | |

| CONSIDERATION | RATING<br>*Scale of 1-5 with 5 being the most positive or favorable condition* | Comments or Recommendations for Improving Readiness |
|---|---|---|
| 14. Is technology (or other required infrastructure) in place to accommodate the change? | | |
| 15. Are potential risks well defined? | | |
| 16. Are strategies in place to minimize any adverse impact of known risks or unintended consequences? | | |
| 17. Have people shown their innovative and creative ability in the past? | | |
| 18. Do leaders understand how staff and other stakeholders gauge success? | | |
| 19. Do people trust the media and other known forms of getting information? | | |
| 20. Do members of the organization generally trust each other? | | |
| 21. Is the staff's outlook for the future aligned with the organization's goals and objectives? | | |
| 22. Do people share information in a timely and accurate way? | | |
| 23. Do incentives and rewards exist that will recognize those who lead and support change? | | |
| 24. Can the organization admit mistakes? | | |
| 25. Are people empowered to become part of positive organizational change? | | |
| 26. Can creativity and the potential for future progress coexist with pride in the past and present (not seen as criticism and condemnation)? | | |
| 27. Is change a common element of success and an ingredient for advancement in the organization? | | |

# APPENDIX K

## Additional Resources

### Web-based Resources

American Society for Training and Development: http://www.astd.org

Alliance for Nonprofit Management: http://www.allianceonline.org

### Text-based Resources

Block, Peter. *Flawless Consulting: A Guide to Getting Your Expertise Used*, 2nd ed. San Francisco, CA: Pfeiffer, 1999.

Block, Peter and Andrea Markowitz. *The Flawless Consulting Fieldbook and Companion: A Guide to Understanding Your Expertise*. San Francisco, CA: Pfeiffer, 2000.

Dick, Walter, Lou Carey, and James O. Carey. *The Systematic Design of Instruction*, 7th ed. Boston, MA: Allyn & Bacon, 2008.

Kirkpatrick, Donald L. and James D. Kirkpatrick. *Evaluating Training Programs: The Four Levels*, 3rd ed. San Francisco, CA: Berrett-Koehler Publishers, Inc., 2006.

Piskurich, George M. *Rapid Instructional Design: Learning ID Fast and Right*, 2nd ed. San Francisco, CA: Pfeiffer, 2006.

Piskurich, George M., Peter Beckschi, and Brandon Hall (editors). *The ASTD Handbook of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs—Instructor-Led, Computer-Based, or Self-Directed*, 2nd ed. New York, NY: McGraw-Hill , 1999.

Silberman, Mel (editor). *The Consultant's Toolkit: 45 High-Impact Questionnaires, Activities, and How-to Guides for Diagnosing and Solving Client Problems*. New York, NY: McGraw-Hill, 2000.

### Online Survey Providers

Here are a few businesses that offer free or low-cost tools for online surveys. These are useful both for conducting needs assessments and for gathering data in evaluation efforts.

| | |
|---|---|
| Survey Monkey | http://www.surveymonkey.com |
| Zoomerang | http://www.zoomerang.com |
| Google Docs | http://docs.google.com |

From Idealware. "A Few Good Online Survey Tools," http://www.idealware.org/articles/fgt_online_surveys.php (accessed July 2009).

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