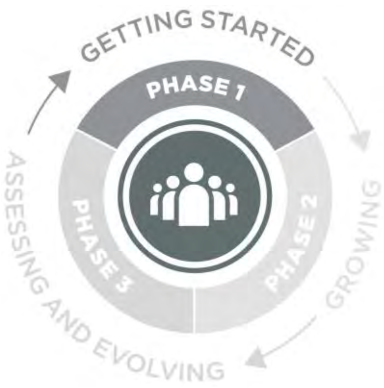


RESOURCES

Phase I: Creating Consistency

Activity: Landscape Analysis

Goals

1. Understand where your program fits in the competitive landscape
2. Use results to innovate, make decisions, identify opportunities for collaboration, increase usefulness/effectiveness of your platform

Prerequisites

Governance Activity: Mission/Vision

Community Engagement Activity: Who Is Your Community

Who Should Participate?

Program management (tactical thinkers) with initial brainstorming input from program leadership and program staff.

Length

60-90 minutes

Activity Instructions

1. As a group, build as comprehensive a list as possible of the competitive landscape - programs or organizations that are engaged in roughly the same work, serving roughly the same stakeholder groups. This list can be created during an in-person brainstorming session, or offline through a shared document or virtual whiteboard.
2. Create an assessment template that includes (at least) the following categories:
   a. Program or Organization name
   b. High level purpose
   c. Target audiences
   d. Mission, values and vision — What are the specific, tangible goals they're trying to accomplish?
   e. Unique value proposition — What does the program claim to do that is different from other programs?
   f. Financial resource model - is the program supported by membership, earned income, grants, etc.?
   g. OSS license (or note if it's a proprietary application)
3. Analyze the landscape by discussing and capturing answers to the following questions about each program. If you have identified a large number of programs, you may prioritize them via sticker vote or group them according to category to limit the amount of research required.
   a. How is your program different? How is it the same?
   b. What are you doing better? What can you highlight in your messaging and communications that is unique and will resonate with your target stakeholders?
   c. Where are your competitors excelling? What can you learn from them?
   d. Where are your competitors falling short? Are there any strategies that aren't working? Could you do them differently, or better?
   e. What "gaps" do you see? Are there missed angles or opportunities? Could you fill those gaps? How does this information inform your own point of view and messaging?

Activity: Landscape Analysis

Output

- Keep the documentation generated from this activity - the landscape analysis and the discussion questions - somewhere accessible to all program staff
- Use the results of this activity when:
  - Working to communicate the advantages of your program over another
  - Developing messaging or outreach strategies
  - Identifying new opportunities for innovation to increase the usefulness or effectiveness of your platform
  - Identifying new opportunities for collaboration or integration

RESOURCES

Phase I: Creating Consistency

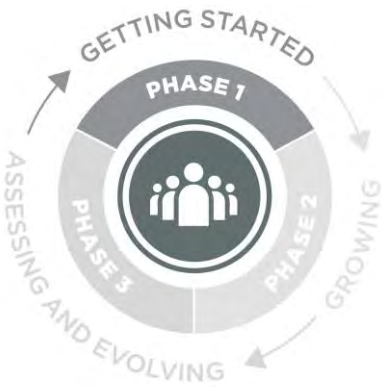
Resource: Landscape Analysis Template

Program or organization name	High-level purpose	Target audience	Mission/Vision and goals – what are they trying to accomplish?	Unique value proposition	Financial resource model	OSS or proprietary?

RESOURCES

Phase I: Creating Consistency

Activity: Landscape Analysis



Activity: Understanding Financial Resource Models

Goals

1. Understand the range of various financial resourcing models and how they function
2. Understand what adopting different resourcing models could mean for your own program
3. Narrow the range of potential resourcing models / revenue-generating activities for your program to consider
4. Prepare program for developing a more detailed financial plan

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

60-90 minutes

Activity Instructions

1. Take 5-10 minutes individually to read through the summary table of Revenue-Generating Activities (page 3).
2. As a group, discuss the benefits and limitations of each item on the list, and how the activity may or may not work for your program. Feel free to brainstorm additional activities that are not included on the list. Suggested conversation prompts:
   a. What options hold the highest likelihood of success? Why do we think that?
   b. What would we enjoy doing?
   c. How would any of these activities change what we do?
   d. What is most in keeping with our mission?
   e. Who will be responsible for doing the work this activity requires? How much work do we think that will be?
   f. What dependencies do these options create? What is the administrative burden? For example, an RSP program would require resources to manage, onboard, create agreements, etc.
   g. Do we have any limitations on earned income activity options due to our non-profit status, agreement with funders, incorporation models, etc.?
   h. What is not on the list? For example, are there models from the for-profit world we should research?
3. Determine as a group if there are any activities you definitely do or do not want to consider for your program.
   a. Should/could we use a mixture of these?
   b. Are there ways to shift these over time (e.g. focus on one or two initially and fold in others later)?
   c. The Gradients of Agreement chart (page 4) may help identify which revenue streams are on and/or off the table. Example proposals for this activity may include, “We should add membership to our program,” or “Dual licensing would not work for us.”

Activity: Understanding Financial Resource Models

4. Take the list of new resourcing methods / revenue-generating activities you would like to explore, and move to one of the following activities:

   a. Market scan to gather data about how the proposed revenue-generating activities will be received by your community. If you (or your home org) do not have a standard market scan workflow, the Library of Congress's Small Business Hub (US) has an excellent resource guide: https://guides.loc.gov/small-business-hub/planning/market-research#s-lib-ctab-22263496-2

   b. Pilot program to lay out how you will test the efficacy of the new plan. If you (or your home org) do not have a standard piloting process or workflow, you can view and edit a pilot project plan template here.

5. The outcome of this exercise, a market scan, and/or a pilot program can be used when developing a formal financial plan for your program. A good guide for that work is available as part of the Community Toolbox at the Center for Community Health and Development at the University of Kansas.

RESOURCES

Phase I: Creating Consistency

Activity: Understanding Financial Resource Models

Revenue-Generating Activity Summary Table

Potential Models	Key Elements	Notes (Level of support required, compatible/not compatible with OSS, etc.)
Professional services	Providing services to clients for a fee, e.g. migration, design/development, training, etc.	
SaaS / Hosting	Software licensed on a subscription basis and centrally hosted. *Example: AtoM*	
Crowdfunding	Funding by raising small amounts of money from a large number of people.	
Sponsorships / Memberships	Organizations regularly contribute funding to the program, usually in return for some set of benefits (e.g. members-only events, participation in governance, docs, etc.). *Examples: ArchivesSpace, Specify*	
Dual licensing	Distributing software under two or more different sets of terms and conditions; often one proprietary and one copyleft/free. *Example: Ruby*	
Registered Service Providers (RSP)	Third-party organizations providing services and support around an open source platform. RSPs are usually responsible for providing the program with funding, in-kind contributions, or other considerations. *Example: DSpace*	
Open Core / Proprietary Extensions	Offering a "core" or feature-limited version of a software product as free and open-source software, while offering "commercial" versions or add-ons as proprietary software.	
Grants	Funds given by an entity to another entity for a specific purpose linked to public benefit. Unlike loans, grants are not to be paid back.	
Impact investing / Venture philanthropy	Investments made into companies, organizations, and funds with the intention to generate a measurable, beneficial social or environmental impact alongside a financial return.	
In-kind contributions	In-kind contributions include goods, services, and/or time (in lieu of direct payments/cash).	

Activity: Understanding Financial Resource Models

GRADIENTS OF AGREEMENT

		Tally votes in each box
1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
7	**Formal disagreement, desolved of responsibility**	
8	**Block/veto**	

To use the Gradients of Agreement chart:

- Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
- Confirm that everyone understands the proposal, and make any necessary changes
- Read through the gradient definitions, from Endorsement to Veto
- Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase I: Creating Consistency

Activity: Human Resources Required

Goal

Identify the human resources required to support program goals and strategies

Prerequisites

This activity will work best if your program already has a business or strategic plan, community engagement plan, or technical roadmap, and has determined that it is time to add new members to the program team.

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

90 minutes

Activity Instructions

For shared reference, list the top-level elements from your strategic/business plan, community engagement plan, or technical roadmap on a physical or virtual whiteboard.

1. As a group, discuss and capture some or all of the following questions. You may add additional questions depending on your program's situation. Designate a facilitator to help guide the conversation.
   - Why do we want to add additional members to the team? Will it:
     - Help further our program's mission/vision?
     - Help our stakeholders achieve their goals?
     - Improve our sustainability along one or more facets?
     - Increase program capacity alone one or more facets?
   - What do we think we can accomplish by adding additional team members?
   - Are there other ways to achieve the impact we are looking for without adding to our headcount?
2. As a group, read through the list of potential positions below (page 3) for brief position descriptions for common roles held on OSS programs.
3. Provide the group with 5-10 minutes of individual reflection time to read through each position description.
   - If a position on the list already exists on the program team, you may remove it from the list.
   - You are free to add additional positions to the list depending on the specifics of your program; for example, if your subject matter is very specialized, you may wish to add a subject matter expert to the list.
4. Write out the position titles on a physical or virtual whiteboard.
5. Ask all participants to place the numbers 1, 2, and 3 next to the position names they would choose as their next hire (e.g., place #1 next to the role to be hired first, #2 next to the second, etc.).

- Participants should base their rankings on their understanding of the strategic/business plan, technical roadmap, communications plan, and results of the discussion held at the beginning of the activity.

6. Review the results and take 15 minutes to discuss and capture some or all of the following questions. You may add additional questions depending on your program's situation.
   - Is there consensus? Did participants generally agree on the top two?
   - If there is an outlier, ask the participant to explain his/her reasoning.
   - How would the top two choices benefit the program?
   - Did any roles receive no votes? What do we lose by not adding those roles yet?
7. If you do not have consensus on the top two roles to add, use the Gradients of Agreement to assist.
   - The Gradients of Agreement chart below (page 5) may help your group achieve consensus. Instructions for the Gradients of Agreement are provided with the chart below.
   - Example proposals for this activity might be: "Our next hire should be a software engineer," or "Our next hire should not be a program manager."
8. When you are ready, continue on to *Resources Activity: Value Propositions for Job Descriptions* to move forward with the job search.

Activity: Human Resources Required

Position Overviews

The list below includes roles that are often hired in an OSS program's lifecycle. Feel free to remove roles from the list that are already filled, add new ones to the list if your program has more specific needs, or combine roles.

Director / Executive Director / Managing Director

- Provide strategic leadership for the program
- Manage financial and business affairs
- Grow networks of stakeholders, contributors, members, and/or funders

Project Manager / Program Manager

- Provide general program oversight
- Liaise between governance / leadership and program staff
- Build communication and outreach plans
- Monitor and manage budgets

Product Owner / Functional Lead

- Manage and prioritize product backlog
- Understand user needs and priorities
- Define user stories, sprints, and acceptance criteria
- Liaise between developers and program manager / users / governance

Technical Lead

- Provide open-source development leadership
- Work with program leadership to develop and support the project technical roadmap
- Grow the developer / technical contributor community
- Develop documentation and training
- Assist community with implementations

RESOURCES

Phase I: Creating Consistency

Activity: Human Resources Required

Community Manager

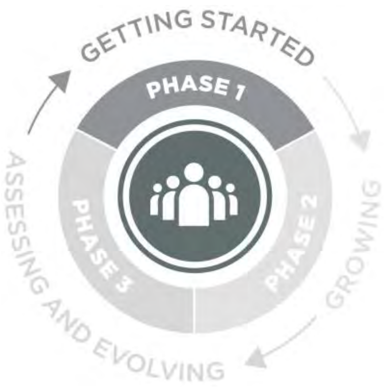
- Supports and manages the activities of the program’s community
- Build and execute communication, outreach, and advocacy plans
- Liaise with operational groups to ensure consistency across the program
- Provide user support and training

Quality Assurance Lead

- Oversees testing of software features as part of a collaborative team
- Develop test plans
- Create risk mitigation strategies
- Liaise with operational groups to improve QA process

Software Engineer

- Develop and implement feature enhancements, bug fixes, and/or plugins identified and prioritized by the community
- Write and maintain accessibility and unit test suites
- Help identify, prepare, and review community code contributions
- Provide technical expertise for QA, documentation, and implementation



RESOURCES

Phase I: Creating Consistency

Activity: Human Resources Required

GRADIENTS OF AGREEMENT

1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
7	**Formal disagreement, desolved of responsibility**	
8	**Block/veto**	

Tally votes in each box

To use the Gradients of Agreement chart:

- Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
- Confirm that everyone understands the proposal, and make any necessary changes
- Read through the gradient definitions, from Endorsement to Veto
- Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

Activity: Value Propositions for Job Descriptions

Goals

1. Create a value proposition for a new program position (e.g. community manager, technical lead) to help articulate significance of allocating resources to program leadership
2. Optional: Create a job description for a new program position

Prerequisites

Job description (optional). If you don't have a job description yet, having samples on hand of job descriptions of similar roles at other programs can be helpful as a starting point.

Who Should Participate?

Program management (tactical experience), Program staff (operational experience)

Length

60-90 minutes

Activity Instructions

1. List the potential responsibilities (i.e. tasks and duties) for the position.
    a. If you already have a job description, you can take the responsibilities list from that.
    b. If you do not already have a job description, this is the place to be expansive, you'll winnow down the elements for the final job description or value proposition.
        i. It can be helpful to set objectives for the number of ideas to be listed and the time to be spent, e.g. "Let's spend 5 minutes coming up with a list of 20 responsibilities / tasks / duties we think this job would cover."
2. Take a quick sticker vote to select the responsibilities that are the most critical / highest priority.
    a. In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. For each of your top vote-getters, discuss and capture how the responsibility / task / duty would solve problems faced by your application, program, and/or community or adds new benefits. For example, could the person in this role:
    a. Save time and/or resources? Help the project increase resources?
    b. Improve community buy-in and engagement?
    c. Improve the application's quality or functionality?
    d. Eliminate risks the application, program, or community might face?
    e. Help end users use the application more effectively?
    f. Eliminate barriers to adoption?
    g. Create positive social consequences?
    h. Other issues highlighted in a strategic planning or goals document?

Activity: Value Propositions for Job Descriptions

4. Rank each of the elements articulated in Item 3 as “essential” or “nice to have.”
5. Collate the “essential” value proposition elements into a value proposition document.
6. If you don’t already have a job description, you can use the top priority elements from Item 2 as the basis for creating one.
7. Share both documents with program leadership.
    a. You may want to include a “back of the envelope” cost calculation with your proposal. To find the salary range for similar positions, you can ask colleagues if they are willing to share, check online sources such as Glassdoor, look at existing job posts for similar positions, or ask your home organization’s HR for salary bands for similar positions. Don’t forget to add benefits - 25-30% of the suggested salary is a good rule of thumb, but some organizations (e.g., universities) have higher rates.

RESOURCES

Phase I: Creating Consistency

Activity: Organizational Home Program Services Matrix

Goal

Determine which services are important for your program as you evaluate home organization options.

Prerequisites

None

Who Should Participate?

Program Leadership (strategic thinkers)

Length

30-60 minutes

Activity Instructions

1. Use the following matrix to determine which services are important for your community and your program, now and in the future. Feel free to customize the matrix (add or remove services) to better reflect your program's needs.
2. For each element on the list, select "Yes", "No" or "Maybe Later"
3. Once that is complete, rank each using the following values:

   2 = Very Important; 1= Somewhat Important; 0 = Not important
4. Use the results of this activity for Activity: Organizational Home Requirements Gathering and Assessment

RESOURCES

Phase I: Creating Consistency

Activity: Organizational Home Program Services Matrix

What Services Does Your Program Need?

A sample list of services is included below. Feel free to customize the matrix (add or remove services) to reflect your needs.

Legal Services / Human Resource Infrastructure		**Yes**	**No**	**Maybe Later**	**Rank**
	Administration – legal entity and business support services				
	Legal advice				
	Asset stewardship: copyrights, trademarks, domain names, physical computer equipment				
	Contract negotiation and execution				
	Intellectual property rights (IPR) management				
	Recruitment, personnel management				

Financial Infrastructure		**Yes**	**No**	**Maybe Later**	**Rank**
	Invoicing				
	Fundraising				
	Accounting				
	Financial reporting				
	Separate financial accounts for programs				
	Grants management				

Sustainability Infrastructure		**Yes**	**No**	**Maybe Later**	**Rank**
	Future proofing				
	Consulting				
	Mentorship				

RESOURCES

Phase I: Creating Consistency

Activity: Organizational Home Program Services Matrix

Collaboration & Partnerships		Yes	No	Maybe Later	Rank
	Leadership mentoring, advice, and guidance				
	Partners				
	Grant support (writing, administering)				

Community Infrastructure		Yes	No	Maybe Later	Rank
	Communications infrastructure				
	Newsletters				
	Wiki spaces				
	Listservs				
	Meeting infrastructure				
	Webinar platforms				
	Officiating community elections and ballot initiatives				
	Marketing and communications				

Technical Infrastructure		Yes	No	Maybe Later	Rank
	Technical leadership				
	Hosting services				
	Technical support				

Other		Yes	No	Maybe Later	Rank

Activity: Organizational Home Requirements Assessment

Goals

1. Determine if your program would benefit from partnering or contracting with an organizational home or fiscal sponsor
2. Gather requirements for assessment and decision

Prerequisites

Activity: Organizational Home Program Services Matrix

Who Should Participate?

Program leadership (strategic thinkers), or those who have experience or knowledge with identifying potential new home organizations, assessing financial health and stability, and assessing terms/conditions and MOUs.

Length

90-120 minutes

Definitions

Programs have a range of business needs depending on their scope and scale. These needs may require only a small set of services from an outside organization, or a larger-scale, longer-term relationship. The terms and definitions below may help you in your assessments.

Fiscal Sponsor: an organization that provides legal and financial infrastructure for your program. Services may include financial reports, banking relationships, invoicing, etc.

- Example situation: grant funded program that needs a way to accept funds

Organizational Home: an organization that provides legal and financial infrastructure as well as additional services that may be important to your program, such as consulting, event facilitation, marketing, technical support, grant writing, etc.

- Example situation: emerging program growing from a grant-driven initiative to a program that is community-based needing to move out of their founding organization

Activity Instructions

Requirements Gathering

1. Based on previous ITAViP activities, determine your program's biggest unmet needs. This will enable you to determine any gaps with your current situation and evaluate how a new home organization or fiscal sponsor could help.
2. Determine what gaps can be addressed by moving to a new organization
3. Define the impact of the move and determine how to navigate through these changes. Considerations include:
    a. Impact to existing staff (i.e. if they cannot move to the new organizational home with the program, will they remain as volunteers? How will they be recognized for their contributions?)
    b. Current sponsoring organization's change in role (e.g. lesser role in governance).
4. Gather a list of candidates for a new home organization

Activity: Activity: Organizational Home Requirements Assessment

Assessment

1. Determine criteria for selection. Examples include:
   a. Match in core values
   b. Service offerings (see Activity: Organizational Home Program Services Matrix)
   c. Financial health and stability
   d. Reputation (using references, world/national ranking, awards received?)
   e. Terms and conditions
2. Compare how your values and service needs match to different home organizations. You can use the related tool Organizational Home – Requirements Gathering and Assessment Scoring Tool to help with comparison.
3. Compile a short list of potential new home organizations
4. Discuss/Interview with potential new home organizations
5. Make a selection
6. Discuss and sign an MOU or Partnership Agreement.
   a. An excellent Partnership Agreement template can be found under the heading “Partnering Agreements,” in Brouwer, Herman and Woodhill, Jim, with Hemmati, Minu, Verhoosel, Karèn and van Vugt, Simone (2016) The MSP Guide, How to design and facilitate multi-stakeholder partnerships, Wageningen: Wageningen University and Research, WCDI, and Rugby, UK: Practical Action Publishing, http://dx.doi.org/10.3362/9781780446691.

RESOURCES

Phase II: Diversification

Activity: Diversifying Revenue Streams

Goals

1. Identify strengths and weaknesses of your program's current revenue-generating activities
2. Identify revenue-generating activities to improve or discontinue

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

90 minutes

Activity Instructions

1. As a group, complete a "SWOT" analysis for each of your program's current revenue streams. Examples of revenue streams include paid memberships, grants, professional services, and hosting. Template included below (page 2).
   - Strengths: The aspects that are working well in a project or situation and which people are proud to talk about.
   - Weaknesses: The aspects that do not work so well.
   - Opportunities: Ideas on how to overcome weaknesses and build on strengths.
   - Threats: The elements that constrain or threaten the range of opportunities for change.
2. Based on the results of the analysis, decide as a group whether you would like to continue on as currently implemented, continue with changes, or explore discontinuing.
   - The Gradients of Agreement chart below (page 3) may help your group achieve consensus. Instructions for the Gradients of Agreement are provided with the chart below.
   - Example proposals for this activity might be: "Program should discontinue membership" or "Program should continue with the registered service provider program but make changes to the fee structure."
3. Move to the next step based on your decisions:
   a. If the decision was made to keep all revenue streams as is, summarize and document the conversation and close the activity.
   b. If the decision was made to continue a revenue stream with adjustments, move to Activity: Adjusting Existing Revenue Streams.
   c. If the decision was made to explore discontinuing a revenue stream, move to Activity: Discontinuing Existing Revenue Streams.
   d. If members of the program team would like to explore entirely new revenue streams, move to Activity: Understanding Financial Resource Models.

RESOURCES

Phase II: Diversification

Activity: Diversifying Revenue Streams

Strength	**Weakness**
Opportunity	**Threat**

RESOURCES

Phase II: Diversification

Activity: Diversifying Revenue Streams

GRADIENTS OF AGREEMENT

1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
7	**Formal disagreement, desolved of responsibility**	
8	**Block/veto**	

Tally votes
in each box

To use the Gradients of Agreement chart:

- Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
- Confirm that everyone understands the proposal, and make any necessary changes
- Read through the gradient definitions, from Endorsement to Veto
- Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase II: Diversification

Activity: Adjusting Existing Revenue Streams

Goals

1. Identify revenue-generating activities that can be improved
2. Develop strategies for improvement

Prerequisites

Resources Activity: Diversifying Revenue Streams

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

90 minutes

Activity Instructions

1. For each revenue stream identified in Activity: Diversifying Revenue Streams to explore improving, transfer the results of the SWOT Analysis to the below "TOWS" template. A TOWS chart helps make connections among the quadrants of your SWOT, moving from information gathering to creating strategies for action.
2. As a group, discuss each new element of the analysis and try to identify one to two strategies per box to explore further. The strategies you identify might include entirely new activities, ways to improve efficiency of existing activities, ways to repurpose existing resources to be more effective, etc.
    a. What are our strengths? What are our opportunities? How can we apply our strengths to make use of available opportunities?
    b. What are our strengths? What are the major threats we identified? How can we use our strengths to avert threats?
    c. What are our weaknesses? What are our opportunities? How can we minimize our weaknesses by taking advantage of our opportunities?
    d. What are our weaknesses? What are our threats? How can we minimize weaknesses to avoid threats?
3. Determine as a group which strategies to move forward with. Depending on the nature of the strategy, you may need to:
    a. Write a proposal for the change including the results of this activity and Diversifying Revenue Streams and present to members of leadership for approval.
    b. Complete a market scan to gather data about how the strategy will be received; for example, if you would like to parlay your strength in one market to another related market. If you (or your home org) do not have a standard market scan workflow, the Library of Congress's Small Business Hub (US) has an excellent resource guide.
    c. Complete a pilot proposal to lay out how you will test the efficacy of the new strategy. If you (or your home organization) do not have a standard piloting process or workflow, you can use the **Activity: Pilot Project Plan Template**.

RESOURCES

Phase II: Diversification

Activity: Adjusting Existing Revenue Streams

TOWS Template

	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)		
Weaknesses (internal, negative)		

RESOURCES

Phase II: Diversification

Activity: Discontinuing Existing Revenue Streams

Goals

1. Identify revenue-generating activities that can be discontinued
2. Develop a plan for gaining approval from governance / leadership

Prerequisites

Resources Activity: Diversifying Revenue Streams

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

90 minutes

Activity Instructions

1. Choose one revenue-generating activity identified in **Activity: Diversifying Revenue Streams** to explore discontinuing.
2. Review the results of the SWOT Analysis and answer the following questions:
    a. How much revenue is the activity generating for the program annually? What percentage is this of our overall revenue?
    b. What revenue goals was the activity supporting? What alternatives are there to support our revenue goals?
    c. What human, financial, and/or technical resources does this activity require? Is it proportionate to the revenue?
    d. Does this activity add to or distract from our program mission?
    e. Does this activity have any strengths (internal positives)? If we discontinue it, can we apply those strengths to other revenue streams?
    f. What are the core weaknesses of the activity (internal negatives)? Is there a way to counteract or use opportunities to minimize our weaknesses?
    g. Are there opportunities around this activity? Does it make sense to explore them, or do other ideas have more potential?
    h. What are the threats (external negatives) to this activity? Do these threats apply to other revenue streams? Does minimizing the weaknesses of this activity have any effect on the threat level?
3. Based on the results of the above analysis, discuss and make a recommendation to discontinue / do not discontinue / evolve the activity.
    a. The Gradients of Agreement chart below (page 3) may help your group achieve consensus. Instructions for the Gradients of Agreement are provided with the chart below.
    b. Example Gradients of Agreement proposals for this activity might be: “Program should discontinue membership” or “Program should evolve hosting.”

Activity: Discontinuing Existing Revenue Streams

4. If, after the above elements are complete, the decision is made to discontinue a revenue-generating activity, move on to:

   a. Gain approvals from the appropriate governance / leadership representatives.

   b. If necessary, develop a discontinuation communication plan.

      i. See **Activity: Developing an End-of-Life Communications Plan** for help.

   c. Communicate changes to stakeholders

      i. Internal - ensure all program team members are aware of the change and the key details - why, when, alternatives. Update documentation (website, etc.) to ensure that the activity is no longer being advertised or promoted.

      ii. External - if necessary, reach out to affected users with a simple, concise message - enough detail so that nothing is unclear, date the activity will be discontinued, and recommendations for alternatives. Be sure to reach out via different channels and monitor feedback.

RESOURCES

Phase II: Diversification

Activity: Discontinuing Existing Revenue Streams

GRADIENTS OF AGREEMENT

1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
7	**Formal disagreement, desolved of responsibility**	
8	**Block/veto**	

Tally votes in each box

To use the Gradients of Agreement chart:

1. Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
2. Confirm that everyone understands the proposal, and make any necessary changes
3. Read through the gradient definitions, from Endorsement to Veto
4. Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase II: Diversification

Activity: Expanding Your Contributor Community

Goals

1. Understand the range of various contribution methods and support systems and how they function
2. Understand what adopting different contribution methods or support systems could mean for your own program
3. Identify one or two new contribution methods or support systems for your program to pilot

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

X minutes

Activity Instructions

1. Start with 5-10 minutes of silent reflection to read through the list of typical community contribution methods below and choose 3-5 that your program is not currently doing, and that you think have the most potential to expand your contributor community. Feel free to add new items to the list, and/or cross off those items that your program is already doing.
2. On a physical or virtual whiteboard, hold a sticker vote to identify those community contribution methods the group would like to discuss further.
   - In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. Take the top three-five vote getters and discuss the benefits and limitations of each, and how they may or may not work for your program. Suggested discussion prompts:
   a. What options hold the highest likelihood of success?
   b. What would we enjoy doing?
   c. How would any of these methods change what we do?
   d. What is most in keeping with our mission?
   e. Who will be responsible for managing the work this method requires? Will it change their roles and responsibilities?
4. What direct and indirect costs would be required to support this method (e.g., direct payments, staff time, hardware purchases, etc.). Do the potential benefits outweigh the costs?
5. As a group, determine the top two new contribution types from your list that you would like to consider for your program.
   - The Gradients of Agreement chart below may help identify which methods are on and/or off the table. Instructions for the Gradients of Agreement are provided with the chart.

Activity: Expanding Your Contributor Community

6. Move to your program or home organization's piloting process or workflow. If you do not have a standard piloting process or workflow, you can use the Activity: Pilot Project Plan Template.

Community Contribution Types

Source: https://chaoss.community/metric-types-of-contributions/

- Bug Triaging
- Community Building and Management
- Documentation Authorship
- Event Organization
- Financial Management
- Legal Counsel
- Localization/L10N and Translation
- Marketing and Campaign Advocacy
- Public Relations - Interviews with Technical Press
- Quality Assurance and Testing
- Reviewing Code
- Security-Related Activities
- Social Media Management
- Speaking at Events
- Teaching and Tutorial Building
- Troubleshooting and Support
- User Interface, User Experience, and Accessibility
- User Support and Answering Questions
- Website Development
- Writing Articles
- Writing Code

RESOURCES

Phase II: Diversification

Activity: Expanding Your Contributor Community

GRADIENTS OF AGREEMENT

1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
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Tally votes in each box

To use the Gradients of Agreement chart:

1. Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
2. Confirm that everyone understands the proposal, and make any necessary changes
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4. Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase II: Diversification

Activity: Vendor / Service Provider Landscape Analysis

Goals

1. Identify the vendor/service provider ecosystem in your domain
2. Use results to identify opportunities for collaboration or partnerships

Prerequisites

None, although this activity assumes that your program has already decided to explore working with outside vendors / service providers, i.e., the activity is about *how* to identify potential vendor partners, not *whether* to engage.

Who Should Participate?

Program management (tactical) with initial brainstorming input from program leadership and program staff.

Length

90-120 minutes pre-work; 90 minutes together

Activity Instructions: Pre-Work

1. Build as comprehensive a list as possible of the vendor/service provider landscape in your domain: for-profit or non-profit organizations that are providing development resources, services (e.g., consulting, training, hosting) and/or support to OSS programs serving cultural and scientific heritage. This list can be created offline through a shared document or virtual whiteboard.
   - Note: This list may have some overlap with organizations providing home organization / fiscal sponsorship-type services to OSS programs but should only include those organizations that are also contributing other types of resources (development, hosting, etc.).
2. Create an assessment template that includes (at least) the following categories and assign one or more people to the task of filling out the template. A sample template can be found at this link.
   a. Organization name
   b. High level purpose (mission, vision, etc.)
   c. Services offered (e.g., hosting, migration, design/development, etc.)
   d. OSS programs currently supported by the org, if any
   e. Geographic area served
   f. Organization scale, e.g., annual revenue, # of members
      i. Annual revenue for non-profits in the United States can be found on tax form 990. These forms are freely available via services such as Guidestar/Candid.
   g. Core stakeholders and/or funders
   h. General corporate form (e.g., non-profit, for-profit, public benefit)
   i. Does the organization support OSS / open access (with evidence)?
   j. Risks, e.g., language barriers, lack of experience with tech stack, conflicts of interest, etc.
3. Divide the list up among the activity participants and have each fill out the assessment template for their assigned vendor / service provider. Set a target completion date for this work.
4. After the assessment template is complete, share for review with all who will attend the group session.

RESOURCES

Phase II: Diversification

Activity: Vendor / Service Provider Landscape Analysis

Activity Instructions: As a Group (virtually or in-person)

1. Analyze the landscape by thinking through the following questions (feel free to add your own!):
   a. Does the vendor have a mission/vision that aligns with our program?
   b. What services does this vendor provide that our program does not or cannot?
   c. Does the vendor serve a geographic area we would like to expand into?
   d. Are there risks to consider with this vendor (e.g., reputation, would they overlap with another trusted partner, would it oversaturate a particular market or geographic area)?
2. Take a sticker vote to prioritize the organizations your program is interested in working with. As long as an organization gets one vote, keep them on the list for the next step.
   - In a sticker vote, each participant is assigned several stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. If you have identified more than three or four organizations during your brainstorm, you can create a short survey to gauge interest among identified vendors/service providers in participating in a registered service provider program. If you identified a small number, a direct conversation would work well (covering the same questions as below). Useful survey questions may include:
   - Organization name
   - Contact name and information
   - Is your organization interested in participating in an RSP program? A registered service provider is an organization that makes an investment in open technologies and commits to working cooperatively with an OSS program to best serve their community of users.
   - Is your organization currently providing services around your or other OSS programs?
   - Select which benefits would be most attractive – see Creating a Registered Service Provider Agreement for suggestions.
   - Select which obligations they would be most amenable to - see Creating a Registered Service Provider Agreement for suggestions.

Activity: Vendor / Service Provider Landscape Analysis

4. Assign an activity participant responsibility for distributing the survey, collating the results, and sharing with the rest of the participants. Set a timeline for this work.
5. Depending on the results of the survey, agree to shut down the conversation due to lack of interest from potential RSPs (potentially with agreement to revisit the issue in some set period of time), or move on to the exercise Creating a Registered Service Provider Agreement.

RESOURCES

Phase II: Diversification

Activity: Creating a Registered Service Provider Agreement

Goals

1. Identify the elements in a registered service provider agreement that are important to your program
2. Create a draft registered service provider agreement to share with program leadership

Prerequisites

It's recommended to complete Activity: Vendor/Service Provider Landscape Analysis. This activity assumes that your program has identified service providers to work with.

Who Should Participate?

Program management (tactical)

Length

60-90 minutes

Activity Instructions

1. Review the tables of benefits and obligations below and note whether the benefit/obligation is one your program will or will not include in an RSP agreement. Feel free to add additional elements to the table.
2. For those benefits/obligations that are included, discuss what that will look like for your program; discussion prompts include:
   a. Are there limitations on the benefit or obligation? For example, if a benefit is receiving technical support, is there a ceiling on the number of hours?
   b. Are the benefits limited to RSPs or are they available to others? For example, may everyone using the platform participate in governance, or only members / contributors?
3. Compile the benefits and obligations into a single document to share with program leadership, legal, and fiscal counsel.
   - Note: Keep any draft registered service provider agreement as simple as possible - the more tiers, parameters, and requirements added increase the administrative burden for both organizations and make it less likely that potential RSPs will see the benefit in becoming "official."

RESOURCES

Phase II: Diversification

Activity: Creating a Registered Service Provider Agreement

Benefits provided to RSP by Program / Organizational Home

Benefits	Will have	Won't have	N/A
Access to documentation (developer, and/or end user)			
Access to listservs and other engagement platforms			
Access to technical support			
Eligible to participate in governance			
Able to use program's logo and/or branding			
Official listing as RSP on program website, other CE platforms			
Certification / credentials (i.e., RSP can say they are certified by the program's home organization)			

Registered Service Provider Obligations

Obligations	Will have	Won't have	N/A
Fees • Tied to anything? Size, in-kind contributions, # of members recruited, etc. • How often are fees paid? One-time? Annually?			
Custom code contributed back to program (program not obliged to accept)			
Open-source licensing			
Limit outreach to certain domains/locations			

RESOURCES

Phase II: Diversification

Activity: Creating a Registered Service Provider Agreement

RSP Services Provided

Your program may decide that they would like to limit registered service providers to certain services, or only work with providers that support certain services. In that case, use the following table to note which services your program would / would not like an RSP to provide.

Service	Must Have	Must not Have
Installation and configuration		
Data conversion and migration		
Software design and development		
Integration development/support		
Reporting and analytics		
Cloud hosting and/or SaaS		
On-premises support		
Consulting and analysis		
Training		
Customized solutions		

RESOURCES

Phase II: Diversification

Activity: Building Welcoming Communities

Goals

1. Identify what documentation your program has that supports growing a successful community
2. Prioritize missing documentation and develop a plan for its development

Prerequisites

Example: None

Who Should Participate?

Program management (tactical thinkers), Program staff (operational experience)

Length

60-90 minutes

Pre-Work

Have a subgroup (2-3 program representatives) complete the checklist on page 2 and bring it to a larger group for broader discussion and prioritization. It is okay to determine that some components are not relevant or propose adjustments.

Activity Instructions

1. As a group, review the submitted checklist. Does everyone agree or not? Are there elements not included in this assessment?
2. Once general consensus on rankings is achieved, lead the group in identifying what components the group considers necessary to work on, then prioritize (as you cannot do everything at once). Plotting elements on an impact/effort matrix (example on page 4) can aid prioritization.
3. Identify who on the program team will be accountable for working on the component - either taking on the responsibility for creating or improving it or assigning the task to someone else and following up on its completion.

Activity: Building Welcoming Communities

Building Welcoming Communities Checklist

Does your program have the following documentation?

	Yes	No	In Progress	Unsure	N/A
A friendly README					
Clear code examples					
Code contribution guidelines					
Good first issue tags					
Response plan for new contributors					

Growing Your Community

How can you provide your community with a good foundation for community growth? Do you have the following?

	Yes	No	In Progress	Unsure	N/A
Code of Conduct					
Contributors or Authors file					
Regular newsletter or other communication thanking contributors					
Organizational repository (vs. personal)					
Structured roles for newcomers to fill?					
Clear and transparent communication channels?					
Regular schedule and structure for trainings, onboardings, workshop, etc.?					

Activity: Building Welcoming Communities

Resolving Conflicts

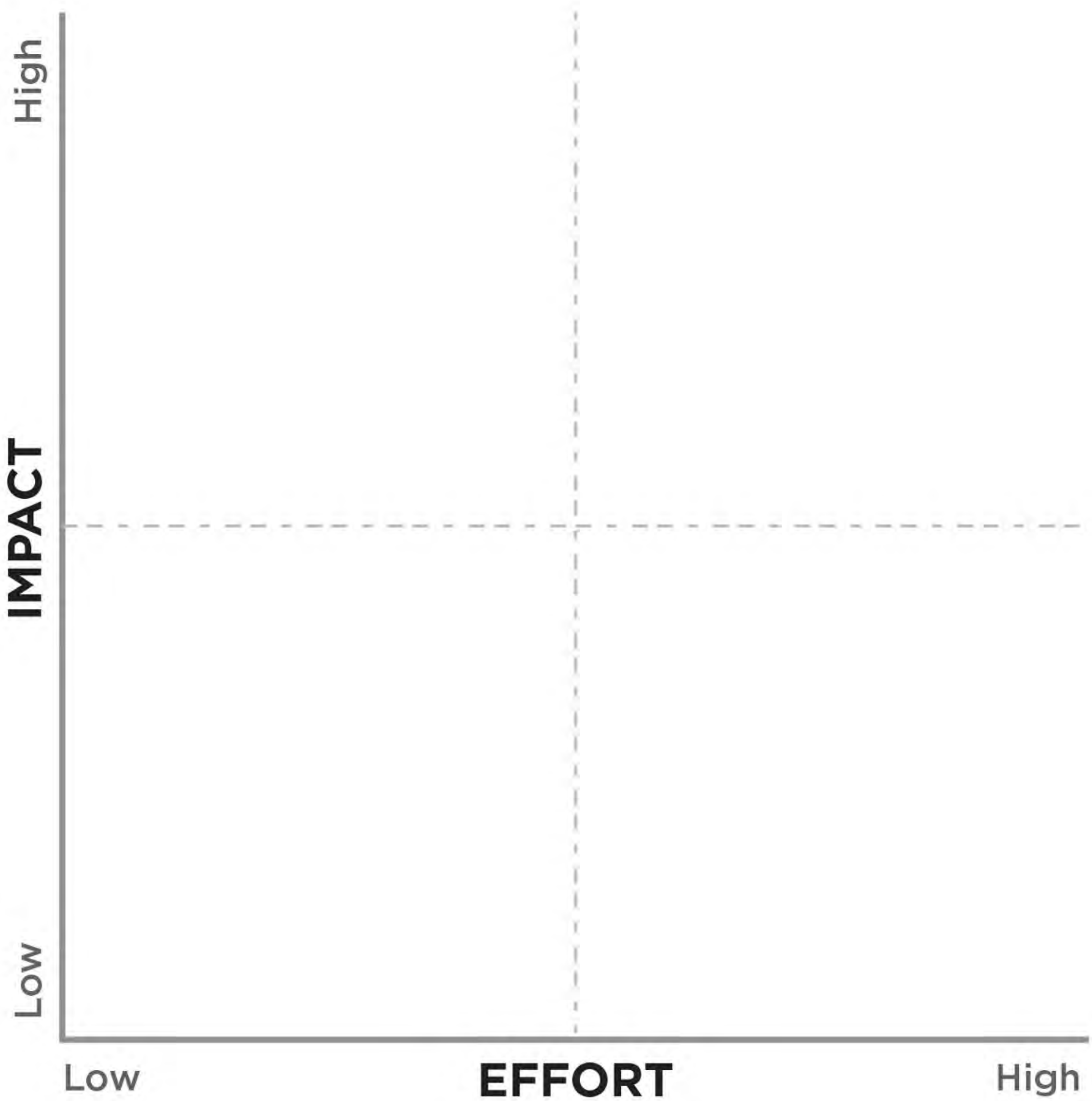
Do you have a plan for conflict resolution as your community grows? Do you have the following helpful tools?

	Yes	No	In Progress	Unsure	N/A
Product vision and roadmap					
Documented decision-making process (e.g. consensus, voting)					
Identified community tiebreaker					

RESOURCES

Phase II: Diversification

Activity: Building Welcoming Communities



RESOURCES

Phase II: Diversification

Activity: Determine New Forms of Community Engagement

Goals

1. Determine what kind of engagement is right for your community
2. Map stakeholder groups with nascent activities you want to support

Prerequisites

CE Activity: *Who is Your Community?*

Related Activity

CE Activity: *Create Communication and Engagement Plan*

Who Should Participate?

Outreach Committee members; program management (tactical thinkers) and/or community members

Length

60-90 minutes

Activity Instructions

1. Review stakeholder groups prioritized in CE Activity: Who is Your Community?
2. Review CE Activity: Create Communication and Engagement Plan (or equivalent) for goals, priority stakeholders and engagement level so far
3. Determine the desired next level of engagement
4. Consider what new types of engagement activities you might like to pilot with your community. Examples could include:
    i. Onboarding
    ii. Hackathons
    iii. Training
        1. in person
        2. online
        3. specialized topics
    iv. Documentation
        1. translating documentation in different languages
    v. Mentoring/shadowing
    vi. Regional groups
        1. create regional/national coordinators, give frameworks, tools, presentation templates, agenda templates
        2. program ambassadors
    vii. Credentialing system (way to validate or approve skills, track time)
    viii. Knowledge sharing/Question answering
        1. office hours
        2. lessons learned
5. Map stakeholder groups with nascent activities you want to support (template below). You can take the time to go through this with all stakeholder groups, but you may want to focus on prioritized stakeholder groups.
6. Use a sticker vote to choose 2-3 activities to pilot over the coming year.

- In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).

7. Document decisions so everyone is clear on why you chose as you did.

Template (examples in ***blue italics***)

Stakeholder group	Pilot engagement activity
Code contributors	*Hackathon*
End users in Spanish speaking countries	*Translating user documentation into Spanish*

Output

Prioritized activities to pilot.

RESOURCES

Phase III: Stable, but Not Static

Activity: Alliances and Partnerships Landscape Analysis

Goals

1. Identify desirable characteristics for potential ally/partner organizations to have
2. Identify potential ally/partner organizations with desirable characteristics

Prerequisites

No specific ITAViP activity; however, having a strategic plan or set of strategic goals will help participants identify program strengths/ weaknesses and prioritize next steps.

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

60 minutes as a group, follow-up work assigned to flesh out analysis

Activity Instructions

Part I: Identifying Desirable Characteristics (complete as a group)

1. Brainstorm a list of characteristics you'd like potential allies or partners to have.
   a. These can be specific elements your program lacks, things you're doing well but would like more of, or bigger-picture values you'd like to see. Examples include Development resources, Language support, Geographic diversity, etc.
   b. It can be helpful to set objectives for the number of ideas to be listed and the time to be spent, e.g. "Let's spend 10 minutes coming up with a list of 20 characteristics we'd like our partners to have."
2. All together, sort the brainstormed ideas into high-level groupings.
   o For example, high level groupings might be "domain expertise" or "commitment to open access."
3. Take a sticker vote to select the high-level groupings that are the most critical / highest priority based on your program's strategic goals.
   o In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).

Part II: Identifying Potential Allies and Partners (complete as a group)

1. Based on the prioritized list of desirable characteristics, brainstorm a list of potential allies and partners that have at least some of those characteristics.
2. Work together to create a landscape analysis template that includes (at least) the following categories. A sample is included below.
   a. Organization name
   b. High level purpose (mission, vision, etc.)
   c. OSS programs currently used/supported by the org, if known
   d. Geographic area served

3. Assign one or more activity participants to continue the ally / partner landscape analysis in preparation for moving to the next activity, Value Propositions for Alliances and Partnerships.

Part III: Identifying Potential Allies and Partners - split up brainstormed list and assign to individual team members

1. Building on the list started during the group meeting, complete further research on additional organizations that may be potential partners or allies.
2. Analyze the landscape by assessing each organization on the list against the list of desirable characteristics developed at the beginning of the exercise. Share the results of your analysis with activity participants and program leadership.
3. Move on to the exercise Value Propositions for Alliances and Partnerships.

RESOURCES

Phase III: Stable, but Not Static

Activity: Value Propositions for Alliances and Partnerships

Goals

1. Identify program strengths that would be attractive to new partners
2. Create value propositions to share with potential new partners

Prerequisites

Activity: Partnerships and Alliances Landscape Analysis. In addition, having a strategic plan or set of strategic goals will help participants identify and prioritize values.

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

60-90 minutes

Activity Instructions

1. Brainstorm a list of program strengths, values, benefits, or services that would be attractive to new allies or partners.
   - It can be helpful to set objectives for the number of ideas to be listed and the time to be spent, e.g. "Let's spend 10 minutes coming up with a list of 20 strengths/benefits our program brings to the table."
2. Take a quick sticker vote to select the strengths/benefits that are likely of the highest value. They can be those you feel are your program's most unique strengths, those most likely to be lacking in your potential allies, or another metric.
   - In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. For each of your top vote-getters, **discuss and capture** how the strength/benefit would solve problems faced by your potential allies and partners. For example, could your program help your potential ally/partner:
   - Save time and/or resources? Help them increase resources?
   - Improve engagement with their communities?
   - Strengthen research, teaching, and learning?
   - Eliminate or mitigate risks?
   - Help end users access materials more effectively?
   - Create positive social consequences?
4. Collate the value proposition elements into a value proposition document.
   - Good examples of Value Proposition maps/documents include:
     - https://www.strategyzer.com/canvas/value-proposition-canvas
5. Communicate your value proposition with potential allies and partners as part of a planned outreach effort.
   - If your organization does not have a standard communications plan template, this version may be helpful.

RESOURCES

Phase III: Stable, but Not Static

Activity: Developing an Evaluation Plan for Alliances and Partnerships

Goal

Develop a plan for evaluating existing alliances and partnerships

Prerequisites

Existing alliances or partnerships that require evaluation.

Who Should Participate?

Program leadership (strategic thinkers)

Length

90-120 minutes; activity can be repeated as necessary for different alliances or for the same alliance on a regular basis (e.g., annually)

Note

This activity is adapted from the book "Managing for Sustainable Development Impact: An Integrated Approach to Planning, Monitoring, and Evaluation" by Cecile Kusters and Karen Batjes. More in-depth information about each of the steps and questions below can be found in the book.

This activity works best with a facilitator to help move the group through each question, achieve consensus, and summarize/document the results of each question for use in the Partnership/Alliance Evaluation Template.

If there is disagreement on any element of the plan, the Gradients of Agreement (included below) may help achieve either consensus or a level of disagreement all are comfortable with.

Activity Instructions

1. Discuss and come to consensus on the purpose and scope of the evaluation.

What is the purpose of the partnership evaluation? Example reasons include: accountability, stakeholder empowerment, gathering information to make strategic change, gathering information to make operational change, and knowledge generation.

What is the scope of our evaluation? Who are the target groups (all partners? a specific partner?), what's our time frame, and what is our budget (time and/or money)?

2. Discuss and come to consensus on key information needs for the evaluation.

It may help to frame your qualitative information needs around the criteria of impact, relevance, sustainability, effectiveness, and efficiency.

- Sample impact questions: What has changed as a result of this partnership? To what extent has the partnership helped us further our long-term goals? Has the partnership had any positive or negative consequences?
- Sample relevance questions: Is the partnership a good idea given the long-term goals of our program? Does it support the priorities of our users and stakeholders?
- Sample sustainability questions: Will the changes effected by the partnership last? Would there be continued positive impacts as a result of the partnership if it ended? Why or why not?

- Sample effectiveness questions: Were the planned purposes and/or outputs of the partnership achieved? Why or why not?
- Sample efficiency questions: Is the partnership worthwhile? Is the partnership the best way to achieve the planned-for outcome? What could we do differently to improve the partnership?

You may also wish to gather quantitative information about the partnership, including things that are measurable, relatively easy *to* measure - length of partnership, contributions to the program (time, money, code) - and relevant to your analysis.

3. Discuss and come to consensus on data collection, processing, and analysis.

A RACI matrix can be helpful in determining who will be responsible for data gathering, processing, and analysis. Different members of the team may be better suited to different types of questions or information gathering methods, or different expertise applied for analysis.

In this framework, analysis is “an important part of the evaluation process because it shapes the information that is reported and its potential use after critically reflecting on and making sense of these findings so as to inform decision-making.”

4. Discuss and come to consensus on the process for reflection and decision-making.

Determine how the program will reflect on and make use of the results of the information gathering phase. A written report discussed asynchronously? A meeting or series of meetings?

This process should link back to the original purpose of the evaluation; for example, if the program suspects that a partnership is

not working because of poor communication, a report suggesting improvements might be appropriate. If the purpose of an evaluation is to determine whether to continue working with a partner, an in-person or virtual meeting to discuss would be better.

5. Discuss and come to consensus on communication and reporting.

How will the results of the evaluation be shared and reported on? Consider who the stakeholder/primary users will be; how to report on interim steps such as the kickoff, information gathering process, and results; and how the results will be shared.

At this point, if the discussion around the previous questions has been documented and summarized to everyone’s satisfaction, the next elements can be assigned to someone for offline completion and sharing out with the group.

6. Plan for implementation.

Create a plan for implementation using the outcomes of the above discussion questions. You can use the Partnership/Alliance Evaluation Template to gather the results of the discussions, and fill out the sample RACI matrix for timeline and assignments.

RESOURCES

Phase III: Stable, but Not Static

Activity: Name

GRADIENTS OF AGREEMENT

1	**Endorsement**	
2	**Endorsement with minor point of contention**	
3	**Agreement with reservations**	
4	**Abstain**	
5	**Stand aside**	
6	**Formal disagreement, willing to go with majority**	
7	**Formal disagreement, desolved of responsibility**	
8	**Block/veto**	

Tally votes in each box

To use the Gradients of Agreement chart:

1. Record the proposal being used (e.g., on a flipchart or virtual whiteboard/document)
2. Confirm that everyone understands the proposal, and make any necessary changes
3. Read through the gradient definitions, from Endorsement to Veto
4. Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase III: Stable, but Not Static

Activity: Partnership and Evaluation Plan Template

Prerequisites

Completion of Activity: Developing an Evaluation Plan for Alliances and Partnerships

Who Should Participate?

Program leadership (strategic thinkers)

Activity Instructions

Edit the plan template below to include the outcomes of Activity: Evaluation Plan for Partners.

RESOURCES

Phase III: Stable, but Not Static

Activity: Partnership and Evaluation Plan Template

Partnership and Alliance Evaluation Plan Template

1. Purpose and Scope

2. Key Information Needs

3. Data Collection, Processing, and Analysis

4. Reflection / Decision-Making

5. Communication and Reporting Plan

6. Implementation Plan

RESOURCES

Phase III: Stable, but Not Static

Activity: Partnership and Evaluation Plan Template

RACI Matrix Example

Key:

R: Responsible - who is doing the work?

A: Accountable - who is signing off on the work?

C: Consulted - who is providing opinions/assistance?

I: Informed - who needs to be kept up-to-date on progress?

Task List	Person 1	Person 2	Person 3	Person 4
Scheduling and Project Coordination	R	C		I
Data collection Task 1		R	C	I
Data collection Task 2		R	C	I
Data collection Task 3		C	R	I
Data analysis Task 1	R	C		I
Etc.				I

RESOURCES

Phase III: Stable, but Not Static

Activity: Context Mapping

Goals

1. Evaluate resource plans in response to the broader trends in the domain the program serves
2. Understand how changes in the environment may affect long-term sustainability

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers), Program staff (operational expertise)

Length

90 minutes

Activity Instructions

1. Start with a virtual or physical whiteboard with four quadrants labeled Social, Technological, Economics, and What Else? If your group has more than 6-8 participants, you may break into smaller groups through Step 3.
   a. <u>Social factors</u>: these are values and cultural ideals and how they affect the value and necessity of a product or service.
   b. <u>Technological factors</u>: these include changes in technology, technology advancements, technology lifecycles, and how those factors can positively or negatively impact a product or service in the marketplace.
   c. <u>Economics</u>: elements such as budgets, priorities, opportunities, and how they can positively or negatively impact a program's resource sustainability.
   d. <u>What else</u>: trends that don't fit the above categories, e.g., political, legal, or environmental.
2. For each element in the map, take 10 minutes to brainstorm a list of key trends or events affecting your program and/or your stakeholders and note what evidence supports these trends.
   a. <u>Social examples</u>: focus on open access, globalization
   b. <u>Technology examples</u>: sunsetting technology, development trends such as microservices or headless software
   c. <u>Economic examples</u>: systemic budget cuts or reallocations, changing funder priorities
3. If you broke into smaller groups, come back together and report back to the group on those trends that were the most interesting, the most meaningful, those that sparked the most discussion, etc.
4. As a group, discuss the following questions. The table below can be filled in to help organize the map. Sample trends and action items are provided in the table.
   a. What are the core trends in each quadrant?
   b. Will the trend have a positive or negative effect on our program?
   c. What are action steps we could take to mitigate or take advantage of the trend?
   d. What is the priority of each action step?

RESOURCES

Phase III: Stable, but Not Static

Activity: Context Mapping

5. To wrap up, identify 1-3 high priority action steps to add to your technical roadmap, communications plan, or other strategy document. If there are too many high priority items on your map, you may use a sticker vote to decide on the most important.
   - In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).

Sample Context Map Action Plan (examples in *italics*)

Quadrant	Trend	Positive | Negative | N/A	Action Steps	Priority (1 - low to 10 - high)
Social	*Funder focus on open access*	*Positive*	*Highlight this aspect of our work in funding requests*	*5*
Technology	*Central IT ending support for applications using PostgreSQL*	*Negative*	*Explore alternative hosting options for users*	*10*

RESOURCES

Phase III: Stable, but Not Static

Activity: Global Outreach and Scaling Kickoff

Goal

Determine whether your program should devote resources to exploring global scaling or expansion

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers)

Length

60 minutes

Pre-Work

All participants should read at least Section VI, International Outreach and Scaling, of:

Keonig, Bonnie. *International Engagement for Impact in a Changing World*, 2015. https://www.goinginternational.com/wp-content/uploads/2015/02/international-engagement-for-impact-in-a-changing-world1.pdf

Activity Instructions

What does it mean to scale or expand our programs globally? While questions around global expansion will not be answered in a single meeting, this activity provides a framework for determining whether devoting resources to exploring global expansion makes sense for your program.

1. As a group, take 45-60 minutes to discuss and capture some or all of the following questions. You may add additional questions depending on your program's situation. Designate a facilitator to help guide the conversation.
   - Why do we want to scale/expand our program globally? Will it:
     - Help further our program's mission/vision?
     - Help our stakeholders achieve their goals?
     - Improve our sustainability along one or more facets?
   - How do we define 'scaling' (geographic spread, more people engaged, etc.)?
   - What do we think we can accomplish by scaling?
   - Are there other ways to achieve the impact we are looking for?
   - Is anyone else doing what we want to do that we might be able to partner with?
   - What are our timeframes? Are they realistic?
   - What will the institutional structure be that will take those high priority ideas forward; i.e., what combination of staff and stakeholders will lead the expansion, and can we then support the additional work required if successful?

Activity: Global Outreach and Scaling Kickoff

2. Close the discussion and poll the participants using the Gradients of Agreement scale (included below) to determine if there is consensus to move forward with planning for global scaling or expansion. Note that participants are not being asked any specifics about global expansion yet, just whether continuing to explore it is a good use of program resources.
    - The Gradients of Agreement are a way to tally the level of support for a proposal. Participants note how strongly they agree or disagree with a proposal, on a scale from “Endorsement” to “Veto.” Final decisions take the results into account but are not based solely on the poll.
3. If the general consensus is that it **does not** make sense to explore global scaling or expansion, close the session with a plan to re-visit the question in the future.
4. If the general consensus is that it **does** make sense to explore global scaling or expansion, continue with Activity: Global Outreach and Scaling Milestones and Activities.
    - Before closing the meeting, capture answers from the initial discussion for the questions “Why do we want to scale” and “What do we hope to accomplish.” These will be used in the next Activity.

Activity: Global Outreach and Scaling Kickoff

GRADIENTS OF AGREEMENT

1	Endorsement	
2	Endorsement with minor point of contention	
3	Agreement with reservations	
4	Abstain	
5	Stand aside	
6	Formal disagreement, willing to go with majority	
7	Formal disagreement, desolved of responsibility	
8	Block/veto	

Tally votes in each box

To use the Gradients of Agreement chart:

- Record the proposal being used (e.g. on a flipchart or virtual whiteboard/document)
- Confirm that everyone understands the proposal, and make any necessary changes
- Read through the gradient definitions, from Endorsement to Veto
- Poll the participants to see where everyone stands. Note that the results show the level of support for a proposal, final decisions will take the results into account but are not based solely on the poll

RESOURCES

Phase III: Stable, but Not Static

Activity: Global Outreach and Scaling Roles and Responsibilities

Goals

1. Identify and prioritize milestones and next steps for global scaling or expansion planning
2. Identify program staff/stakeholders responsible for moving forward

Prerequisites

Activity: Global Outreach and Scaling Kickoff

Who Should Participate?

Program leadership (strategic thinkers), Program management (tactical thinkers), Program staff (operational expertise)

Length

90-120 minutes

Pre-Work

If they haven't done so already, all participants should read at least Section VI, International Outreach and Scaling, of:

Keonig, Bonnie. *International Engagement for Impact in a Changing World*, 2015. https://www.goinginternational.com/wp-content/uploads/2015/02/international-engagement-for-impact-in-a-changing-world1.pdf

Activity Instructions

1. Start the conversation by having participants review their answers to the questions: Why do we want to scale or expand our program globally and What do we hope to accomplish?
   - Re-use the physical/virtual whiteboard from the activity Global Outreach and Scaling Kickoff or re-write the answers on a fresh board.
   - If participants have had more time to think about expansion since the completion of the Global Outreach and Scaling activity, additional thoughts on scaling may be added at this time.
2. Take a quick sticker vote to rank the goals your program would like to accomplish by scaling. Participants may choose to vote for ideas that are the highest priority, those most likely to be successful, or another parameter.
   - In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they're voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. For the top vote-getter, ask the group to generate four or five milestones that must be completed in order to reach the goal; for example, "translate the user interface" or "determine a pricing structure for members in [new region/country]."
4. Break into small groups and assign one milestone to each group. Each group should take 10-15 minutes to identify and list each step it would take to attain that milestone. Have the group write each step on a physical or virtual sticky note.

Activity: Activity: Global Outreach and Scaling Roles and Responsibilities

5. Place the sticky notes under each milestone, and then have groups report back, adding new sticky notes to one another's milestones to add any missing steps.
6. Place the milestones in order by whichever needs to happen first. For example, your program might need to identify a country or region to target first, before determining into which language you need to translate your interface or documentation.
7. Kickoff the project by creating a RACI matrix for the tasks identified under the first milestone (sample on page 3 below).
    - A RACI matrix is a responsibility chart that maps out each task and milestone or key decision involved in completing a project, and assigns which roles are Responsible for each action item, which are Accountable, and which needs to be Consulted or Informed.
8. Create additional RACI matrices as milestones are achieved.

RESOURCES

Phase III: Stable, but Not Static

Activity: Activity: Global Outreach and Scaling Roles and Responsibilities

RACI Matrix Example

Key:

R: Responsible

A: Accountable

C: Consulted

I: Informed

Milestone 1 Task List	**Person 1**	**Person 2**	**Person 3**	**Person 4**
Task 1	A	R	C	
Task 2	A		R	I
Task 3	AR			I
Task 4	A	R	I	C

