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Communication Strategies as Drivers of Nonprofit Donor Retention

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Walden University

College of Management and Technology

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Tamieka Jameson

has been found to be complete and satisfactory in all respects,
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Walden University
2017

Abstract

Communication Strategies as Drivers of Nonprofit Donor Retention

by

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MBA, University of Phoenix, 2007

BA, South Carolina State University, 1997

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2017

Abstract

According to scholars and organizations that focus on the performance of organizations in the nonprofit sector, retaining loyal and engaged donors has been a critical component of sustainability. Through the conceptual lens of single- and double-loop learning and organizational communications theory, this single-case study explored donor communication strategies used by 3 executive-level leaders of a nonprofit organization in Minneapolis, Minnesota. Data collected from semistructured interviews, organizational documents, and *Guidestar*, an online information service specializing in reporting on U.S. nonprofit companies, were manually coded and thematically analyzed. Two key themes emerged: effective processes for donor communication strategy development and organizational learning strategy development. Strategy development may assist this Minneapolis company's organizational leaders with improving retention of donors and participants in the company's programs and services, increasing action plan completion rates, and integrating the lessons learned process during the development and implementation of communication strategies to increase donor retention. By bridging the gap between performance arts and social responsibility, this company's leaders may engage both donors and participants, resulting in favorable retention rates. These findings have implications for positive social change. Nonprofit leaders' models of effective communications strategies and processes to improve participant and donor engagement may ensure leaders' ability to serve and improve their communities by engaging at-risk youth in programs designed to develop performance arts and leadership skills.

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Dedication

To my children, Sejal and Colin. I am so blessed to be your mother. I love you more than you will ever know. Always remember that YOU are the only person that can stop you from achieving your goals. To my ancestors and those who have died fighting for the right for African Americans to have an education, thank you. Your efforts were not in vain. This is for you.

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Section 1: Foundation of the Study

In this study, I used the 2015-2015 Baldrige Performance Excellence Framework (2015) to explore communication strategies that leaders of nonprofit organizations use to retain donors. As a requirement of Walden University's Consulting Capstone, I served as both the researcher and the consultant.

Background of the Problem

Donor attrition is a growing issue for nonprofit organizations. Harris and Krishnan (2012) noted that retaining donors increases organizational effectiveness and decreases funding challenges that a number of nonprofit organizations face. Researchers have established a relationship between organizational transparency and donor contributions in the nonprofit industry. However, to date there has been minimal research on the topic (Harris & Krishnan, 2012). A limited number of researchers have shared details on how communication strategies impact donor attrition.

Holloway (2013) suggested that nonprofit organizations should consider implementing effective communication strategies to keep donors abreast of what they are doing and how their contribution is utilized. Wenjun and Monit (2014) proposed that a lack of communication could potentially have a negative impact on how donors feel about an organization, resulting in high donor attrition rates. On the other hand, effective communication strategies may improve relationships between donors and organizations, resulting in an increase in donor retention rates, and contributions (Čačija, 2014). Maxwell and Carboni (2014) suggested that defining how leadership behaviors influence communication strategies may provide a better understanding of

ways in which organizational leadership can implement effective communication strategies to improve donor satisfaction and retention.

Problem Statement

Nonprofit donor retention rates in the United States have decreased since the financial crisis of 2008 (Wenjun & Monit, 2014). Forty percent of nonprofit donor attrition in the United States is attributed to the lack of effective communication (Holloway, 2013). The general business problem is that some nonprofit organizational leaders do not communicate effectively with donors, resulting in a loss of funding. The specific business problem is some senior leaders of small nonprofit organizations lack communication strategies to increase donor retention.

Purpose Statement

The purpose of this qualitative single case study was to explore the communication strategies the senior leaders of a small nonprofit organization use to increase donor retention. The target population was three executive leaders of a Midwestern youth performance arts organization who have implemented strategies to increase donor retention. The implications for positive social change include the potential to contribute to nonprofit leaders' models of effective communications strategies and processes to improve donor engagement, thereby helping to ensure leaders' ability to serve and improve their communities.

Nature of the Study

Researchers use qualitative methods to explore a phenomenon by understanding the boundaries between content and context (Park & Park, 2016). A qualitative methodology was suitable for the research study because I explored communication strategies that leaders of nonprofit organizations use to increase donor retention. Researchers use quantitative

methodologies to generalize results from a sample to a larger population to quantify relationships and differences among variables (Anderson, Sweeney, Williams, Camm, & Cochran, 2015). Researchers use the quantitative methodology to test hypotheses, not to gather participants' personal feelings or opinions to explore phenomena; therefore, the quantitative methodology would not facilitate a complete understanding of the phenomenon of communication strategies that increase donor retention. Researchers use the mixed method to develop an understanding of a phenomenon for which either qualitative or quantitative methods in isolation would be insufficient (Venkatesh, Brown, & Bala, 2013). There is no quantitative component to this study; therefore, the mixed method was inappropriate.

Qualitative research designs include case study, phenomenology, ethnography, and narrative (Yin, 2014). Researchers use case study design to explore a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident (Yin, 2014). I used the case study design for this study because I conducted an in-depth exploration of people, relationships, and events. Phenomenology is the study of human experience and of the ways that humans describe the meaning of their experiences (Gelling, 2015). A phenomenological design was not suitable for this research study because phenomenology is primarily used when a researcher is interested in the individual experiences rather than the strategies of a total organization.

Ethnographic research is design involving direct and sustained social contact with participants, resulting in a rich depiction of the encounter to represent groups' cultures (Marion, Eddleston, Friar, & Deeds, 2015). An ethnographic design was not suitable for this study because I did not seek to explore cultural patterns and perspectives of participants in their natural settings.

Lewis (2015) noted that the focus for narrative research designs is on how individuals assign meaning to their experiences through the stories they tell. A narrative design was not suitable for this research study because I did not study the lives of the participants, but rather, their experiences regarding developing and implementing strategies to increase donor retention.

Research Question

The overarching research question is: What communication strategies do senior leaders of small nonprofit organizations use to increase donor retention?

Interview Questions

1. What are your strategic challenges and advantages related to increasing donor retention?
2. What communication strategies do you use to increase donor retention?
3. How do you measure the success of your donor-retention strategies?
4. How do you improve overall donor communication?
5. What kinds of communications do your donors want? How do you know?
6. What additional information can you provide regarding communication strategies you use to increase donor retention?

Conceptual Framework

The conceptual framework for this research study is Argyris's (1982) single and double-loop learning. Argyris focused on the immaturity/maturity continuum, organizational communication, and the effects of each of these on employee motivation, accountability, and empowerment. Using single and double-loop learning positively affects individuals' commitment

to an organization (Argyris, 1982). Leaders of nonprofit organizations who implement single and double-loop learning can develop communication strategies to retain donors, thereby sustaining the organization (Chandler & Hwang, 2015).

Organizational communications theory provided a lens for exploring donor retention strategies because understanding how nonprofit leaders implement communication strategies may assist present and future nonprofit organizations in the processes of communicating with potential and current donors to build strong relationships that result in an increase in donor retention rates. Organizational learning was the lens for my exploration of the communications strategies senior leaders of a small nonprofit organization use to increase donor retention because understanding how senior leaders use customer data and information to improve communication strategies enables me to focus on the potential benefits of the study.

Operational Definitions

Communication strategies: Communication strategies are designed to help organizations communicate effectively to meet organizational objectives (Mishra, Boynton, & Mishra, 2014). Niemann-Struweg (2014) noted that communication strategies are perceived as a vital instrument for organizational growth. Cornelissen (2014) concluded that managing communications in an integrated or system-wide manner will entail new behavioral standards at all levels of an organization, behaviors that embrace processes and procedures for all communications efforts. Nonprofit organizations should have clear and concise communications strategies that foster strong business relationships with donors.

Donor attrition: Donor attrition is a major issue for nonprofit organizations. The percentage of donors who give one year but not the next is donor attrition (Lindley, 2017).

Researchers Aldamiz-Echevarría and Aguirre-Garcia (2013) believed that losing donors has become an urgent matter as more and more nonprofit organizations struggle to obtain new donors. Nonprofit organizations rely on charitable donations to operate. Every donor that leaves creates financial instability for an organization (Boenigk & Helmig, 2013).

Donor retention: Donor retention is a measure of how many donors continue to donate to an organization. Nonprofits with a high donor retention rate have long-term supporters who come back year after year. Nonprofits with a low donor retention rate need to acquire new donors continually, or retain current donors to remain in operation (Khodakarami, Petersen, & Venkatesan, 2015).

Effective communication: Effective communication includes extending the concept of communication by creating a common perception, fostering change, and gaining information (Guffey & Loewy, 2015). A complete study of effective communication must include an exploration of various theories that derived from the research on what communication is, what it means to communicate effectively, and what it means to implement communication strategies (Men, 2014).

Organizational transparency: Organizational transparency is associated with mutual understanding and consensus between the organization and its constituents, but; it is typically defined as information disclosure (Albu & Wehmeier, 2014). Nonprofit organizations should consider implementing strategies that include organizational transparency. When organizations are transparent, they are viewed as trustworthy. Nonprofit donors want to know that they can trust the organization to do what they say they are going to do with their contributions.

Assumptions, Limitations, and Delimitations

Assumptions

It was my assumption that participants of the study would be candid, honest, and transparent, and provide detailed responses to the interview questions, as well as access to supporting documents and data.

Limitations

Conducting a qualitative study that includes participant interviews can be limited by bias (Elo et al., 2014). Arvidson and Lyon (2014) conducted research to determine how leaders of nonprofit organizations used social impact measurement for learning and promotional purposes, and as a way to exert control over their environment. Their research findings indicated that leaders of nonprofit organizations were uncomfortable with sharing detailed information about their organization and hid information, or controlled the flow and content of information (Arvidson & Lyon, 2014). In addition, leaders may not recollect every event or business experience, creating participant bias.

Another limitation of this research study was that it included experiences from only one nonprofit organization in Minneapolis, MN and did not include experiences from leaders of nonprofit organizations in other geographical regions of the United States. Focusing on the leaders of a single organization might yield data that reflect the circumstances of only a single organization.

Delimitations

The research population comprises leaders and employees of a nonprofit organization that has been in operation for 28 years. Participant interviews took place at the end of the less

busy summer, when it was a beneficial time for leaders to share their recollections. Researching a nonprofit organization that has been in operation for more than 5 years can prove to be beneficial because leaders could share communication strategies implemented to retain donors. The nonprofit organization that is the focus of this study can serve as a benchmark for other organizations whose leaders struggle with donor retention and sustainment.

Significance of the Study

Contribution to Business Practice

This study is of value to the practice of business because some leaders of nonprofit organizations do not take full advantage of the ability to implement communication strategies to improve the level of engagement with their donors and donor retention (Corporate Philanthropy Report, 2015). The contributions to professional and practitioner application are that data from this study could show communication strategies that influence donor retention so that leaders of nonprofit organizations can obtain the funding to continue to serve their communities.

Implications for Social Change

The implications for positive social change include the potential to reduce donor attrition through increasing benefactors' satisfaction (Kelly, Morgan, & Coule, 2014). There is a connection between a lack of effective communication strategies and donor attrition (Andreasen, 2012). Transparency and communication between the leaders of nonprofit organizations and donors could contribute to the development of trust, resulting in an increase in donor retention and a decrease in attrition rates so that leaders of nonprofit organizations could obtain funding to continue to serve their communities (Powers & Yaros, 2013). The implications for positive social change include the potential to contribute to nonprofit leaders' models of effective

communications strategies and processes to improve donor engagement, thereby helping to ensure leaders' ability to serve and improve their communities by engaging at-risk youth in programs and activities designed to help them acquire performance arts skills, develop leadership skills, and improve their lives.

A Review of the Professional and Academic Literature

The purpose of the literature review is to summarize the literature as it relates to the research topic. Researchers and scholars use the analysis of literature to provide a foundation for the exploration of a research topic and to demonstrate how the research fits into the larger field of study (Schryen, 2013). By conducting literature reviews, researchers are able to contribute to the development of topics that further research efforts (Schwarz, Mehta, Johnson, & Chin, 2006). The literature used throughout this doctoral study include qualitative research to investigate common data trends among research participants.

Organizational learning and organizational communications theories are the lens for my review of academic literature. Argyris (1982) believed that organizational learning began with the collection of information or knowledge. Schön (1983) suggested that retaining existing knowledge comes from experience or lessons learned from present or past experiences. Organizational learning is also referred as *single-loop* learning and *double-loop* learning. Researchers of organizational learning discovered a distinction between learning to improve existing practices (single-loop learning), and learning that challenges existing practices and explores alternatives (double-loop learning). Deming's (1982) cycle of continuous improvement is an example of double-loop learning and suggested that in order to obtain sustainability organizational leaders should (a) plan, (b) do, (c) study, and (d) act.

Kreps (1990) defined organizational communication as the process of gathering and sharing pertinent information. Organizational communications theory is expected to provide a lens for exploring donor retention strategies, because understanding how nonprofit leaders develop and implement communication strategies will assist present and future nonprofit organizations in the processes of communicating with potential and current donors to build strong relationships that result in an increase in donor retention rates (Moody, 2016). These aspects of the literature would likely represent a significant contribution to the literature and provide insight into how leaders of nonprofit organizations can use single and double-loop learning and organizational communication to improve donor retention strategies.

Process for Gathering Information

I used the terms *donor retention*, *communication strategies*, *gift economy*, and *donor attrition* to search each database. Each term was incorporated into all search fields (including; keywords, abstract, title, and full text). Search results included trade publications, books, non-peer-reviewed articles, and journals and articles outside of the 5-year range. The Walden University Library and Google Scholar databases produced valuable articles for the literature review. Research databases utilized included, EBSCOHost, Google Scholar, ScholarWorks, and ProQuest. The literature-assembling process included the use of books, peer-reviewed articles, and websites. The Doctor of Business Administration (DBA) 85% rule required that 85% of the academic sources referenced had to be published within the past five years to represent the most up-to-date information. To ensure compliance with the (DBA) 85% rule, of the overall 166 distinctive sources referenced in the literature review, 148 (94% of the sources cited) are recent (138 peer-reviewed research articles) sources published from 2012 to 2017. There are a total of

nine articles and eight books that were published prior to 2012. There were 17 academic books cited in the literature review and two dissertations.

Table 1

Literature Review Source Content

<i>Literature Review Content</i>	<i>Total #</i>	<i># Within 5-Year Range (2012 – 2017)</i>	<i>% Total Peer-Reviewed Within 5-Year Range (2012 – 2017)</i>
Books	13	8	62%
Peer-reviewed articles	147	138	94%
Dissertations	2	2	100%
<i>Total</i>	<i>166</i>	<i>148</i>	<i>85%</i>

The research question and purpose statement guided the theme for the research literature

I used the purpose statement and research question to shape the context of the literature review. The findings of the review provide understanding for future studies as well as for the design of nonprofit communication systems. The purpose of this qualitative single-case study was to explore the communication strategies the senior leaders of a small nonprofit organization use to increase donor retention.

The target population was three executive leaders of a Midwestern youth performance arts organization who have implemented strategies to increase donor retention. The implications for positive social change include the potential to contribute to nonprofit leaders' models of effective communications strategies and processes to improve donor retention, thereby helping to ensure leaders' ability to serve their communities.

Informed Consent

As both a Walden University and ethical requirement, I had to obtain informed consent from the participants of the study prior to conducting research. Informed consent is a widely accepted legal, ethical, and regulatory requirement and an important aspect of research involving human beings and has served as the cornerstone of conducting ethical research (Ioannidis, 2013; Grady, 2015). Griffiths (2014) analyzed the ethicality of obtaining informed consent, concluding that gaining informed consent is legally mandatory. However, obtaining unbiased consent is not always an easy task; researchers must not only enlist participants in their study, but also convey to them their rights as human subjects, the scientific question under investigation, the study methodology, and the potential harms and benefits (Nishimura et al., 2013; Milner & Magnus, 2013; Emam, Jonker, Moher, & Arbuckle, 2013).

Emam et al. (2013) proposed a framework to explore influential mediating factors of vulnerability; judgment of service provider motive; trust, suspicion, and consumer need to evaluate; and the moderating role of power, focus of control, and length of interaction in understanding consumer compliance in terms of informed consent. Emam et al. examined the effect of the judgment of another's motive and trust on the likelihood of complying with informed consent. The evidence indicated the requirement for training of service personnel when requesting informed consent from customers. Future researchers can use research conducted by Griffiths (2014) and Emam et al. to help determine the likelihood of consumers consenting to a request for informed consent when organizations are not transparent.

Informed consent safeguards data protection and privacy rights. The researcher's role is to collect accurate, relevant information and determine whether legal intervention is necessary.

This article presented the theory that these safeguards were threatened by current online practices that suggested that obtaining informed consent was not necessary. Griffiths (2014) demonstrated that users do not read privacy policies or act in contradiction with them.

Monteleone (2015) suggested the use of innovative forms of privacy notices, such as *primitive* notices, as an alternative or complement to current legal measures for data protection. The author highlighted the importance of organizational leaders' decision-making and how it impacted informed consent. Monteleone demonstrated the importance of transparency and reasons why informed consent is important.

Sisakht, Ziarati, Kouchak, and Askarian, (2015) argued that informed consent was a significant part of a patient's rights, and hospitals were required to obtain informed consent before any diagnostic or therapeutic procedures. The authors stressed the importance of obtaining informed consent and ways in which informed consent enabled patients to accept or reject their care or treatments and prevented future contentions among patients and medical staff. For their research, Sisakht et al. conducted a survey assessing adherence of 33 governmental and nongovernmental Shiraz hospitals to informed consent standards defined by the U.S. Joint Commission International (JCI) Accreditation. The questionnaire was designed using the Delphi method. Sisakht et al. calculated valid percent frequency for each part of the questionnaire and compared those frequencies in governmental and nongovernmental hospitals using analytical statistics.

The results of Sisakht et al.'s (2015) study demonstrated that no statistically significant difference was observed between the governmental and non-governmental hospitals in adherence to informed consent standards. Most academic institutions have ethics committees, often called

Institutional Review Boards (IRBs) that review studies involving the participation of human subjects as research subjects (Cugini, 2015). It is the responsibility of the IRB to review research proposals prior to the start of any human involvement in the research. Prior to conducting research for this study, I submitted my research request to Walden University's Walden's Institutional Review Board (Walden, 2017), which ensured compliance with federal regulations as well as the University's requirements. Results demonstrated in this study will assist organizations with realizing that implementation of informed consent is important when conducting research in both governmental and nongovernmental agencies.

Organizational Communication

Researchers have used organizational communication as a structure to define how communication affects all facets of organizational effectiveness. Kreps (1990) defined organizational communication as the process by which members gather pertinent information about their organization and the changes occurring within it. Shannon and Weaver (1949) introduced a model of communication that defined the communication process of transferring information from the sender to the recipient by which the recipient decoded the information and acted accordingly. The theorists identified three levels of problems for communication within this concept (a) the technical problem: how accurately the message is transmitted, (b) the semantic problem: how precisely the meaning is conveyed, and (c) the effectiveness problem: the impact of the received meaning on behavior. Chandler (1994) critiqued Shannon and Weaver's (1949) communication model stating that the researchers made the assumption that communicators were isolated individuals.

Researchers use organizational communication to provide coordination of members' actions in a way to meet the objectives of the organization. Organizational leaders use organizational communication methods to enable organization members to produce symbols, communicate via these symbols, and interpret them in order to improve motivation (Yildiz, 2013). Yildiz (2013) believed that the main goals of the organizational communication are (a) to inform employees about the purposes and the policies of the organization, (b) to give information to the employees about the tasks and activities required by the organization, (c) to provide employees with the information regarding changes in the organization by means of educational efforts, and (d) to encourage innovation and creativity, to regulate the information flow among the employees and to give feedback. Raina and Roebuck (2016) reinforced this theory and noted that the way in which organizations communicate determines the effectiveness of the organization. Trust and loyalty are enhanced by communication that is focused on meeting individual needs, conveying important information and providing positive and constructive feedback (Raina & Roebuck, 2016). However, Men (2014) suggested that transformational leadership impacts organizational communication.

Organizational leaders should consider forming a standard for performance, identifying areas for improvement, implementing methods for improvement, and then conducting another assessment. Argyris (1982) described this process as double-loop learning. Nonprofit organizational leaders can use organizational communication to assist with fostering relationships with donors. Potential lessons from the field of organizational communication can be of use to organizational leaders who seek use organizational learning to implement communication strategies to improve donor retention rates. It is important for organizational

leaders not only to study organizational communication, but also to review research that considers the impact it has had on organizational effectiveness.

Nonprofit Leaders' Communication Tools

Communication has positive correlation with many organizational outputs such as organizational commitment, performance, organizational citizenship behaviors, and job satisfaction (Husain, 2013). The level of leaders' communication about a problem encourages either single-loop or double-loop learning (Argyris, 1982). Gad (2015) conducted research on ways in which the supervisory board communicated with management. The author's research group consisted of members of supervisory boards of companies listed on the Warsaw Stock Exchange (WSE) in 2011.

Using both questionnaires and postal surveys, Gad (2015) gathered information to explore the nature of the relationship between the supervisory board and management in WSE-companies. Results indicated that in 64.9% of cases, without request, the management provided the supervisory board with limited information on the company's operations. Gad explored related board policies manuals and aligned communication protocols with stated requirements for reports to the board and its standing committees. The majority of the respondents pointed out that there was a degree of risk in those companies because management may withhold adverse information from the supervisory board.

Electronic communications and social media. Emerging technology development such as e-mail, instant messaging, text messaging, and video conferencing has changed the way organizational leaders communicate (Kauffmann & Carmi, 2014). Organizational leaders are able to leverage social media to improve communication efforts and consumer relationship

management by categorizing social media by visualization, virtualization, and interactive collaboration. Leaders of nonprofit organizations have access to numerous communication tools (e.g., Facebook business pages, Twitter, instant messenger, YouTube). Leaders' use of social media has transformed how companies communicate with employees and what communication methods are most effective to reach employees (Men, 2014; Nah & Saxton, 2013; Saxton & Waters, 2014; Svensson, Mahoney, & Hambrick, 2015; Zorn, Grant, & Henderson, 2013).

During the past 2 decades, many leaders of nonprofit organizations have demonstrated some eagerness and haste to implement methods of digital communication (Kim et al., 2014). Cardon and Marshall (2015) provided an overview of enterprise social networking platforms. Cardon and Marshall explored ways in which social networking sites can be used for team communication and collaboration. Cardon and Marshall used the results of surveys from 227 business professionals to examine current views of social networking tools and how (a) the frequency of use of social networking compared to other communication strategies, and (b) perceived effectiveness technology-based communication methods compared to the perceived effectiveness of conventional communication methods.

Cardon and Marshall (2015) demonstrated that nonprofit leaders who seek to improve communication methods used traditional communication strategies more often than they used social media sites for effective team communication. Men (2014) supported this notion and explained that transformational leaders most often used information-rich face-to-face channels to communicate with followers. Argyris (1982) believed that double-loop learning was achieved when organizational leaders questioned the role of the framing and learning systems which underlie goals and strategies. Nonprofit leaders who seek to improve communications and

organizational performance could use both traditional and contemporary communication strategies to gather inputs from key stakeholders to use as evidence in developing goals and strategic objectives.

Generational differences, especially between Generation X and Generation Y have been important subject for many academic researches for years (Khor & Mapunda, 2014). *Generation* is defined as people that are grouped according to a specific age range, location, and experience of significant life events at critical developmental stages (Kian, Yusoff, & Rajah, 2013). *Gen X* is the name given to the generation of Americans born between 1961 and 1980. *Gen Y* is the name given to the generation of people born between the early 1980s and the early 2000s (Khor & Mapunda, 2014).

Although every organization has generational differences, the data resulting from the study conducted by Cardon and Marshall (2015) demonstrated that both Gen X and Gen Y business professionals were more likely to consider using social networking tools to communicate with team members. The research findings showed results for alternative communication strategies that may assist leaders of nonprofit organizations with implementing unconventional communication strategies to build and maintain donor trust and loyalty. From a different perspective, Men (2014) explained that employees are more engaged when organizational leaders use traditional communication methods.

Face-to-face communication.

Previous research has shown Leonardi, Huysman, and Steinfield (2013) showed how computer-mediated communication (CMC) has become increasingly integrated into organizational communication practices. Leonardi et al. believed that social media has impacted

daily communication, becoming a universal practice in organizations. Today, organizations use several communication channels to communicate with employees, customers, and stakeholders. Social media platforms such as Twitter and Facebook have made leaders' communication efforts convenient (Leonardi et al., 2013). Face-to-face communication is no longer feasible in most organizations, making organizational effectiveness dependent on CMC to fulfill most organizational processes (Langer, 2014). Men (2014) disagreed with this notion and believed that face-to-face communication was an effective communication channel.

Langer (2014) conducted research to explore employees' views of CMC vs. face-to-face communication. Results data showed that the majority of the participants stated that they preferred to connect using traditional forms of communication, such as face-to-face, or via e-mail or phone. The data indicated that six of the 11 participants interviewed preferred face-to-face communication (Langer, 2014). While some donors may prefer CMC, others may view electronic communications as impersonal. Leaders of nonprofit organizations should communicate with donors to determine which form of communication is preferred.

One-Way (top down) and Two-Way Communication.

According to the Gad (2015), communication from the top to bottom (e.g., from the supervisory board to management) enhances the effectiveness of the supervision process. Research findings showed the need for nonprofit board members to initiate the communication process with management (Gad, 2015). Many leaders of nonprofit organizations use the Internet as a means of disseminating information, regarding Internet communications as one-way communication rather than as a method of two-way interaction with their stakeholders (Kim, Chun, Kwak, & Nam, 2014). Go and You (2016) found that organizational leaders tend to use

social media applications with two-way communication capabilities. Whether one-way or two-way communication methods are used, organizational leaders should consider implementing long-term communication strategies that improve communication processes. Argyris (1982) described this process of problem-solving as double-loop learning. Organizational leaders who implement Argyris's double-loop learning processes to improve communications with stakeholders, may encourage organizational transparency when communicating with donors.

Improvement of Leaders' Communication Strategies

Developing strategies for improvement helps the leaders of organizations identify environmental opportunities to cope with strategic threats which results in appropriate strategy selection to drive the organization to excellence (Esmaeili, Kahnali, Rostamzadeh, Zavadskas, & Sepahvand, 2014). Organizational leaders' selection of strategic decisions calls for a proper analysis of external factors (opportunities and threats) in alignment with internal factors (strengths and weaknesses; Seker & Ozgurler, 2012; Yuan, 2013). Strategic decision-making is goal based and guided by organizational leaders' end-state goals (Austin & Pinkleton, 2015). Argyris (1982) noted that double-loop learning occurs when errors are detected and corrected in ways that involve the modification of an organization's underlying norms, policies and objectives. Organizational leaders can use double-loop learning methods to improve communication strategies.

Babich et al. (2016) argued that, although leaders of healthcare organizations have used various strategies to implement quality improvement programs, they have had only limited success with organization-wide implementation. Wolfe and Floyd (2013) conducted research on strategic planning and strategy development. The researchers' framework incorporated the role

of strategic planning practitioners; the underlying routines, norms, and procedures of strategic planning (practices); and the concrete activities of planners (praxis). The evidence of the study showed that strategic planning played an important role in strategy development and how organizations formulated major problems, set objectives, and analyzed alternatives (Wolfe & Floyd, 2013).

Argyris (1982) noted that leaders' responsiveness to organizational learning involved the detection and correction of error, which is evidence of single-loop learning. Babich et al. (2016) suggested that the development of an organization's improvement capability could increase success when implementing organizational learning strategies. To prove their theory, Babich et al. examined how the prime focus of grant-funded efforts related to key measures of grant success and organization-level measures of success in organizational learning. Using the mixed method, the authors conducted one-way analyses of variance to relate Veterans Affairs administrative survey data to data collected as part of a 3.5-year evaluation of 29 health care organization grant recipients (Babich et al., 2016).

As a result, the researchers discovered that hospital leaders who focused on the development of organizational infrastructure to support strategy implementation compared with those that focused on training or conducting projects rated highest (at $\alpha = .05$) on all four evaluation measures of grant success. The research findings may assist senior leaders of small nonprofit organizations with developing and implementing communication strategies to increase donor retention.

Shanafelt and Noseworthy (2017) believed that organizations should develop strategies that encourage deliberate, sustained, and comprehensive efforts. Taylor, Clay-Williams, Hogden,

Braithwaite, and Groene (2015) explored strategies for improvement in hospitals. Data collected from their research showed the importance of establishing clear lines of upward accountability using individual and organizational outcome data in order to identify and address poor performance and to recognize and reward staff for high performance.

Guèvremont and Grohmann (2014) focused on the belief that organizational brands can be negatively affected depending on the level of brand commitment and on the type of communication strategy implemented. Guèvremont and Grohmann examined ways in which committed consumers reacted to product improvements, and how those consumers responded to communication strategies when organization leaders were transparent about product improvements. The researchers focused on the effect of product improvement announcements on both committed and noncommitted consumers, as well as the impact of an honesty strategy at different levels of commitment to the brand. Guèvremont and Grohmann conducted an online pretest with 147 students (39% male, median age, 22 years). The results showed that product improvement is perceived more negatively by committed consumers, and that these consumers react more negatively and attribute manipulative intent when the brand used an honesty strategy.

Guèvremont and Grohmann (2014) believed that organizations should be cautious in communicating product improvements to consumers, particularly to its most committed ones. Leaders of nonprofit organizations who are considering the effects of organizational transparency can benefit from this Guèvremont and Grohmann's research when developing strategies to improve donor retention. Guèvremont and Grohmann believed that organizational transparency does not always lead to positive outcomes for the brand. From a different

perspective, Lin and Cheng (2015) examined the relationship between user value and experience based on the importance and satisfaction concept.

The researchers integrated the *importance* concept and improvement index into customer survey, developing a new integrated model for survey and analysis implementation. In their research, (Lin & Cheng, 2015), demonstrate useful methods for analyzing the provision of various services such as consumer trust and brand image. Lin and Cheng developed 21 user-experience items and service attributes considered for four retail stores and included them in the instrument for the study. To achieve the proposed objective, the researchers developed a total of 49 items that were used in the survey. The results indicated that brand trust and convenience were important to consumers. Leaders of nonprofit organizations can consider the results of this research when implementing single- and double-loop learning methods to identify lessons learned for improvement.

Leaders' Communications Strategies

Sustainability for a nonprofit organization is critical if the leader's focus and mission of the organization is going to continue beyond initial launch (Cullom & Cullom, 2014). Leaders of nonprofit organizations are faced with the task of developing and implementing effective communication strategies to help ensure success, now and in the future. Internal communication is a critical area of management that has been proven to have a major impact on an organization's effectiveness, particularly when leaders seek to manage strategically (Hume & Leonard, 2014). Argyris (1982) noted that leaders' open communication of problems and the development of effective solutions is evidence of double-loop learning.

In nonprofit organizations, communication strategies are required to forge and sustain relationships (Feeley & O'Mally, 2015; Wooding, 2016). Nonprofit donor retention is based upon the relationships that donors have with the organization (Wooding, 2016). Cho and Kelly (2014) stated that the more connected a donor feels to an organization or its cause, the more likely donors will remain loyal to the organization.

However, Fisher Liu (2012) believed that examining environmental factors that affected communication practices, such as brand recognition, employee engagement, and evaluation, were criteria for determining effective communication strategies. Fisher Liu explored why leaders should consider implementing effective communication strategies. Fisher Liu's study was based on research examining how the environment in which communication management is practiced affected communication practices, thereby contributing to his theory development that predicted effective communication practices. Fisher Liu stressed the role of communication and how it impacts organizational productivity.

Fisher Liu (2012) suggested that the way in which leaders of nonprofit organizations communicate has a direct effect on donor retention and loyalty. The researcher encouraged nonprofit leaders to implement communication strategies that broaden the understanding of nonprofit communication management beyond fundraising, donor relations and social media practices. Fisher Liu explored how the environment in which communication management is practiced affects communication practices. Fisher Liu's findings indicated that job satisfaction, collaboration, communication value, and professional created opportunities for nonprofit communicators. Fisher Liu showed that these perspectives were associated with organizational

success. Fisher Liu provided insight for leaders of small nonprofit organizations who seek methods on how to best reach their internal audience and build quality relationships with donors.

Internal and External Communications

Kernbach, Eppler, and Bresciani (2015) noted that leaders' strategy implementation and an increase in visualization encouraged leaders of nonprofit organizations to rethink the way they communicated. The most effective strategies are those in the area of activation of behaviors considered consistent in the combination of objectives and content of internal communication (Mazzei & Ravazzani, 2015). Argyris (1982) believed that leaders who practice behaviors that encourage internal communication elicit double-loop learning. Kernbach et al. believed that to gain a competitive advantage, organization leaders must implement effective communication strategies.

The researchers study explored effective communication strategies to gather empirical evidence regarding whether the use of visualization is better than text in the communication of a business strategy. A total of 76 managers saw a strategy presentation in the form of a bulleted list, visual metaphor, or a temporal diagram. Subjects who were exposed to a graphic representation of the strategy were more engaged, agreed with, and recalled the strategy than did subjects who saw the bulleted presentation (Kernbach et al., 2015). According to Kernbach et al.'s interpretation of their research findings, visualization was the most effective way to communicate organizational strategies.

The researchers discussed organizational effectiveness and the direction that leaders of nonprofit organizations take should take to implement lessons learned for improvement. Organizational leaders' implementation of lessons learned for improvement is evidence of

Argyris' (1982) double-loop learning. Kernbach et al.'s (2015) theory was that the future of organizational effectiveness lies in visualization communication methods. They believed that visualization methods served as important additions to implementation and communication.

Kernbach et al. (2015) discovered that if strategies were communicated visually, they would be easier to implement. Organizational leaders use visualization for the transfer of existing knowledge to new areas and allows for a better understanding of complex thoughts, which is the main element of successful communication (Eppler & Bresciani, 2013). Eppler and Bresciani's study was based on the premise that organizational effectiveness is a direct result of how leaders communicate. Professional fundraiser Van Herpt (2013) suggested that nonprofit organizations implement the following communication strategies for success now and in the future: (a) measure donor satisfaction, (b) be in regular communication, and (c) engage beyond the financial transaction. Van Herpt suggested communication strategies demonstrate Argyris' (1982) theory of double-loop learning and ways in which leaders of nonprofit organizations can improve donor retention rates.

Wooding (2016) conducted individual interviews to explore how leaders of nonprofit organizations structure their communications resources and support their donors through the use of communications tactics. Wooding's research results indicated that using a variety of communication strategies, such as newsletters, e-news updates, annual reports, personal letters of thanks, and recognition events strengthened the relationships between nonprofit organization leaders and their donors. Each of the five organizations had a strong program for fostering personal relationships with potential donors and maintaining that connection, thereby supporting Van Herpt's (2013) theory that effective communication strategies improve donor relations.

Water (2014) also found that there was a correlation between communications and strong, lasting relationships with donors. Water investigated effective communication as a mediator between nonprofit organizations and relationships with internal and external stakeholders. The researcher's findings indicated that organizational leaders' who increased donor communication efforts were able to keep donors engaged. However, Boenigk and Helmig (2013) believed that in order to establish donor relations, leaders of nonprofit organizations should concentrate primarily on influencing donor nonprofit identification.

Researchers Prendergast and Chan (2013) associated organizational communication with financial outcomes, explaining that organization leaders who are keen to communicate with donors often experience donor retention. Van Herpt (2013) reinforced this concept by putting the burden on the leaders of charitable organizations to ensure donors feel connected with the organization. Van Herpt suggested that leaders of nonprofit organizations measure donor satisfaction, be in regular communication, and engage beyond the financial transaction. In her experiences as a professional fundraiser, she discovered that donor satisfaction is embedded in both effective communication and engagement.

Intercultural communication.

Xiao and Huang (2016) explored the importance of intercultural team collaboration in the strategic planning process. The authors studied two engineering teams located in China and Canada. Their focus was to examine factors that affected communication practices in intercultural environments. The researchers collected data using questionnaires, interviews, emails, and team meetings. Xiao and Huang's results indicated that personality traits can have a negative impact on intercultural team communications.

Based upon the findings, Xiao and Huang (2016) stated that organizational leaders with intercultural teams should be cognizant of each team member's workload and workflow as well as national cultural differences. Organizational diversity impacts the way intercultural teams communicate (Levitt, 2014). Xiao and Huang's research findings could assist leaders of nonprofit organizations with overcoming cultural communication barriers.

Organizational Learning

The concept of the learning organization is widely used in competitive organizations (Hussein, Omar, Noordin, & Ishak, 2016). Senge (1990) said that a learning organization is a type of an organization in which organizational leaders develop organizational capabilities on a continuous basis for long-term benefits. Argyris noted that leaders' adaptation of behavior and actions to mitigate and improve organizational problems is evidence of single-loop learning. Argyris emphasized the importance of organizational leaders using single- and double-loop learning in order to learn and reason about their own behavior. Senge validated this notion. The researcher noted that leaders should consider implementing organizational learning methods for survival (Senge, 1990).

Leaders who promote the qualities of a learning organization have a significant impact on individuals' commitment to the organization, job satisfaction, turnover intention, work engagement levels, and innovative behaviors (Egan et al., 2004; Park et al., 2014; Wahyuningsihet et al., 2013; Wang & Ellinger, 2008; Wok & Hashim, 2013). Researchers have asserted that individual performance and job involvement levels of employees are affected by leaders' learning organization strategies (Cho, 2007; Malik & Danish, 2010; Rose et al., 2009).

Single- and Double-Loop learning.

Organizational learning begins with the collection of information or knowledge (Argyris, 1982). Such knowledge could be in the form of acquiring new knowledge or existing knowledge that is absorbed. The absorption of existing knowledge comes from experience or lessons learned from present or past experiences. Argyris and Schön (1996), believed that the attainment of information is shadowed by processing and retaining information. Organizational learning is also called *single-loop* learning and *double-loop* learning. If organizational leaders implement single-loop learning practices, only the specific situation or processes were improved (Argyris, 1982). In single-loop learning, the basic characteristics of the situation remain constant, but the existing situation or processes are improved. However, when an organization exhibited double-loop learning, improvements were not restricted to the specific problem, but were also evident in the values, assumptions, and policies (Argyris & Schön, 1978).

Double-loop learning is the learning through which the members of an organization may discover and modify the learning system (Argyris, 1982). Organizational leaders can use lessons learned to continuously improve learning systems (Senge, 1990). However, Dewey (1929) believed that it was not necessary to go through a series of set stages in order to learn. Drumpsteen and Guldenmund (2014) believed that there is always room for improvement in the way leaders of organizations analyze incidents and generate measures to resolve issues.

Leaders of nonprofit organizations should consider implementing *lessons learned* processes to learn from their mistakes and achieve organizational growth. Drumpsteen and Guldenmund (2014) described the lessons learned process as learning lessons, sharing information, storing information, and applying lessons. Drumpsteen and Guldenmund showed

that trust, consequences, and the people involved in learning affect the lessons learned process. It is necessary for leaders of nonprofit organizations to evaluate and implement improvement processes and to identify barriers to organizational learning (Drumpsteen & Guldenmund, 2014). The evaluation stage involves both single- and double-loop learning; through such learning processes, organizational leaders can determine whether action plans were implemented, as well as whether leaders' actions were effective. If it has been discovered that an action was not fully realized or effective, the reasons should be identified. This process creates lessons learned from incidents, which is an important aspect when improving the learning capability of the organization (Drupsteen, Groeneweg, & Zwetsloot, 2013).

The 5 Ws is a tool that organizational leaders use to identify the who, what, where, when, and why of a situation. Leaders often overlook opportunities for double-loop learning due to complications in the identifying the 5 Ws of an incident. In order to realize opportunities for improvement, it is important for leaders of nonprofit organizations to consider double-loop learning when exploring the 5 Ws of an incident; who was involved, what happened, when did the incident happen, where did the incident take place, and why did the incident happen. If leaders of nonprofit organizations limit their efforts to exploring only the direct causes of an incident, organizational learning is limited to single-loop learning (Argyris, 1982).

Quality engineers often refer to the process of root-cause analysis as the five whys. Root cause analysis is a structured team process that assists in identifying underlying factors or causes of an event (Geerling, Chernofsky & Pratt, 2014). The Five Whys strategy involves looking at any problem and drilling down by asking: "Why?" or "What caused this problem?" The first why

prompts another why. The 5 Ws, although a similar method, is more interested in gathering the full details of an incident, not just why it happened.

Donor Satisfaction and Retention

Donor altruism.

Developing an understanding of altruism requires a systematic analysis of the insights from the biology, economics, and psychology of altruism (Ferguson, 2015). Hamada and Yanagihara (2014) explored issues that arose when donors exhibited altruistic services toward recipients in a one-sector, overlapping-generations' model. Hamada and Yanagihara demonstrated that that when donors are reluctant to give, the donor's altruism will not contribute to donor enrichment regardless of the degree of the donor's altruism. The results of the study indicated that donor enrichment occurs when the donor has a smaller marginal propensity to save and a sufficiently high level of altruism. The evidence indicated that the altruism of a donor toward a recipient does not explain the motivation to voluntarily provide support.

Hamada and Yanagihara's (2014) study provided valuable insights into the relationship between altruistic behavior and donor support. The authors noted that if the donor's altruism enriches the donor in terms of value, the support made by the donor will be consistent with altruistic feelings by the donor nation, and goodwill will be the main motivation for the donation. If not, altruism may not provide a reason for the donor to provide monetary support. From a different perspective, Ning and Kirkman (2014) used a descriptive approach to summarize behavior that did not differentiate between egoism and altruism.

Ning and Kirkman (2014) argued that more attention has been paid to understanding egoistic behavior than altruistic behavior, leaving a void in theories of motivation. Ning and

Kirkman extended research on processes and individual-level behavior. The researchers offered a new taxonomy of altruism, distinguished altruism from other related constructs, advanced research on processes by delineating those that are more altruistic from those that are more egoistic, argued that different types of altruistic behaviors and processes have different antecedents, and generated a number of important directions for future research. Altruistic acts are based on a number of motives, no multilayered measure of motives behind altruism exists (Evans & Ferguson, 2014). Pure altruism describes an individual's ultimate desire to help others at a personal cost and without reward (Evans & Ferguson, 2014).

Paitak (2015) examined service delivery and ways in volunteering varied across public, private, and nonprofit sectors. Paitak gathered data from the *September Volunteer Supplement of the 2011 Current Population* to support his theory that leaders across sectors view volunteering differently. The results of the study showed that government and nonprofit sector employees tend to volunteer more than public sector employees. Paitak also demonstrated that younger employees tend to view volunteer opportunities differently than their counterparts. Younger employees view volunteerism as a civic duty, while older employees volunteer based upon convenience. Paitak provided data results that leaders of nonprofit organizations can utilize to discover the motivation behind volunteering.

Researchers at the National Kidney Foundation (NKF) assessed the relationship between material incentives, social distance, and donor motivation, and revealed limits to donor altruism and the need to enhance the rate of donations (Humphries, Conrad, Giefer, Hite, & Bishop, 2015). Joshi and Stevens (2017) explored the relationship of implicit and explicit altruistic and distaste attitudes to donating. Data results indicate that implicit attitudes may well play an

important role in donor altruism (Joshi & Stevens, 2017). The data results from Joshi and Stevens' research revealed that donor attitudes towards *giving* or towards a particular cause determined whether donors would be motivated to give.

Empathy could also have an effect on the influence of benefit perceptions donation decisions by affecting how individuals are motivated to donate for their self or for others (Cohen & Hoffner, 2013). Scharf and Smith (2016) demonstrated that giving in social groups is motivated by relational altruism. The researchers explored relational altruism in group settings. Scharf and Smith's key finding was that there was a negative correlation between the size of a social group and the size of donations. The data indicated that group size did not impact the size or amount of the donation.

Scharf and Smith (2016) found a positive relationship between social group size and number of contributions, but a negative relationship between social group size and the size of contributions. The research results indicated a negative relationship between social group size and contribution size among fundraisers for the same charity. Instead, the relationship was consistent with relational altruism in which the donors care about the fundraisers and the fundraisers care about how much they raise (Scharf & Smith, 2016). Donor altruism is becoming common amongst donors and may assist leaders of small nonprofit organizations with obtaining the funding needed to meet end-state goals (Joshi & Stevens, 2017).

Scharf and Smith's (2016) research on donor altruism aligns with the research findings about Gen X and Gen Y donors because of the differences in charitable giving between the generations based on behavior patterns. Based on a 2013 survey *Blackbaud* researchers conducted, Gen X donations were peer motivated, whereas Gen Y donations were based on

organizational loyalty. Donors used emerging technology for *philanthropic* giving. Making a donation was easy, convenient, and accessible from a smartphone, desktop, laptop, or tablet. In 2013, 13% of Gen Xers and 14% of Gen Ys donated via a mobile device (McCarthy, Offutt, Shoaff, & Snyder, 2013). The implications of the researchers' findings indicated that leaders of nonprofit organizations should consider using CMC to attract Gen X and Gen Y donors.

Donor Loyalty and Retention

In both the United States and the United Kingdom, donor attrition rates are an increasing cause for concern (Sargeant & Woodliffe, 2007). Many organizational leaders lose up to 60% of cash donors after their first donation (Sargeant & Woodliffe, 2007). Donation anxiety plays a central role in shaping future donation behavior (France et al., 2013). Boenigk and Helmig (2013) explored the effects of organizational identification in regard to donors' satisfaction, loyalty, and donation behavior. The authors encouraged nonprofit organizations to implement communication strategies that broaden the understanding of nonprofit communication management beyond fundraising, donor relations, and social media practices. Data results indicate that the way in which leaders of nonprofit organizations communicate has a direct effect on donor retention.

Boenigk and Scherhag (2014) discussed donor priority strategies that encouraged fundraising success, established long-term relationships with donors, and assisted with developing social networks. Argyris (1982) described the open discussion of strategy development as double-loop learning. Boenigk and Scherhag's research builds on Argyris' theory of using lessons learned to develop strategies for improvement. The Boenigk and Scherhag investigated the effects of priority benefit perception on relationship factors such as

donor satisfaction, donor loyalty, and behavior. The researcher's data indicated that leaders of nonprofit organizations identify donor levels. Boenigk and Scherhag showed that donor-nonprofit identification (group level) and donor identity (individual level) are distinct constructs and that identification influences identity salience. This strategy will help organizational leaders with analyzing the donor base in order to identify loyal donors.

Results of the study conducted by Boenigk and Scherhag (2014) showed a direct correlation between priority strategies and strong donor-organization relationships. However, the researchers did not factor in the time required for priority strategies to have an impact on the donor base. Although the positive relationship between donor loyalty and intentions to improve was confirmed, the authors were not able to determine donor motivation. Future studies should address both donor priority strategies and motivation. Providing donors with the opportunity to direct their gifts toward specific causes or fundraising projects is driven by management beliefs that providing various options can help increase donation intentions and donor retention (Khodakarami, Peterson, & Venkatesan, 2015).

Historically, individuals have accounted for more than half of all giving by U.S. citizens to international organizations. Herzer and Nunnenkamp (2013) stated that individual donations, both in cash and in-kind, constituted the most important revenue source for U.S.-based International Nongovernmental Organizations (INGOs) engaged in international development cooperation. Data that show individual giving to international causes indicated a significant downturn following the 2008 financial crises. According to Giving USA (Ramanath, 2016), it was in 2015 that individual giving to international affairs recorded an upward trend for the first time since the 2008 financial meltdown. Leaders of a nonprofit organization can use this research

for benchmarking as a part of their single and double-loop learning process to improve communication strategies to increase donor retention.

Charles and Kim (2016) investigated the relationship between the performance of nonprofit organizations and nonprofit leaders' ability to attract donors. Results indicated that leaders of nonprofit organizations that were more successful received fewer contributions. Charles and Kim's theoretical reasoning was that improvement in performance outcomes created the illusion of success, causing leaders of organizations to appear less needy, making the assumption that donors make informed decisions. Charles and Kim based their hypothesis on the assumption that leaders of nonprofit organizations measured performance and informed current and prospective donors about their performance outcomes.

Charles and Kim (2016) also discovered that nonprofit organizations were subsequently rewarded with greater levels of charitable contributions when performance outcomes were favorable. Findings of the study offer guidance for future research and for leaders of nonprofit organizations who seek to attract donors based upon performance factors. Because of the competitive donor relationship activities employed by leaders of nonprofit organizations, and by the restrictions of donors' time, money, and budgets, leaders of nonprofit organizations engaged in different forms of giving are increasingly competing with each other for gaining donors' attention and loyalty (Shehu, Langmaack, Felchle, & Clement, 2015).

Since 2013, organizational leaders have analyzed direct links between satisfaction, loyalty, and profit (Boenigk & Helmig, 2013). The importance of organizational leaders' relationships with their supporters is the key to sustainment (Cho & Kelly, 2014). In an effort to influence the community being served, some leaders of nonprofit organizations have formed

partnerships with loyal donors (Powers & Yaros, 2013). Identity salience and relationship satisfaction contribute to nonprofit donor loyalty (Taylor, 2012).

Results of the *Sage Nonprofit Insights* (2013) study on donor loyalty indicate that donor loyalty is defined as an emotional connection and relationship between donors and the leaders of the nonprofit organization. Wymer and Rundle-Thiele (2016) defined supporter loyalty as a supporter's effective attachment and devotion for a target organization. Researchers have analyzed the identification of customers and/or employees with a service provider and its impact on loyalty and outcomes (Netemeyer, Heilman, & Maxham 2012).

Boenigk and Scherhag (2014) proved a direct correlation between priority strategies and strong donor-organization relationships. It is important for leaders of nonprofit organizations to explore strategies to improve donor loyalty and retention. However, Olszewski (2012) believed that organizational leaders should first understand what motivates donors to give. Leaders of nonprofit organizations could enjoy significant financial gains from increased attention to activities that encourage long-term commitment by donors who are familiar with their work (Barber & Lewis, 2013).

Gift Economy

A gift economy is a form of economic organization in which gift exchanges function as the central framework of economic activity (Rehn, 2014). Setia (2015) defined gift economy as an economic exchange of goods and services that are constituted by a fair, just, and equitable exchange serving both personal good and the common good. Setia believed that the foundational idea of gifting is significant, and that deep reflections show that economic exchange has less to do with taking than with gifting, and more about serving wider, communal/public rather than

narrow, individual/private interests (Setia, 2015). Gift economies are based on symbolic exchanges through which social relations and hierarchies are established and maintained (Tredinnick-Rowe, 2014;Velkova, 2016).

Exchange theorists such as Blau (1985) believed that the generosity that is observed in gift giving is simply an apparent altruism. Blau showed that giving is motivated by the expectation of direct (such as power over others) or indirect rewards (such as social recognition). Debenedetti, Oppewal, and Arsel (2014) argued that in a gift economy, people develop emotional and representational bonds with their social and physical environment; the authors identify these bonds as *place attachment*. Place attachment is one's strong emotional bond with a specific location (Debenedetti et al., 2014). Debenedetti et al. investigated ways in which consumers in France established, experienced, and acted on place attachment in commercial settings.

Debenedetti et al. (2014) collected data by conducting in-depth interviews and self-reports. The findings of the research showed that place attachment developed thorough perceptions of familiarity, authenticity, and security. Participants responded to place attachment by engaging in volunteering, over-reciprocation, and ambassadorship toward familiar organizations. Debenedetti et al. further hypothesized these findings through a gift economy perspective and identified a multilateral exchange between the consumer, the proprietor of the place, and selected people from the consumer's social network therefore producing a gift economy. Tsing (2013) discussed how capitalist commodity value is created through transforming noncapitalist social relations. Tsing showed that there was a significant difference between gifts and commodities.

Tsing (2013) centered the research study on gift systems in regard to social obligations, connections, and gaps. Findings indicated that gift economy was not just an accumulation of contiguous reciprocal relationships between individuals, but a complex system in which the reciprocation of gifts--and by extension the reward for labor--was distributed across the community rather than concentrated in a single transaction. Tsing's research can assist leaders of nonprofit organizations with realizing that a gifting economy can generate capital.

Turk (2013) explored sharing economies. Turk showed that gift economies were based on giving, receiving, and reciprocating. Research findings related gift economies to *fandom*, where fan fiction, fan vids, fan art had been the most appreciated gifts. The researcher showed that while art objects were gifts most publicly recognized or validated by fellow fans, organizational leaders could better appreciate the possibility of fandom's gift economy if they recognized that *fannish* gifts included the wide range of creative labors that surrounded the cases. Developing an understanding of the researchers' gift economy theory can assist nonprofit organizations with donor attraction and retention.

Organizational Transparency

As a result of corporate scandals, interest in transparency has grown across domains of organizational research (Gillespie, Dietz, & Lockey, 2014). Organizational leaders are faced with the task of establishing a clear line of communication with stakeholders, to ensure that they are better equipped to move beyond crises (Padgett, Cheng, & Parekh, 2013). Argyris (1982) believed that leaders' transparency about a problem encouraged double-loop learning because organizational leaders were forced to analyze their actions in the framework of their operating assumptions. Organizational transparency, as described by Schnackenberg and Tomlinson

(2014), was composed of three specific dimensions: information disclosure, clarity, and accuracy. Researchers agreed that these three dimensions of organizational transparency had a positive effect on performance outcomes (Bernstein, 2012; Christensen & Cheney, 2015; Edge, 2013).

Using experimental design, Auger (2014) examined the relationship between an organization's reputation for transparency and organizational leaders' efforts to communicate transparently. Results indicated that organizational leaders that demonstrated both types of transparency achieved more than twice the levels of trust and positive behavioral intentions. Albu and Wehmeier (2014) discussed ways in which transparency or lack thereof impacts an organization. Albu and Wehmeier showed that global organizational leaders gain notoriety and legitimacy through communication practices. Albu and Wehmeier noted that, in most global organizations, organizational leaders used policies, codes of conduct, and social standards to create visibility and accountability. Albu and Wehmeier focused on how the concept of transparency was discursively translated and enacted within crisis situations. By introducing their perspective on transparency, Albu and Wehmeier introduced the framework and concepts of sense-giving and sense-making that focused on the interplay of action and interpretation. Researchers conducted a case study on Northern Rock, one of the five largest and most innovative banks in the United Kingdom between 2004 and 2007.

Albu and Wehmeier (2014) showed how in 2007 Northern Rock organizational leaders encountered problems raising funds from the international money markets, and had to request assistance from the Bank of England. Northern Rock's business practices after their request for assistance put a strain on the public's trust. As a result, researchers put policies in place to

encourage organizational transparency. Results of the study showed that failing to acknowledge the need for transparency presents a cause for distrust and has a negative impact on an organization's reputation.

Christensen and Cornelissen (2015) explored transparency, explained its social-historical underpinnings, and discussed its influence on modern organizations. Christensen and Cornelissen argued that organizational transparency can best be understood as a myth. The researchers provided a theoretical explanation of why organizational transparency is questioned. As a result of their study, Christensen and Cornelissen determined that while some organizational leaders are more forthcoming, others were not, because of the belief that transparency had little or no impact on business relationships. By being transparent, organizational leaders can decrease donor attrition. Parris, Dapko, Arnold, and Arnold (2016) presented a structure for aiding the implementation of transparency as an ethical basis and pragmatic strategy for responsible organizational business management. Argyris (1982) noted that the generation of new action strategies to achieve existing goals is evidence of single-loop learning.

Parris et al. (2016) researched relevant literature on transparency in an effort to provide a comprehensive and holistic view of transparency. Parris et al. adopted a methodology derived from medical sciences to eliminate research bias. Based upon the findings, the researchers defined transparency as the extent to which a stakeholder provides information about itself. Parris et al. developed a conceptual framework that described transparency as an important aspect of business management. The researchers showed that the regular practice of organizational transparency created an atmosphere in which sharing detailed information is

routine, thereby strengthening business relationships. Key themes identified in the research literature are explained in Section 3 under the Executive Summary of Key Themes.

Transition and Summary

The existing body of literature on nonprofit communication strategies is varied. Researchers who explored nonprofit communication strategies offered organizational leaders limited evidence upon which to base processes for retaining donors. My analysis of literature review findings revealed the need for senior leaders of small nonprofit organizations to identify and implement communication strategies to increase donor retention. This review of professional and academic literature included articles related to the topic of communication strategies as drivers of nonprofit donor retention, including explanations of collective ideals and theories that current and future leaders of nonprofit organizations may use to develop and implement communication strategies to retain donors. Section 2 will include a comprehensive depiction of the research methodology and design, population and sampling, data collection instruments, and techniques used in the research study. In addition, this section includes a comprehensive discussion on data collection and organization techniques, data analysis techniques, reliability, and validity.

Section 3 includes a detailed account of the research conducted for the DBA Consulting Capstone. I used the Baldrige Performance Excellence Framework (2015) and its Criteria for Performance Excellence to conduct in-depth research for and about my client organization. The overarching goal of the Consulting Capstone was to assist my client leaders with improving key work processes, overcoming strategic challenges, and increasing overall performance. Research was conducted in Section 3 by using an integrated, systems-based approach that explored the

following key management and leadership areas: leadership; strategy; customers; measurement, analysis, and knowledge management; workforce; operations; and results.

Section 2: The Project

Purpose Statement

The purpose of this qualitative single-case study was to explore the communication strategies the senior leaders of a small nonprofit organization use to increase donor retention. The target population was three executive leaders of a Midwestern youth performance arts organization who have implemented strategies to increase donor retention. The implications for positive social change include the potential to contribute to nonprofit leaders' models of effective communications strategies and processes to improve donor retention, thereby helping to ensure leaders' ability to serve their communities.

Role of the Researcher

Palinkas et al. (2015) noted that the researcher is the primary instrument for data collection in the qualitative method. I served as the primary instrument for data collection in the research process in this single-case study. My connection with the topic of communication as a driver for nonprofit donor retention originates from my former role as a paid employee of a nonprofit organization. I have had direct experience with various challenges that cause nonprofit organizations to lose donors, and I explored strategies that leaders of nonprofit organizations can implement to help increase donor retention and, thereby, improve organizational sustainability.

Each participant in the study signed a consent form and voluntarily participated in the study. I treated each participant in an ethical manner, and abide by Walden University's IRB requirements, including adhering to a list of pre-approved data sources and tools for the Walden University DBA Consulting Capstone (Appendix A). The IRB is responsible for ensuring that all Walden University research complies with the University's ethical standards as well as U.S.

federal regulations. IRB approval is required when research involves the collection or analysis of data. The primary purpose of an IRB is to protect the interests of human subjects.

IRB approval is obtained before collection of any data, including data derived from a pilot study (Walden, 2017). I reviewed organizational documents and analyzed performance outcomes using Guidestar, an online information service specializing in reporting on U.S. nonprofit companies. I will also conduct semistructured telephone interviews to collect data for my research. In case study research, the review of organizational documents can be used to gain an understanding of the company's history (Bryman & Bell, 2015). Researchers use interviews and document analysis in order to collect appropriate data in support of addressing the conceptual framework and research question (Owen, 2014). Drabble, Trocki, Salcedo, Walker, and Korcha (2015) noted that the practicality and significance of telephone interviews as a method for collecting rich narrative data adds value to qualitative research because participants often share comprehensive information related to their experiences. McIntosh and Morse (2015) validated this notion by stating that conducting semistructured interviews is the best interview method to use in qualitative research because the type of data collected from this interview method cannot be obtained using structured questionnaires, participant observation, or an analysis of the literature. Participant interviews give qualitative researchers the opportunity to gather comprehensive data from participants rather than using surveys for data collection (Pietkiewicz & Smith, 2014). My central research question, in alignment with the criteria of the Baldrige Excellence Framework (Baldrige, 2015), was the basis for the semistructured interview questions.

I was responsible for transcribing notes from each interview, evaluating and analyzing

the data collected, and compiling the results. Based on my previous experience as a paid staff member of a nonprofit organization, I managed bias by defocusing and by opening my mind to new experiences and situations prior to conducting research. I maintained a heightened sense of self-awareness to monitor my personal subjectivity to catch potential biases before they affect the study, and by avoiding research topics that are of personal significance to me. A research journal was used as my personal lens as well as a method for managing bias. My process for managing and mitigating my personal bias during data collection and analysis was demonstrated by using an interview protocol, member checking, and reaching data saturation.

Participants

The client organizations for scholar–consultants selected for the DBA Consulting Capstone are vetted by Walden administrators and faculty. This study includes a purposive sample of three participants who are executive leaders of a Midwestern youth performance organization selected as a client organization for the DBA Consulting Capstone. The rationale for selecting the three leaders was to facilitate triangulation and validation of interview data, to provide rich data from which to identify key themes related to organizational strengths and opportunities, and to augment the amount of data for alignment with my analysis of documents and performance outcomes. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases (Leung, 2015).

All participants (a) have served the youth performance organization in a leadership role for at least 5 years, (b) were at least 18 years in age, and (c) were involved in the fundraising process. Participants who agreed to participate in the case study received an informed consent form via email. The Senior Leaders' Consent Form (Appendix D) was signed and returned

before participation in data-gathering interviews. I implemented strategies to establish not only a working relationship, but also a long-lasting consulting relationship. Member checking was used as a strategy for building the lasting relationship of trust through frank, two-way communications with organizational leaders who I expect will remain my clients after the completion of the DBA program.

A conference call was conducted prior to conducting research to explain the details of the research. Each participant was interviewed via phone once a week for 30 minutes over a period of 8 months. I organized data-gathering questions according to the Baldrige Excellence Framework and Criteria for Performance Excellence (2015), embedded my interview questions in these criteria questions, and I captured notes from each interview using a Microsoft Word document. I sent electronic copies of my interview notes to each participant for his/her review of accuracy, completeness, and errors in fact. I then reviewed this feedback with each participant and refined my notes, as needed.

The data collected from each participant interview were coded. I performed theoretical coding to identify developing themes and relationships before collecting topic-related data. I used manual coding. All participant data were entered in an Excel spreadsheet. Participants were coded by length of employment with the organization. Data were coded by Participant A, Participant B, and so on. Similar responses were coded by theme to signify the correlation of responses or ideals. The Excel spreadsheet was encrypted, saved, and stored in an electronic filing system. All data will be stored for 5 years.

By conducting a single-case study, I was able to investigate the phenomenon through the lived experiences of the participants, reviewing organizational documents, and analyzing

performance data. I chose a case study design with the intention of collecting data from senior leaders of a youth performance organization that had been in operation for 28 years.

Research Method

Researchers must consider whether the research question is suitable to produce the anticipated outcome as well as choose the appropriate methodology to answer the research question (Grossoehme, 2014). To explore the detailed experiences of the participants, a qualitative research method was suitable. Qualitative research methods, unlike the quantitative and mixed method, explore the lived experiences of senior leaders of a small nonprofit organization in detail, through the use of telephone interviews, to understand the phenomenon of what communication strategies senior leaders of a small nonprofit organization use to increase donor retention. Qualitative researchers are able to interview participants who have experienced the phenomenon (Gelling, 2015). In comparison, quantitative researchers measure, evaluate, and generalize the findings to a population and encourage replication of the findings (Park & Park, 2016). Adopting the qualitative research method allowed me to use triangulation to gather valuable data to conduct an in-depth exploration of communication strategies that senior leaders use to increase donor retention.

Researchers do not use the quantitative research method to explore participants' personal experiences; rather, researchers use the quantitative method to quantify connections and variances among variables (Anderson, Sweeney, Williams, Camm, & Cochran, 2015; Frels & Onwuegbuzie, 2013). Researchers use the mixed method to cover a diverse set of practices for combining qualitative and quantitative methods, in the interests of exploiting the strengths of both types of research and offsetting the weaknesses of each method (Starr, 2014). The purpose

of this qualitative single-case study was to explore the communication strategies the senior leaders of a small nonprofit organization use to increase donor retention. The objective of this single-case study was not to test a theory, but to discover communication strategies that senior leaders of nonprofit organizations can use to increase donor retention. The qualitative method was best suited for this research study.

Research Design

A single-case study was suitable for this research study because I explored communication strategies that leaders of nonprofit organizations use to increase donor retention. Researchers use the phenomenological design when exploring individual experiences (Gelling, 2015). A phenomenological design was not suitable for this research study because I was interested in exploring communication strategies that an entire organization uses to increase donor retention. An ethnographic design is used when researchers seek to explore cultural patterns and perspectives of participants in their natural settings (Marion et al., 2015). The ethnographic design was not suitable for this study because the focus of my research was on communications strategies that executive-leaders implement, not exploring the culture of the organization.

Researchers use a narrative design to focus on the lives of individuals as told through their stories (Lewis, 2015). A narrative design was not suitable for this research study because I explored the strategies implemented by senior leaders of an organization, not individual experiences. Using the 2015-2016 Baldrige Excellence Framework and Criteria as a guide, I conducted semistructured interviews as a method to collect reliable data.

I used the case study design for this study to explore the phenomenon within its real-life context. A case study design was suitable for this study because I studied the experiences of the participants regarding developing and implementing communication strategies to increase donor retention (Donnelly, Brenchley, Crawford, & Letts, 2013). I was the only individual with identifiable participant information. It was my goal to gain and maintain the trust of the participants, thus taking full advantage of the benefits of contributing to the study and minimizing potential bias. During the research process, I kept both an electronic file and a research journal to assist with managing data. I chose to keep a reflective researcher's journal so that my opinions, considerations, and outlook about the data collected were visible and an integral part of the research process. The researcher's journal was used as a reference tool when conducting member-checking to validate the data collected. I used the researcher's journal to continually reevaluate participant responses and to challenge preexisting assumptions and theories. Maintaining a researcher's journal assisted me with managing bias by creating transparency in the research process.

I asked open-ended interview questions to ensure that the interviewee was not guided in a particular direction. Each interview was semistructured to give participants the freedom to express their views in their own voice, while sharing information about the questions being asked. Semistructured interviews gave me the opportunity to follow up with questions (derived from the Baldrige criteria) that clarified, amplified, and enhanced the meaning and value of participants' responses. I continued to interview participants until data saturation was achieved. Data saturation is reached when there is enough information to replicate the study, when the

ability to obtain additional new information has been attained, and when further coding is no longer feasible (Fusch & Ness, 2015; O'Reilly & Parker, 2012; Sandelowski & Leeman, 2012).

Population and Sampling

Case study research is an empirical inquiry that investigates a contemporary phenomenon (the *case*) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be evident (Yin, 2014). This study incorporated a purposeful sample consisting of three participants who are leaders of a small nonprofit organization in operation for 28 years in Minneapolis, MN. Purposeful sampling is widely used in qualitative research to help researchers obtain the most information from limited resources (Palinkas et al., 2013). Saturation in case study research allows researchers to obtain a comprehensive understanding of a phenomenon by continuing to gather data and information until no new substantive information is acquired (Palinkas et al., 2013). Saturation was reached when data and information derived from document reviews revealed no new information.

The participants chosen for this study had to meet the criteria of being senior leaders of a small nonprofit organization in Minneapolis, MN. At least one of the senior leaders had to be the founder and artistic director (F/AD) of the organization. Following protocol of the DBA Consulting Capstone, Walden University assigned a vetted client organization to me because I was a researcher selected for the consulting capstone program. The F/AD received an invitation to participate from Walden University.

There were a series of follow-up calls by Walden University and myself to explain the research in detail and to request participation. The F/AD signed the DBA Research Agreement (Appendix C [redacted]), which served as the master service agreement between Walden

University and the client organization for the consulting relationship. The F/AD signed an informed consent form that served as authorization to interview organizational leaders. The F/AD sent the signed informed consent form to me via e-mail. Participants were also asked to express their consent to participate in the interview process by replying to an email requesting their participation.

Each interview was conducted via telephone in compliance with requirements of the IRB approval for this study. Initially, interviews lasted around 60 minutes. Taking senior leader's schedules into consideration, interview times were reduced to 30 minutes once a week. To ensure that I achieved data saturation, I ensured that all data had equal consideration in the analytic coding process.

I chose to identify themes as part of the coding process. The themes were aligned with the client organizations' strategic challenges related to organizational culture and structure, finances, operations, market trends, and customer retention. Participant interview transcriptions were cross-referenced to conduct data comparisons. I analyzed the data to identify word repetition, key words, phrases, or ideals.

Data representing similar themes were manually coded in an excel spreadsheet. Participant interviews were conducted until the amount of variation in the data was flattening, and new perspectives and accounts were no longer coming from the data. I aligned the interview questions with evidence from the data to ensure that all research areas were covered.

The Baldrige Performance Excellence Framework and Criteria helped ensure my holistic, systems-based perspective of the organization, its key work processes, and its organizational performance outcomes. My interview questions were embedded into the

appropriate/relevant Process and Results Items in the Baldrige criteria to align data and information collected with the Baldrige Excellence Framework. I analyzed and aligned performance results with the interview data and information. Rich data are more meaningful than the quantity of data (Lewin et al., 2015).

To collect rich data I conducted an organizational assessment to obtain valid information about the organization's performance and the factors that impacted performance. Organizational performance data were gathered by (a) reviewing financial statements and documents, (b) analyzing organizational data using Guidestar, and (c) analyzing competitor data. Using the data collected, organizational performance was analyzed as a multidimensional factor that demonstrated the balance between organizational effectiveness, efficiency, and financial sustainment.

Ethical Research

By developing research protocols that protect research participants, researchers implicitly acknowledge that such participants typically have vested interests in the processes and or outcomes of the research in which they participate, but limited power to directly pursue or safeguard their interests (Greenwood, 2016). Prior to contacting potential participants, I received approval from Walden University's IRB (Approval No. 07-08-16-0529675). The F/AD signed a DBA Research Agreement that described the terms of the partnership between Walden University and the client organization. This Agreement serves as the master service agreement for my consulting relationship with the client.

To ensure adherence to Walden's ethical standards, an informed consent form was signed by the founder and artistic director. An email message was sent to the F/AD requesting

participation from the organization's senior leaders. The informed consent was valid for all three research participants. Research participants were not compensated or given any incentives related to their participation in this study. To protect the identity of the participants, all identifying information was redacted from interview transcripts, organizational performance results, and data collected. To ensure confidentiality, all information will remain in a secured electronic file for a period of 5 years and then destroyed.

Data Collection Instruments

This research study began after I received IRB approval from Walden University. Qualitative researchers serve as the data-collection instrument for a study (Fusch & Ness, 2015). As the researcher, I was the principal instrument used in the data- collection process. As stated in the Role of the Researcher component, there is a heightened need to manage bias when the researcher serves as the research tool. There are various data-collection methods in qualitative research including, interviews, observations, and focus groups (Ormston, Spencer, Barnard, & Snape, 2014). I collected data through semistructured, telephone interviews, and reviewed organizational documents provided by three senior leaders of a small nonprofit organization who had been operating in Minneapolis, Minnesota for 28 years.

Serving as the data collection tool allowed me to collect additional information relevant to the case. In addition to collecting data from interviews, I requested data from customer surveys, annual reports, and financial statements, which were transmitted to me as electronic documents and saved securely by encrypting each document in an electronic filing system. I used the Baldrige criteria to develop my line of inquiry for the semistructured interviews. A case-study protocol was developed as part of the preparation.

A case study protocol includes (a) background information, (b) substantive issues to be investigated, (c) data-collection procedures, and (d) interview questions (Yin, 2014). All interview questions were opened ended. I conducted every interview; each interview lasted between 30 and 45 minutes. Interviews were not recorded. I manually recorded interview notes in my researcher's journal. To increase the reliability and validity of the data collected, I made sure that I reviewed my journal notes immediately after each interview was conducted to determine where my personal bias needed to be managed.

Studies conducted by Elo, Kääriäinen, Kanste, Pölkki, Utriainen, and Kyngäs (2014) and Varpio, Ajjawi, Monrouxe, O'Brien, and Rees (2017) used member checking, whereby participants check the research findings to ensure that they are true to their experiences (Elo et al., 2014). Researchers use member checking to validate participants' responses and improve the accuracy and reliability of a study (Harper & Cole, 2012). I conducted member checking to reveal any further need to manage bias. By conducting member checking I was able to ensure that my findings aligned with the organizational leaders' objectives. Methodological triangulation increases the assurance of the validity of case study findings (Hussein, 2015). The data were validated by using methodological triangulation. Data collected from interviews, organizational documents, and GuideStar were analyzed.

Data Collection Technique

I used semistructured interviews and organizational documentation reviews as data collection techniques for this study. Implementing a semistructured interview process was appropriate for the study and participants the ability to provide detailed responses. The researcher and participants are able to engage in a dialogue in real time during semistructured

interviews (Pietkiewicz & Smith, 2014). By conducting semistructured interviews, researchers are afforded space and flexibility for original and unexpected issues to arise, which the researcher may investigate in more detail with further questions (Pietkiewicz & Smith, 2014).

Organizational documentation included (a) organizational bylaws and mission statement, (b) data from internal surveys, (c) financial statements, (d) strategic plan, (e) grant applications, (f) customer satisfaction surveys, (g) performance outcomes data from GuideStar, a nonprofit organization database, and (h) performance data from Minnesota State Arts Board. Using interviews as the data collection technique gave me the opportunity to gain a deeper understanding of communication strategies and processes that some senior leaders of small nonprofit organizations use to improve donor retention. By reviewing organizational documents, I was able to obtain background information and data that supported the reliability and validity of the study.

Data Organization Techniques

Through the semistructured interview process and data collection process I was able to select, collect, align, and integrate data and information that participants used in tracking daily operations and overall organizational performance. As part of the organization phase, where the researcher plans and prepares for the study, an explanation of how the concepts or categories are created should be provided to indicate the trustworthiness of study (Elo et al., 2014). I maintained and secured a master journal, a word document consisting of the data collected from interview questions. I created a file for each participant so that the data collected were stored with the respective participant. Having individual files for each participant gave me the ability to easily access participant data.

I maintained a handwritten researcher's journal for my personal interview notes. I populated the electronic master journal not later than 24 hours after each interview. All electronic data and organizational documentation was safeguarded in an encrypted and password-protected electronic filing system. Other documentation was stored in a locked file cabinet in my home office. All data and organization documentation will be kept for a period of 5 years and will be deleted/shredded thereafter.

Data Analysis Technique

Conducting a data analysis in qualitative research must integrate existing theory with patterns identified in the data (Gläser & Laudel, 2013). This can be done by coding the data. The purpose of this study was to explore the communication strategies the senior leaders of a small nonprofit organization use to increase donor retention. Upon completion of the interviews, I conducted member checking with participants by phone and exchange of electronic documents to ensure validity of the data.

Researchers conduct member checking with participants to verify that their interpretations of the data are accurate (Smith, Sparkes, & Caddick, 2014). Content analysis is commonly used for analyzing qualitative data, and allows the researcher to test theoretical issues to heighten an understanding of the data collected. (Elo et al., 2014). A content analysis was used for coding and identifying emerging themes. All data collected in my researcher's journal as well as financial statements were analyzed numerous times, so that I could identify as many themes as possible.

Once themes were identified, data were grouped into categories aligned with the Baldrige Excellence Framework and Criteria as a means of describing the phenomenon. I manually

analyzed the data and coding themes. Member-checking was conducted to validate my interpretation of the themes and the data collected. After I received approval from participants that the data collected were accurate, I cross-referenced the data with organization performance results to determine how each theme impacted organizational performance.

Prior to coding the data collected, I reviewed interview notes in my researcher's journal to certify the accuracy of the data received from each participant. The interview questions derive from the 2015- 2016 Baldrige Performance Excellence Framework (2015), which served as a guide to collect data for this case study to identify factors that contribute to donor retention. To identify and manage bias I kept detailed notes in my researcher's journal and master journal. I manually recorded data during participant interviews to reduce errors or misrepresentation of the responses.

By taking detailed notes while I was interviewing the participant I was able to immediately gain clarification for responses that I did not understand. All of my findings and data collected were included in my researcher's journal and in my master journal even if the data were redundant or did not seem useful. Data were collated throughout the collection process and evaluated equally. Every participant response was recorded and considered to avoid skewing my interpretations of the data. I conducted a content analysis to collate and sort the data. Organizing the data by themes made it easier to sort and analyze fairly. Finally, member-checking was conducted to validate my interpretation of the data collected. The outcomes of my member-checking protocol indicated the need to refine data and information about the board of directors.

Single- and double-loop learning and organizational communications theory were used as a lens to understand strategies for donor retention. By considering the Argyris' (1982) single-

and double-loop learning coupled with organizational learning and communications theory as my conceptual framework, I was able to analyze the way organizations learn to explore possible strategies that leaders of nonprofit organizations can implement to retain donors.

Reliability and Validity

Assessing the reliability of study findings requires researchers to make judgments about the accuracy of the research in relation to the application and appropriateness of the methods used and the integrity of the final conclusions (Noble & Smith, 2015). Researchers consider credibility, dependability, confirmability, and transferability to when determining the validity of qualitative research (Cope, 2014). Maintaining both a researcher's journal and an electronic master journal gave me the ability to further analyze data collected, which contributed to the reliability and validity of the study. Conducting member-checking gave the participants the ability to validate the integrity of the data that were collected.

Reliability

The core of reliability for qualitative research begins with consistency (Leung, 2015). Researchers must use constant comparison to verify the accuracy of the data to measure reliability (Leung, 2015). Qualitative researchers should consider adopting the Popperian dictum of falsifiability in an attempt to contest the data collected (Leung, 2015). When the results of a study can be reproduced by using a similar methodology, the research instrument is considered to be reliable (Leung, 2015).

Qualitative researchers should consider adopting the Popperian dictum of falsifiability in an attempt to contest the data collected (Leung, 2015). The Popperian dictum was based on Karl Popper's notion of falsifiability (Notturmo, 2015). Karl Popper believed that theories could

definitely be falsified, but never confirmed (Popper & Notturmo, 2014). Adopting the Popperian dictum of falsifiability, I attempted to contest the qualitative data by conducting an analysis to assess reliability (Notturmo, 2015). As data were gleaned from the original sources, I was able to verify their accuracy with constant comparison. This was achieved by comparing data collected in interviews with organizational documents and data collected from GuideStar.

Validity

In qualitative research, the suitability of the tools, processes, and data determines the validity of the research (Leung, 2015). Researchers must determine whether the integrity and application of the methods used accurately reflect the data (Noble & Smith, 2015). Researchers must also determine if the research design is valid for the methodology and if the results are valid based upon the sample and context. Triangulation was used to ensure the validity of the research study. By collecting data from participant interviews, organizational documents, and the Minnesota State Arts Board I was able to obtain a holistic view of the phenomenon and conduct an appropriate evaluation of the findings.

Dependability

The perspectives of quantitative research are rigor and validity, and the perspectives of qualitative research are credibility and trustworthiness (Cope, 2014). I used the Baldrige Criteria for Performance Excellence (2015) as the structure for my data-gathering interviews and explorations of documents. After the data were collected from the interviews, member-checking was conducted to ensure the validity of my interpretation of the data. The data were manually coded to support the dependability of the study. This study was a qualitative case study that

explored communication strategies that could assist leaders of nonprofit organizations with retaining donors.

Credibility

Credibility (i.e., internal validity) in qualitative research deals with prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checks (Timmins, 2013). Credibility refers to the truth of the data or the participant views and the interpretation and representation of them by the researcher (Morse, 2015). Credibility is heightened by when the researcher verifies the research findings with the participants (Cope, 2014). In qualitative research, credibility determines whether the data collected and the interpretation of the researcher is harmonized (Noble & Smith, 2015).

I was able to improve the credibility of the research study by continually reviewing my researcher's journal notes and by coding the data. To reduce researcher bias and improve trustworthiness I conducted member checking and used methodological triangulation.

Methodological triangulation is used to strengthen the validity of a qualitative study by the use of multiple data collection methods such as interviews, observations, and journaling recordings throughout the research process (Cope, 2014). To further increase the credibility of the data I analyzed organizational documents. Prior to the conclusion of the research, participants were given the opportunity to review my transcribed interviews and research findings for accuracy. The credibility of the data collected were confirmed once the participants verified the statements for accuracy.

Transferability

Transferability refers to the degree to which the results may be applicable to other settings or groups and to the number of informants or study objects (Bengtsson, 2016).

Researchers must examine if any degree of the qualitative findings can be transferred to other contexts or settings outside of the research (Timmins, 2013; Houghton, Casey, Shaw, & Murphy, 2013). Readers of this research study will be able to apply the findings to their nonprofit organizations to develop communication strategies for donor retention. Future researchers will be able to use this research study as a benchmarking tool to further build upon the themes and strategies discovered. Workforce, vendors, customers, and other stakeholders can use the research findings in this study to assist with the development of communication strategies.

Confirmability

Confirmability is centered on acknowledging the difficulty of prolonged engagement with participants and that the methods undertaken and findings are essentially linked to the researchers' philosophical position, experiences and perspectives (Noble & Smith, 2015).

Confirmability in qualitative research is realized when truth, consistency and applicability have been addressed. Confirmability was implemented in this research study by my inclusion of the participants' responses to the interview questions in (Cope, 2014).

Transition and Summary

Section 2 included the purpose of the study topic, the research methodology and design, the role of the researcher, and data collection methods and techniques. I conducted semistructured telephone interviews with three senior leaders of a small nonprofit organization in Minneapolis, Minnesota to explore the communication strategies the senior leaders of small

nonprofit organizations use to increase donor retention. I continued to conduct interviews until data saturation occurred. I was given full access to organizational documents by senior leaders of the client organization.

Electronic data files were created to organize the information collected. Methodological triangulation was used to collect and analyze organizational documents. Organizational documents were collected and analyzed using methodological triangulation. By gathering performance data from a variety of sources such as organizational documents, IRS financial reports, GuideStar, The Minneapolis State Arts Board, and survey results I was able to increase objectivity to ensure that all factors that impacted performance were considered. Once the data were analyzed I shared the results with senior leaders to conduct member-checking and ensure the validity of my interpretation of the data results.

I used the 2015-2016 Baldrige Excellence Framework and my interview questions to collect data for this research study. The Baldrige criteria from the 2015-2016 Baldrige Excellence Framework helps researchers assess an organization's strengths and opportunities for improvement (2015). Section 3 begins with ABC Company's Organizational Profile and contains the a detailed analysis of the following categories (a) leadership, (b) strategy, (c) customers, (d) measurement, analysis, and knowledge management, (e) workforce, (f) operations, and (g) results. Section 3 also contains study findings, an executive summary of key themes, project summary, and contributions and recommendations future research.

Section 3:

Organizational Profile

ABC Company (pseudonym) is an award-winning youth theatre company that develops and empowers young actors, singers, and dancers to reach their artistic potential and become community leaders. The F/AD started the theater company with a big dream and a borrowed desk in another theater company's space. ABC, founded in 1989 has been in business for 28 years, protecting the valuable experience of using the arts to strengthen curriculum in schools and providing arts accessibility in educational programming to diverse student populations.

By leveraging and sustaining partnerships with local businesses, the F/AD has been able to implement an out-of-the-box approach for the organization which proved to be effective because she has won two Ivey awards for theater excellence, as well as a Minnesota Council of Nonprofits Mission Award to acknowledge her fight against racism (Tables 7.1-6, 7.1-7). ABC uses theater to help young people discover, develop, and share their gifts and change their lives. ABC leadership members have come to understand that every young person is at risk during the developmental phases of adolescence. Organizational leaders, staff, and volunteers are devoted to developing and empowering young artists, giving them a safe, accepting place to find their voices.

Key Factors Worksheet

Organizational Description

ABC is a 501(c)(3) organization based out of Minneapolis, Minnesota that seeks to bridge the gap between performance arts and social responsibility. ABC promotes the advancement of young artists and encourages their creative development through classes,

workshops, main stage theatre productions, and the Young Artists Council (youth leadership group).

Organizational environment.

Product offerings. ABC's product offerings include: (a) Mainstage theatre shows, (b) education programs, (c) Young Artists Council, (d) Parental Guidance (PG)13 initiatives, (e) educational films, and (f) residencies. ABC's main stage theatre season consists of three or four productions annually, including adaptations of classic stories and fairy tales, award-winning children's literature, and original musical theatre based on historical events (The Civil Rights Movement, The Holocaust, Vietnam War protests, Underground Railroad, Tiananmen Square Massacre) and issues relevant to young people (bullying, peer pressure).

ABC maintains some of the lowest ticket prices among Twin Cities' youth theatres (Table 7.5-8). In addition, approximately 10% of ABC's main stage theatre audience consists of groups to which ABC provides complimentary tickets (Table 7.5-9). Approximately 50,000 young people have been directly involved with ABC's productions, classes, and other programming since ABC's founding in 1989. Young artists come to ABC with a wide range of abilities and from diverse socioeconomic backgrounds.

ABC senior leaders (SLs) are committed to representing the full spectrum of the community through productions and other opportunities for artists. ABC's year-round classes, workshops, and performing arts camps are open to youth ages 5-21 and include offerings such as Beginning Acting, Create A Play, Improv, Directing, Senior Acting Conservatory, Acting for the Camera, Musical Theatre, and a popular weeklong summer theatre camp on Sisabagama Island in Deerwood, MN.

The Young Artists Council is made up of 15 board members, 35 committee members, and approximately 100 student volunteers ages 12-22 who participate directly through activities the Council organizes, including full-length plays performed in a professional environment (1,000 – 1,500 teens will view Council live productions). The Young Artist Council board members, committee members, and youth volunteers are drawn from throughout the Twin Cities but mostly from Minneapolis. Minneapolis at-risk youth and children from low-income families make up about 50% of participants.

The Young Artists Council provides a venue for youth leadership in the arts, promotes the recognition of these young artists and their skills and talents, and serves the community through several service projects each year. Leaders designed the PG13 as an initiative to be the voice of teens and their world. Teens write and improvise ideas and develop their own original theatre/musical performance pieces.

ABC presents a series of DVDs for young people, parents and educators. Using ABC's signature teen-driven approach, these educational films creatively combine sketch comedy, musical numbers and honest personal reflection on issues that affect young people. The result is simultaneously entertaining, educational, and empowering. ABC school and community residencies provide performing arts, diversity, and nonviolence programming for all ages. Professional teaching artists collaborate with community partners to create an arts-based curriculum to fit the needs of the group.

ABC SLs use the product offerings mentioned to help generate revenue. This is how the organization survives. In 2015 both ticket sales and classes and workshops generated \$70,000 each. ABC uses the following mechanisms to deliver products: a) sending teacher *ticklers* to

schools, b) website, c) social media, d) Goldstar (used to offer discounted tickets), e) sending out 17,000 brochures to community partners and schools, f) ads, and g) sending 20,000 one-sheet fliers to 12-15 schools.

Mission, vision, and values.

Table P.1-1: ABC Mission, Vision, and Values

Table P.1-1: ABC Mission, Vision, and Values
Core Competency
Bridging the gap between performance arts and social responsibility
Mission and Vision
ABC Company is dedicated to changing the lives of the youth in their community through performance arts. ABC is committed to providing quality instructional service while using performance arts to raise awareness of social issues that plague communities nationwide. ABC Company fuels the creative spirit of youth by developing, empowering and advancing young artists.
Values: Guiding Principles
<p>We advocate the arts as fundamental to human development.</p> <p>We value, support, and seek to profile a broad spectrum of people, cultures, and ideas.</p> <p>We strive for excellence in youth-centered programming and activities.</p> <p>We ensure accessibility and affordability in family-friendly programming.</p> <p>We listen to artists, audiences, and community educators and respond to their needs.</p> <p>We select projects that foster healthy, healing relationships for the community.</p> <p>We participate as responsible artists and citizens through volunteerism and outreach.</p> <p>We ensure an inclusive environment to encourage personal and artistic achievement.</p> <p>We provide resources and management that sustain and advance ABC's mission.</p> <p>We pursue the highest standards of ethics and fairness in all activities.</p>

ABC's Core Competency (CC), Bridging the gap between performance arts and social responsibility, has a direct correlation to the mission, vision, and values (MVV) and is the strength that gives the organization a leading edge in the organization's market (Table P.1-1). The mission is precise: ABC Company is dedicated to changing the lives of the youth in their community through performance arts. ABC is committed to providing quality instructional service, while using performance arts to raise awareness of social issues that plague communities

nationwide. ABC's values are outlined by guiding principles that are incorporated in daily activities and organizational business practices (Table P.1-1).

Workforce profile.

Table P.1-2 Workforce Profile

Table P.1-2: Workforce Profile			
Title	Leadership: 3 Staff Members Educational Requirements		Tables/Figure #
Artistic Director	1	100% met	Figure 7.1-4
Associate Director	1	100% met	
Development Director	1	100% met	
Independent Contractors: 75 Short Term Staff Members Educational Requirements			
Teaching Staff	16	HS Diploma or Bachelor's Degree (BA) in Theater, Criminal Background Check	Figure 7.1-4
Production Artists	9		
Various Positions	50		
Volunteers: 125			
Various Positions	125	HS Diploma or Bachelor's Degree (BA) in Theater, Criminal Background Check	Figure 7.1-4

ABC's workforce structure consists of three regular staff members, 75 independent contractors, and 125 volunteers (Table P.1-2). ABC's workforce assists with achieving the MVV by offering a nontraditional workplace environment by a) allowing flexibility in schedules, b) providing a nurturing organizational culture, c) involving both leadership and staff in the strategic planning process (SPP; Figure 2.1-1). ABC leadership prefers staff who have a college degree, but will consider applicants who have a high school diploma and equivalent experience. All staff members, including independent contractors are required to pass a criminal background check (Category 7.4). Staff members are contracted on an annual basis. SLs conduct annual employee performance evaluations and criminal background checks to ensure that employees are upholding ABC's mission, vision, and values (MVV).

The F/AD is responsible for establishing and implementing the terms of employment for ABC. The key requirements and expectations identified as significant to encourage the staff to achieve the mission of the organization includes; working in a facility that delivers quality service, adhering to guiding principles, and creating a nurturing work environment. There are no organized bargaining units at ABC. There are no specific safety requirements needed beyond ADA and OSHA requirements for an office environment.

Assets.

The F/AD leases two facilities in Minneapolis, Minnesota to provide high-quality performances and services in a nurturing environment and to meet the needs of staff, participants, and customers. ABC facilities include rehearsal and performance space, as well as classroom and storage spaces. ABC has equipment valued at \$75,000, which includes office equipment, costumes, props, sound systems, and lighting equipment.

Regulatory requirements.

ABC is licensed in Minnesota as a tax-exempt nonprofit organization under section 501(c)(3) of the Internal Revenue Code. ABC's F/AD, SLs, and BOD adheres to rules and regulations required by the IRS. As a 501(c)(3) nonprofit organization, ABC is required to annually file an IRS Form 990 for financial reporting. Organizational leaders abide by written policies, including bylaws and guiding principles. ABC audits financial records, participant records, and employee records to ensure compliance with federal, local, and state laws. Financial and operational audits are conducted annually by a Certified Public Accountant.

Organizational relationships.

Organizational structure. ABC is a 501(c)(3) nonprofit organization with an organizational structure and governance system that SLs use to combine an integrated strategic alignment with distributed operational responsibilities. The 25-member Board of Directors (BOD) provides overall governance and strategic oversight; the F/AD is an *ex officio* member of the board who guides ABC towards the organization's mission and goals. Daily operations within the terms of the bylaws is also the responsibility of the F/AD.

ABC Company provides direct services to customers. All organizational resources and funding are received funding from contributions, grants, and program service revenue.

Customers and stakeholders. ABC's key customers are students in grades K -12, parents and teachers and in Minneapolis, Minnesota. Table P.1-3 shows key customer and stakeholder requirements. Customer requirements are constant across all segments.

Table P.1-3: Key Customers and Stakeholder's Requirements

Table P.1-3: Key Customers and Stakeholder's Requirements		
Key Customers	Key Requirements	Alignment
Students (K-12)	To learn performance arts	As a part of the strategic planning process (SPP), key customer requirements are reviewed periodically. Survey results are analyzed annually and are included in annual safety and strategic plans.
Parents	For their child to learn performance arts in a fun, supportive, and safe environment.	
Key Stakeholders	Key Requirements	Alignment
Board of Directors	Development of budget and fiscal reports	As part of the strategic planning process (SPP) Key Stakeholder requirements are analyzed and included in annual strategic plans.
	Strategic planning	
	Adherence to mission and guiding principles	
	Compliance with policies and procedures	
Workforce	Nurturing, supportive, and safe work environment	
	Flexibility	
	To be involved in strategic planning	
Community	Cost efficient services	
	Convenience	
	Quality of productions	
Suppliers, Partners, and Collaborators	Transparency	
	Financial Reports	
Schools	Educational productions that enhances their curriculum	
	Reduced pricing	

Suppliers and partners. Key suppliers, partners, and collaborators are significant factors in ABC's capability to develop new and innovative programs to serve its students. Key partners, suppliers, and collaborators and the role they play in ABC's innovativeness and competitiveness is outlined in Table P.1-4.

Table P.1-4: Key Suppliers, Partners, and Collaborators

Table P.1-4: Key Suppliers, Partners, and Collaborators			
Suppliers, Partners, and Collaborators		Influence on Organizational Systems	Influence on Innovation and Competitiveness
Suppliers	Home Depot	Provides materials for production sets	Shares current industry trends and best practices to develop new and innovative productions.
	Lenard's	Creates customer stages and environments for productions	
	The Guthrey		
Partners	Target Foundation	Financial Support	Provides funding for innovative programs and services
	General Mills		
	Minnesota State Arts Board		
	Best Buy Foundation		
	Geico Family Foundation		
	Youth Prize		
	Minneapolis Kiwanis Foundation		
Collaborators	Autism Speaks	Provides research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism.	Helps communicate organizational mission to the community, assists with outreach initiatives, raise awareness and social consciousness.

Table P.1-5: Communication Methods

	In-Person Meetings	Conference Calls	Emails	Newsletters
Suppliers	X	X	X	
Partners	X	X	X	X
Collaborators	X	X	X	X

The F/AD has regular meetings with suppliers, partners, and collaborators to maintain business relationships and effective communication (Table P.1-5). Effective communication takes place in meetings, conference calls, emails, and newsletters.

Organizational Situation

Competitive environment.

Competitive position. ABC's local competitors (Figure 7.5-5) are larger youth performance companies. ABC's relationship with partners and suppliers give the organization the ability to meet customer needs, develop innovative programs and services, and address social issues that plague communities nationwide.

Competitive change. Influences that determine ABC's success in comparison to other performance arts organizations include an emphasis on what makes the organization different: an established and completely implemented SPP (Figure 2.1-1); a commitment to community service; and strong community partnerships. Significant changes that are impact ABC's competitive position are a lack of funding and budget cuts (Figure 7.5-5). The strategy is to implement a cycle of continuous improvement (Figure P.2-1).

Comparative data. ABC has two major challenges in obtaining competitive and comparative data. The primary challenge is attaining appropriate comparative data during market shifts, and the second is obtaining data from key competitors. Organizational comparisons were made by collecting data from: Malcolm Baldrige National Quality Award (MBNQA) recipient, the Minnesota State Arts Board (MSAB), Chick-fil-a, Amazon, Youth Program Quality Assessment (YPQA), and national average scores. Because, ABC's student population shifts throughout the instructional calendar year, traditional hypothetical methods are not a source of

data. Comparing similar data points with traditional schools is not a valid comparison. Many of ABC's competitors do not have comparable data collection methods or metrics to determine participant learning and development, making it a challenge to conduct benchmarking.

Benchmarking is conducted by using data collected from the MBNQA and the MSAB.

Strategic context. SLs use FY16 strategic advantages and challenges (Table P.2-1) to identify and corroborate findings during the organization retreat. SLs analyze the findings on a weekly and monthly basis to evaluate ABCs' ability to benefit from advantages and to alleviate challenges as it puts strategic plans into action. Strategic challenges are related to organizational culture and structure, finances, operations, market trends, and customer retention. Strategic advantages include innovation, facility locations, partnerships, services, and reputation.

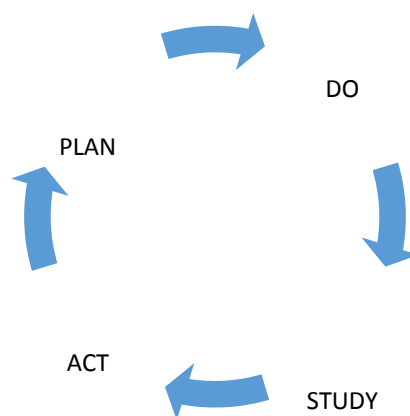
Table P.2-1: Strategic Context

Table P.2-1: Strategic Context	
Area	Key Strategic Challenges
Programs and Services	Improving participation rates
Operations	Budget Cuts
Societal Responsibilities	Incorporating controversial social issues in productions
Workforce	Lack of funding
Area	Key Strategic Advantages
Programs and Services	Innovative programs and services
Operations	Strong supplier and partner base
Societal Responsibilities	Out-of-the-box productions that address social issues
Workforce	Dedicated staff and volunteers who support the MVV

Performance improvement system. ABC's performance improvement system (PIS/PDSA) (Figure P.2-1) adopts Deming's (1982) cycle of continuous improvement and

comprises four elements: (a) plan, (b) do, (c) study, and (d) act. The cycle of continuous improvement is a methodical cycle of stages for acquiring valuable learning and knowledge to enable continual process improvement. The cycle begins with identifying a goal, formulating a theory, determining how to measure success, and putting a plan into action. This step is followed by implementing the plan. Next, results are examined to test the validity of the plan for success, or areas for improvement. The cycle is continuous integrating the knowledge obtained by the entire process. These four steps are repeated as part of a continuous cycle of improvement.

Figure P.2-1: Cycle of Continuous Improvement



The cycle of continuous improvement demonstrates four steps that are repeated for improvement processes.

Leadership Triad

Leadership 1.1

Senior Leaders

Mission, Vision and Values

The (F/AD), (AD), and development director (DD) are ABC's senior leaders. As collaborative members of ABC's (LT), the SLs implement a systematic leadership management method (LMM) as seen in Figure 1.1-1 to guide ABC's performance arts program. The mission,

vision, and values (MVV), and the core competency of bridging the gap between creative arts and social responsibility are reexamined annually as part of Step 1 of the strategic planning process (SPP) to guarantee continuous adherence to stakeholder expectations and requirements. Using the LMM, SLs integrate the MVV into daily activities. SLs communicate the MVV to all key stakeholders using communication methods outlined in the Communication Plan (Table 1.1-1). It is important to ABC that the actions of all members of the organization's stakeholder groups are representative of ABC's MVV.

Stakeholder groups include:

Students and Parents - The MVV are introduced by SLs to students and parents during orientation. Relationships among the student, parent, and ABC staff members reinforce open communication methods shown in Table 1.1-1.

Workforce – New ABC staff members are introduced by SLs to ABC's MVV during the interview process, and throughout their employment with ABC. SLs use the MVV to assist with morale and keeping staff members engaged.

Governance (ABC BOD) - The MVV are introduced to the BOD by SLs during the recruitment and selection process.

Community - SLs share the MVV with the community via the ABC website, organizational newsletters, productions and community events.

Suppliers and Collaborators – ABC SLs share the MVV with suppliers and collaborators during the recruitment and selection process. The mission, vision, and value (MVV) are reinforced in contracts and in the Memorandum of Understanding (MOU) between the

organization and individual suppliers and collaborators. Contracts and MOUs are reviewed annually by SLs and the BOD to ensure that ABC requirements are met.

Partner Schools - SLs partner with school administrators that share the ABC's MVV. The MVV are shared by partner schools via school newsletters, productions, and community events.

As shown in Figure 1.1-1, SLs use the MVV as guidelines for the development and implementation of the SPP. SLs regularly discuss the MVV during staff meetings, and in communications with students, parents, and the community at large. ABC SLs lead by enforcing ethical business practices and behaviors, social responsibility, and professionalism.

Legal and ethical behavior

SLs set standards and expectations for legal and ethical behavior at ABC. SLs require a consistently high standard of legal and ethical behavior across all units and at all levels. All SLs, staff, and stakeholders are required by the BOD to participate in ethics trainings (Figure 7.1-8). ABC's commitment to ensure ethical and legal behavior is initiated during the hiring process and enforced throughout employment. ABC's SLs use the employee handbook and guiding principles to outline acceptable behavior standards.

Organizational success and sustainability

Through the implementation of the LMM (Figure 1.1-1), SLs ensure organizational success and sustainability. The LMM includes stakeholder requirements as well as internal and external contributions (Table 2.1-1 and Figure P-3). ABC's guiding principles coupled with the organization's core competency of bridging the gap between creative arts and social responsibility differentiate ABC from other performing arts organizations in the Twin City area,

ensuring organizational success and sustainability. With the inclusion of the MVV in the SPP, ABC SLs fosters an environment for performance improvement, meeting legal and ethical standards and achieving organizational goals (Figure 2.1-1).

ABC Company has been in operation for 28 years. ABC's sustainability can be attributed to SLs deployment of the SPP that focuses on organizational improvement, commitment to social responsibility and fundraising efforts. SLs use the LMM to ensure the success of the organization now, and in the future.

Figure 1.1-1 Leadership Management System

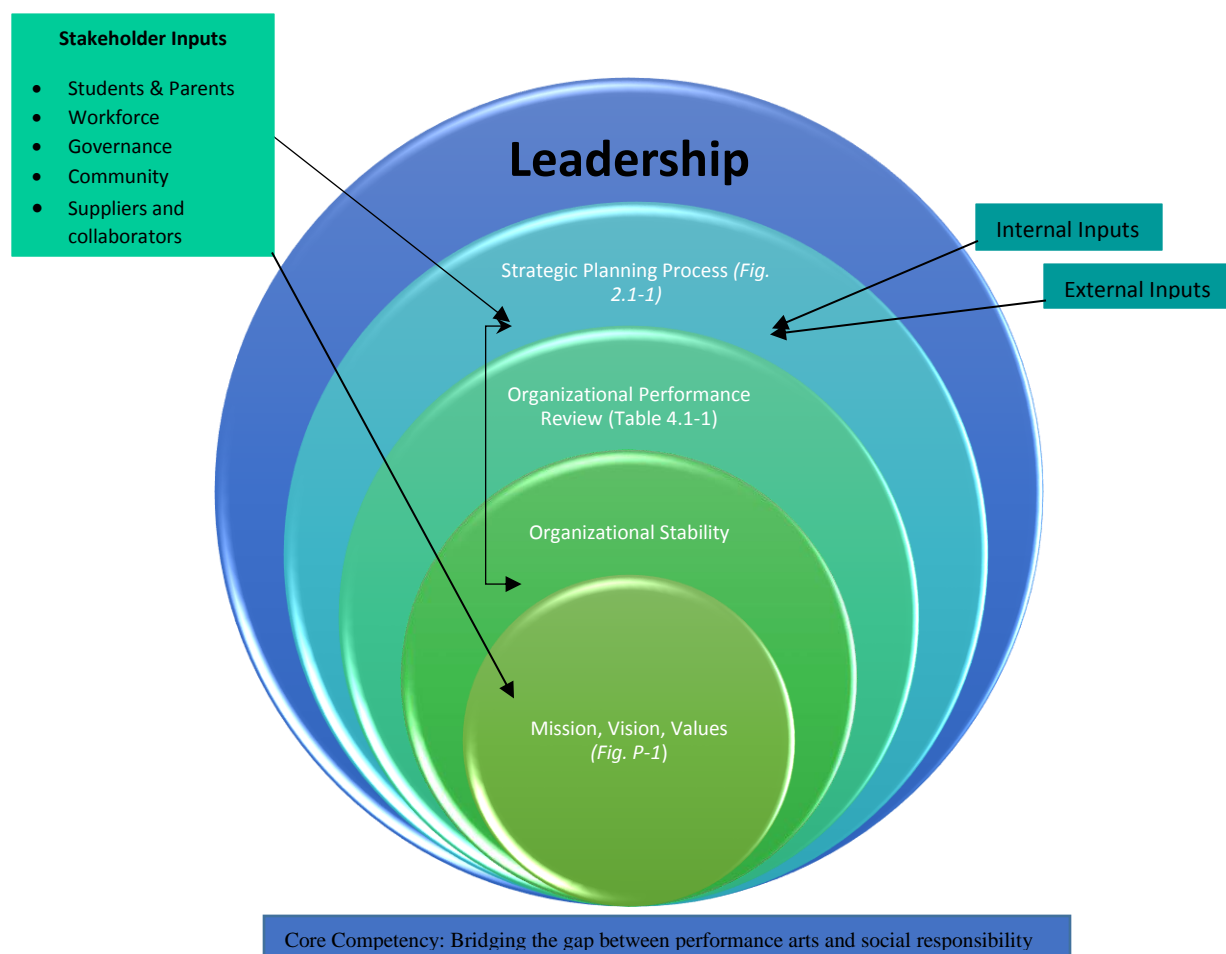


Figure 1.1-1 ABC leadership management system implemented by SLs to align the strategic planning process, organizational performance, organizational stability, and MVV to achieve the CC.

ABC's F/AD regularly takes risks by identifying social issues to address in performances. ABC's F/AD has gained notoriety for taking risks by addressing social injustice and discrimination (of any kind) in their performances. This notoriety has given the organization a competitive advantage as other youth performance companies only offer kid-friendly performances. ABC SLs have received numerous awards and accolades for their performances including; The 2012 Minnesota Council for Nonprofits Mission Award Recipient Antiracism Initiative, Award of Merit: Educational/Instructional/Training, and the 2012 MN Council for Nonprofits Mission Award Recipient (Table 7.1-6, 7.1-7). ABC's succession plan is mandated by the board of directors and includes (a) succession plan in the event of a permanent change in artistic director, (b) succession plan in the event of a temporary, unplanned absence: less than three months, and (c) succession plan in the event of a temporary, unplanned absence: greater than three months. When the board of directors learns of a vacancy in the artistic director position, the executive committee meets within 10 days to appoint a search committee identify a new full time artistic director. The search committee is comprised of five to seven members, a majority of whom are ABC board members. Other search committee members include one to two external members (such as a past chairman of the board) at least one board member who is not on the executive committee, and may include one senior staff member. The first action by the executive committee is to identify and appoint an interim artistic director. The executive committee may also consider the option of splitting executive duties among personnel. In the event that the interim artistic director is one of ABC's program directors, the executive committee will give

immediate consideration, in consultation with the interim artistic director, to temporarily back fill the program director position left vacant.

Communication and Organizational Performance

Communication and engagement

Through the implementation of the knowledge sharing system (KSS) (Figure 4.2-1), SLs are able to implement an effective communication and engagement infrastructure. Through various communication methods (Table 1.1-1), ABC SLs are able to communicate and engage with key stakeholder groups. The SLs Communication Plan includes various communication methods, including email, newsletters, social media, and specifies transmission methods used to bring about communication exchange (Table 1.1-1). Decisions that have a direct effect on the organization are key decisions are mainly communicated via meetings and in- person conversations.

SLs are directly involved in the motivation of ABC staff. Communicating key organizational decisions and needs for organizational change takes place in meetings with BOD and staff. In an effort to encourage optimal organizational performance, SLs conduct weekly meetings with ABC staff and members of the BOD. These meetings are used to identify and address issues and put practices in place to make people accountable.

In addition to conducting weekly meetings, ABC SLs sponsors annual retreats where the BOD, SLs, and staff members meet to evaluate the success or failure of the organization and to set new goals for upcoming year. SLs encourage and welcome ideas and suggestions for improvement from ABC staff. During planning sessions led by SLs, ABC staff members participate in open discussions regarding operations and are encouraged to share ideas for

improvement. SLs use *empowerment* to support high staff involvement in change initiatives, sharing *appropriate* decision-making responsibilities among management and staff.

The core of empowerment is employee involvement, shared decision-making, and increased organizational flexibility and adaptability. When ideas for improvement are shared by staff members, the BOD and SL's determine if the ideas add value to ABC's bottom-line and if the organization will have the resources available to support the initiative. Decisions are made by SLs and the BOD and shared at the following strategic planning meeting.

Focus on action

SLs use the LMM to create a focus on action to fulfill the organization's MVV/CC. The LMM helps SLs identify critical success factors that will assist ABC Company with meeting objectives while adhering to the organizations' MVV/CC. The combination of the SPP and the organizational performance review (OPR) (Figure 4.1-1) gives SLs the ability to focus on organizational performance. Members of the BOD planning committee develops the annual strategic plan (SP), which is translated into strategic actions by the BOD and the F/AD.

During strategic planning meetings the BOD and SLs analyze organizational data and trends to identify needed actions (Table 2.2-1). Once needed actions are identified, the BOD and SLs determine the impact that implementation of the strategy will have on all stakeholders. The BOD and SLs review the annual budget to ensure that the strategies that are implemented will not exhaust all available resources. An analysis of strengths, weaknesses, opportunities, and threats (SWOT) is conducted by SLs. SLs conduct SWOT analysis to create contingency plans that SL use to prepare and implement when unforeseen changes to the SP arise.

ABC's F/AD is committed to innovativeness and social action. SLs remain current with needs and trends of the community. SLs subscribe to performance arts publications, talk to leaders of other performance arts organizations, engage with their participants, and look to the staff and the BOD in an effort to remain aware, mindful, and engaged in issues pertaining to education, theatre, and the community. SLs' expectations for organizational performance center on the MVV and the guiding principles (Table P-1). If an action does not fit ABC's MVV, it does not align with organizational goals and is not implemented. SLs contemplations are demonstrated in Step 2 of the SPP (Figure 2.1-1).

Table 1.1-1 Senior Leader Communication Plan

	Stakeholders								Purpose			
	Students	Parents	Workforce	BOD	Community	Supp & Collab	Partner Schools	2-Way	Key Decisions	Motivation	Engagement	Strategic Planning
Communicate MVV	A	A	O	Q	O	Q, A	A, N		X	X	X	X
Email	N	N	O	W, N	Q	Q, N	N	X		X	X	X
Staff Meetings			W	W					X	X	X	X
One on One Discussions	N	N	N	N	N	N	N	X	X	X	X	X
Website	M	M	M	M	M	M	M			X	X	
Social Media	M	M	M	M	M	M	M			X	X	
BOD Meeting Minutes	Q	Q	Q	Q	Q	Q	Q		X	X	X	X
Annual Retreat			A	A				X	X	X	X	X
Staff Training			A, O, N	A				X	X	X	X	X
Satisfaction Survey	A	A	A	A	A	A	A			X	X	X
Leadership Meetings				W				X	X	X	X	X
Strategic Planning			O, A	O, A				X	X	X	X	X
Student, Parent, Community Resource Guide	O	O	O	O	O	O	O			X	X	

Frequency: D=daily, W=weekly, M=monthly, A=annually, O=ongoing, N=as needed

Governance and Societal Responsibilities

Organizational Governance

Governance system

ABC's governance system is illustrated in Table 1.2-1. The F/AD along with the other SLs are accountable to the BOD. ABC's administration committee is responsible for organizational governance. The board is self-evaluated while ABC staff is evaluated via a forum. SLs conduct weekly and monthly reviews of the strategic plan. The evaluation is based on results and goals achieved vs goals not achieved. The BOD holds staff accountable for meeting strategic goals. The BOD treasurer manages fiscal accountability. The treasurer and AD creates monthly financial reports that are reviewed by the BOD. As a requirement any expenditure over \$1,000 must be approved by the BOD. ABC SLs implemented a system of checks and balances that includes internal and external audits. External audits are conducted annually by outside agencies selected via word of mouth or in response to local ads. External auditors are re-selected by SLs and BOD every 5 years.

Table 1.2-1 Responsible Governance

Table 1.2-1 Responsible Governance			
Key Aspects	ABC BOD	Internal Auditors	External Auditors
Accountability for SLs Actions	X	X	X
Organizational Transparency	X	X	X
Accountability for Strategic Plans	X		X
Fiscal Accountability	X	X	
Selection of BOD Members	X	X	
Organizational Accountability	X	X	X
Stakeholder Interests	X	X	
Succession Planning for SLs	X		

ABC's BOD members are responsible for the oversight of organizational sustainability and financial feasibility and represents the interests of all stakeholders. ABC's administration committee, F/AD and AD are responsible for board recruitment. In order to serve on ABC's BOD an application and résumé has to be submitted to BOD members, who vote on their acceptance. The BOD considers the knowledge and skills needed to fill gaps in BOD capability and capacity.

New board members are selected by current board members to confirm that their values align with ABC's MVV and CC. As a requirement the new member of the BOD must familiarize themselves with the MVV and guiding principles as well as agree to financially support the organization. Members of the BOD are also selected based upon their qualifications and skills. Members serve three-year terms. BOD meetings are held monthly. Staff members are permitted to attend board meetings and are allowed to speak. They often are there to give reports, updates, and to answer any questions the BOD may have pertaining to the topics of discussion. The Executive Committee meets via in-person meetings or conference calls 5 days prior to each BOD meeting to develop the agenda and Board Report. The agenda is established and disseminated to the BOD, strategic goals are created by the BOD to include action items. The Board Report includes ABC reporting on the following areas: development, education, production, administration, and cash flow. The BOD treasurer and AD are responsible for developing the cash flow report.

Performance Evaluation

ABC has implemented an internal and external monitoring system to review and evaluate the performance of the BOD and SLs. Internally, the BOD and SLs ensure that conflicts of

interest is minimized and that processes and procedures are in place to ensure ethical business practices. In an effort to prevent conflicts of interest, SLs and staff members do not serve on the BOD. An external auditor from the YPQA program through the University of Minnesota is brought in to evaluate organizational performance and to ensure that BOD, SLs, and staff members are adhering to organizational requirements.

External audits coupled with internal audits ensure that ABC programming remains constant and consistent. SLs, staff members, and volunteers undergo annual evaluations that include criminal background checks and training on ABC standards of operation. The F/AD is responsible for facilitating staff evaluations. The BOD evaluates the F/AD. All evaluations serve as inputs into the SPP.

Legal and Ethical Behavior

Legal and regulatory compliance

ABC SLs anticipates and responds to public concerns with an analysis of organizational strengths, weaknesses, opportunities, and threats (SWOT). ABC SLs contact customers and clients to receive feedback and to address and adverse societal impacts of productions. Knowledge obtained from partnering schools, the community, vendors, and customers are included the SPP, which allows ABC to be proactive and not reactive when considering negative impacts to operations. SLs remain aware of events and issues in the communities that they serve. Student demographics and community data are collected and evaluated by SLs to determine social issues and the needs of the community. Concepts for performances and programs are developed based upon data collected and conversations that SLs has with staff. ABC SLs are honest and forthright and conducts research on each subject matter so that productions are

presented in a respectful manner. By conducting an annual SPP, SLs are able to identify risks associated with controversial performances.

Ethical behavior

ABC implements processes and procedures that encourages ethical behavior and business practices. These processes and procedures are utilized to ensure ethical behavior standards for the BOD, SLs, staff members, volunteers, partners and stakeholders. ABC's BOD and SLs ensure legal and ethical compliance. The BOD and SLs set high legal and ethical behavior expectations for staff members, participants, and partners. Every staff member receives an Employee Handbook, ABC's guiding principles (Table P-1), and the mission and vision statement upon hire. Staff members are trained on ABC's Code of Ethics, Conflict of Interest and best practices to ensure that the organization's ethical culture is maintained. SLs use these documents and trainings to remind ABC staff members, participants and partners of the organization's MVV and that insubordinate and unacceptable behavior is not tolerated. During the interview process, all applicants are introduced to ABC's mission and guiding principles. Only applicants who agree to uphold ABC's mission and guiding principles are considered for employment. It is important to ABC SLS that all staff members, participants, volunteers, and partners believe in and are representative of ABC's mission. Partnering schools, students and parents are made aware of ABC's requirements and ethical standards upon enrollment and are required to sign an agreement and acknowledgement of responsibility. Ethical requirements and standards are outlined in the Student/Parent Handbook. Ethical standards are relayed to other stakeholders and suppliers through non-disclosure agreements, contracts, MOU's, meetings, and conflict of interest forms.

Measures to assess the effectiveness of the ethical behavior standards are demonstrated in Table 1.2-2. ABC complaint process (Figure 3.2-1) gives SLs the ability to monitor and react to breaches of ethical behavior reported through annual surveys.

Table 1.2-2 Key Ethical Processes

Table 1.2-2 Key Ethical Processes		
Stakeholder	Process	Rate
Students and Parents	Student and Parent Handbook	Enrollment, Annually
	Code of Conduct	Enrollment, Annually
	ABC Mission	Enrollment, Annually
	Zero Tolerance Policy	Enrollment, Annually
Workforce	Criminal Background Check	Upon Hire, Annually
	Employee Handbook	Upon Hire, Annually
	Non-Disclosure Agreement	Upon Hire, Annually
	Signed Code of Ethics	Upon Hire, Annually
	Conflict of Interest Policy	Upon Hire, Annually
	Internal and External Audit of Records and Operations	Annually
Governance	Conflict of Interest Policy	At Time of Appointment, Annually
	Internal and External Auditor Interview with BOD	Annually
Community	N/A	N/A
Suppliers and Collaborators	Non- Disclosure Agreement	Initial Contract, Annually
Partner Schools	MOU	Annually

Societal Responsibilities

Societal Well-being

It is important to ABC SLs that societal well-being and social issues are addressed in the SPP and in daily operations. The MVV and CC of bridging the gap between performance arts and social responsibility embedded in daily operations. ABC programs and services cater to at risk youth giving them the ability to be confident and more purposeful young adults. For 28

years, ABC Company has been empowering young people and teaching core values of creativity, responsibility, and quality while simultaneously providing Twin-Cities families with affordable theater for youth. In the last three years of programming, ABC has directly served more than 12,000 young people of widely varied socio-economic backgrounds (Figure 7.5-5). Each year, a racially diverse audience of approximately 17,000 people attend ABC's theater productions (Figure 7.5-4). ABC turns at-risk youth into productive members of society. ABC alumni have gone on to attend four-year colleges and universities and have gone on to become accomplished leaders in the arts, business, education, and public service fields. According to the U.S. Department of Education 2015 report titled "U.S. High School Graduation Rate Hits New Record High" obtaining a high school diploma is vital step toward readiness for success in college and careers giving graduates a chance at a more promising future. ABC SLs and staff members are honored to know that their efforts are contributing to the well-being and success of the Minneapolis/St. Paul communities through the proven accomplishments of ABC's students. ABC fulfills its societal responsibilities by contributing to societal well-being through its programs, services and performances that bring social issues such as: racism, bullying, autism, and homelessness to the forefront.

Community Support

ABC serves as a resource for members of the community. Communities in the seven county metro area surrounding the Twin Cities of Minneapolis/St. Paul are supported through volunteer contributions of the BOD, SLs, and staff members. The BOD and SLs are responsible for forming relationships with community partners, schools, and groups. SLs form liaisons with

partnering schools, the business community, and state and local governments with the intent of community improvement.

Strategy

Strategy Development

Strategy Development Process

Strategic planning process

ABC utilizes its SPP to achieve its MVV and CC. The SPP assists ABC SLs with driving innovation and intelligent risk taking. ABC's current SPP is the product of annual organizational evaluations. Every year, SLs host an annual retreat to review the organization's accomplishments and assess performance compared to goals (Table 7.5-2, 7.5-5). External consultants are enlisted by the F/AD to lead the discussion. The consultants are found through referral and by word of mouth. ABC's strategic plan (SP) is drafted during their annual retreat and includes a combination of inputs from the BOD, SLS, and staff members. Data are gathered for fact-finding decision making. In *Step 1* of the SPP (Figure 2.1-1), ABC BOD and SLs, analyze and evaluate data collected from the previous fiscal year to determine alignment with the MVV and CC (Table 7.5-2, 7.5-5, Figure 7.5-3). If the SP is not aligned with ABC's MVV and CC it is revised. The data in review includes previous and current goals as well as strategic objectives (SO). The SO are aligned strategically with ABC's MVV and CC. Achievement of one goal assists with achieving the next goal.

Figure 2.1-1 - Strategic Planning Process

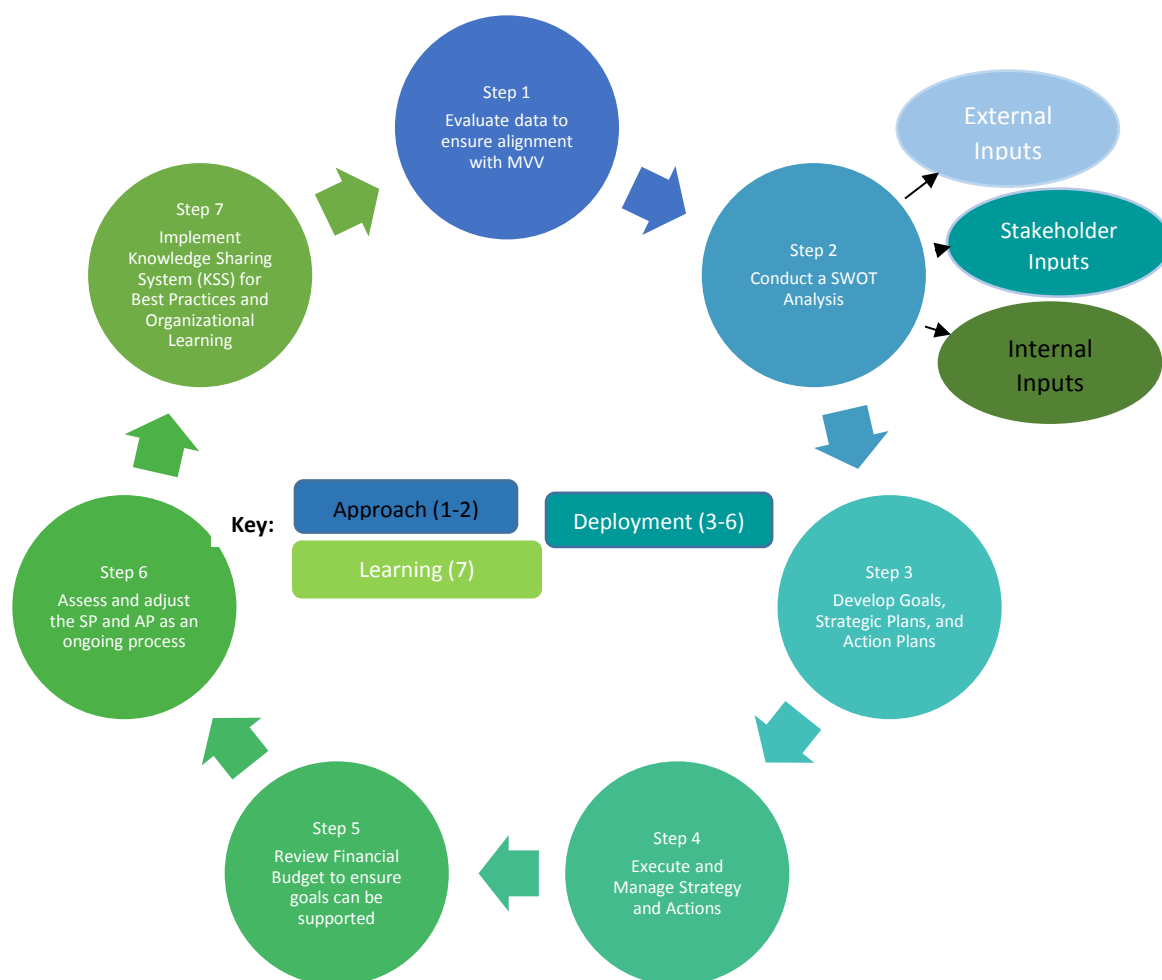


Figure 2.1-1 Strategic planning process demonstrates the steps implemented by ABC SLs to develop organizational goals that are aligned with the MVV.

In Step 2, a SWOT analysis is conducted to identify strategic threats and opportunities. In Step 3, the BOD and SLs identify both short- and long-term strategic initiatives (SI). In Step 4 SLs identify goals based on both short and long term SI. ABC's BOD and SLs review the financial budget in Step 5 to align resources with the SP and SI. When it is determined that there is funding available to support organizational goals, SLs communicate individual SI to staff members in Step 6. This ensures that the BOD, SLs, and staff members' actions are aligned with

the organization's goals. The cycle concludes in Step 7 as data are shared daily, weekly, monthly, and annually through the knowledge sharing system (KSS) (Figure 4.2-1) so that SLS and staff members can monitor the progress of SI and systematically encourage organizational learning. The SPP is subject to continued refinement because it is reviewed, analyzed and evaluated regularly by SLs.

Innovation

During the annual retreat, ABC SLs identify opportunities for innovation and intelligent risk taking. Current examples of innovation and intelligent risk taking opportunities have that been created from ABC's annual retreats are the implementation of productions that focus on social issues such as: racism, autism, and bullying. Productions that focus on social issues was branded as a strategic opportunity as other performance arts organizations in the Twin Cities area tends refrain from bringing social issues to the forefront.

Strategy considerations

ABC gathers and analyzes substantial data and develops goals for the SPP through the knowledge sharing system (KSS). The KSS collects pertinent data from partnering schools, participants, parents, staff members and ABC stakeholders. In an effort to analyze strategic threats and opportunities ABC BOD and SLs collect and analyze data collected information in Step 1 of the SPP. The purpose of the SWOT analysis in Step 2 is to weigh the organization's strengths, weaknesses, opportunities and threats to pinpoint imminent opportunities for intelligent risks or possible threats to organizational success. Data is collected from surveys, meetings and conferences. Data collected is shared at weekly, monthly and annual SLS and staff meetings. The information is relayed to ABC SLs, staff members, and volunteers through the

KSS and changes are made if warranted. ABC utilizes the SWOT analysis conducted in *Step 2* of the SPP, to identify gaps in the SPP. Action plans are implemented to fill in gaps in the SPP.

Progress in achieving performance measures is also monitored daily and weekly by the accountable process owners.

Work systems and core competencies

The main work system for ABC is teach performance arts in an effort to bridge the gap between performance arts and social responsibility. ABC's programs and services have received numerous awards and accolades (Tables 7.1-6 and 7.1-4). ABC SLs do not engage in any activities that are not focused on its MVV or CC.

Table 2.1-1 Strategic Planning Process Inputs

<i>Table 2.1-1 Strategic Planning Process Inputs</i>		
Internal Inputs	Stakeholder	Frequency
MVV & CC (Guiding Principles)	ALL	A
SI/AP Progress and Completion	W, BOD	A
OPR	ALL	ALL
KSS Method Feedback	ALL	O, N
Complaint Process	ALL	O,N
Workforce Capability Assessment	S, P, W, BOD	A
Financial Analysis	W, BOD	M, Q, A
Key Support Process Measures	S, P, W, C	W, M, Q, A
Surveys	ALL	A
External Inputs	Stakeholder	Frequency
Benchmark Analysis	W, PC, BOD, C	M, Q, A
SWOT Analysis	W, BOD	A
Web & Social Media Monitoring	W	D,O
Auditor Feedback	W, BOD	A
<i>Stakeholders: P=Participants; P=Parents, W=Workforce, BOD=Board of Directors, C=Community, SC=Suppliers & Collaborators, PS=Partner Schools, Frequency: A=Annual, Q=Quarterly, M=Monthly, W=Weekly, D=Daily, O=Ongoing, N=As Needed</i>		

Strategic Objectives

Key strategic Objectives

ABC's organizational goals and two SI are demonstrated in Figure 2.2-1. ABC recently experienced budget cuts which resulted in the loss of the Outreach and Education Director, which has had a tremendous impact on outreach and education efforts (Table 7.5-5, Figure 7.5-1). ABC's earned program revenues decreased by 6% in one year. ABC's key strategic objective is to fill in that gap without suffering additional impacts to business operations

Strategic objective considerations

It is important to ABC that SI align with the MVV and CC. All organizational goals are birthed from the MVV and CC. The SI form a bridge between the SP and SO and aligns community engagement and stakeholder engagement and satisfaction. Both short- and long-term goals are formed from these considerations and assists SLs with identifying organizational opportunities and threats.

Action Plan Development and Deployment

Action plans

Action plans (AP) are developed during the SPP in Step 4 by the BOD and SLS. Important short and longer term AP are demonstrated in Table 2.2-1 and are developed as steps needed to achieve the SI. ABC SLs conduct staff weekly meetings to review short and long term goals.

Action plan implementation

As a component of the KSS, ABC goals, SI and AP are communicated and deployed by SLs to all staff members by the F/AD in weekly, monthly, and annual staff meetings. All goals, SI, and AP are communicated to staff members during ABC's annual retreat. Status updates and feedback are provided to staff members by SLs during weekly, monthly, and annual staff meetings. Suppliers, partners, and collaborators are updated on the status of AP during monthly or quarterly meetings. Feedback from these periodic meetings are input integrated into the SPP and included in the PIS.

Table 2.2-1 Goals, Strategic Initiatives, Action Plans

Table 2.2-1 Goals, Strategic Initiatives, Action Plans			
Strategic Initiative 1: ABC Funding Plan			
	Action Plans	Responsible Party	Performance Measures
Goal: Ensure that ABC has sufficient funding to support organizational goals and initiatives.	Create a budget that accurately reflects financial situation	SLs (Founder, Associate Director, Treasurer)	Compliance, Budgetary and Financial Performance, Internal Financial Audits
	Investigate new opportunities for fund development such as endowment, planned giving, etc.	SLs, Staff members, BOD	Conduct Quarterly review
	Build a broad donor base of new donors, ongoing donors, large donors, small donors, etc.	SLs	Donor Satisfaction and Retention
Strategic Initiative 2: Sustainability Plan			
Goal 1: Provide high quality and responsive programming	Conduct benchmarking to develop innovative programming and services.	SLs, and Staff Members	Satisfaction Rates, Annual Surveys, and Participation Rates
	Engage a diverse group of young people in all programs, i.e., actors, class participants, YAC members, and volunteers	SLs, and Staff Members	
	Offer shows that inspire, educate and activate audiences around social justice issues	SLs, and Staff Members	
Goal 2: Form strategic partnerships to support our mission	Work closely with schools in Minneapolis to ensure that ABC programming is aligned with school needs and available resources	SLs, and Staff Members	Partner Engagement and Satisfaction Rates
	Create strategic partnerships with other theater groups to build capacity	BOD, SLs, and Staff Members	
Goal 3: Increase participant rates	Develop and implement ABC marketing strategies for enrollment	SLs	Customer Service, Social Media, Web-based Engagement and Participant Retention Rates

Strategic Initiative 3: Workforce Sustainability Plan			
Goal: Retain staff, volunteers and independent contractors	Define staff roles and responsibilities to ensure they reflect organizational priorities.	SLs, BOD	Workforce Engagement, Satisfaction, and Retention
	Recognize and compensate staff appropriately	SLs, BOD	

Resource allocation

ABC's goals and AP align with funding and available resources. If funding and resources are not available to support the AP, revisions are made by SLs to demonstrate practical and feasible goals. ABC's adopted budget is examined monthly by the BOD and SLs to review the actual revenues and expenditures. In an effort to ensure fiscal responsibility SLs track resources and costs regularly. This gives SLs the ability to make effective decisions regarding the budget. Financial resources are distributed in **Step 5** of the SPP. If funding is not available to support a goal, the SP is revised to support goals that can be funded. Through budget monitoring ABC SLs are able to successfully manage risks associated with the AP. An annual budget that supports organizational goals is developed each year by BOD and SLs. The BOD and SLs conduct benchmarking to examine past trends, participation rates, and estimated revenues prior to developing the annual budget. Participant rates, staff salaries, employee benefits, supplies, revenue projections and operating expenses are considered before funds are allocated. The annual budget is monitored periodically by the BOD and SLs to ensure that it demonstrates current requirements and that goals are met. Financial reports are provided to the BOD by the treasurer and AD during monthly board meetings.

Workforce Plans

ABC's workforce plans outlined in Table 2.2-1 support the organization's short- and long-term SI and AP. These plans are representative of ABC's requirement to recruit staff members and volunteers whose values fall in line with ABC's MVV and who are committed to the CC. ABC's annual budget includes available funds to hire staff members. When there is a reduction in funding positions may be cut depending on how the funds allocated for that specific position impacts the budget. If it is determined that positions need to be cut adjustments are made by SLs. ABC does not have funding available for professional development and training.

Performance measures

In Step 4 of the SPP, ABC SLs systematically confirms that processes for the SI and AP support organizational alignment. Performance measures and results are shown in Table 2.2-1. SLS review, evaluate, and analyze organizational goals weekly, monthly, and annually through KSS methods. Every other month the BOD reviews the SP. At the end of the year the BOD completed a formal evaluation to review organizational goals. The results are tabulated for consensus. If the goals are achieved then ABC identifies new goals to put into action.

Performance projections

Short and long term performance projections are identified during the SPP. Projections are based on past performance, projected imminent needs, impacts, and goals. ABC assesses organizational performance in SLs meetings and while reviewing the SPP. To achieve strategic objective and performance goals, ABC SLs implement skill based training, job assignment identification, and developmental relationships as employee professional development initiatives. Performance projections are determined by conducting both internal and external benchmarks.

Action Plan Modification

SLs analyze and evaluate organizational goals against the SP and AP on a regular basis. SLs monitors and tracks the progress of the SP and determines if revisions are needed. If revisions are necessary, SLs will then meet with the BOD for modification approval. When approval is obtained, SLs meet with the staff members responsible for implementation to ensure that they are tracking the changes made to the SP. This process ensures that staff members are aware of goals and requirements.

CATEGORY 3: Customers

Voice of the Customer

Customer Listening

Current Customers

By utilizing multiple listening methods outlined in Table 3.1-1, ABC SLs are able to observe, listen to, and interact with participants and gather information. ABC uses various listening methods depending on the identified customer groups. For example, orientation and open houses give ABC the opportunity to obtain valuable feedback from participants and parents on ABC's programming and services. ABC also obtains feedback from parents via social media, and annual surveys. Customer feedback is also obtained via the ABC website where customers can elect to access the *Contact Us* page to leave feedback or ask questions. SLs monitor all web requests daily to ensure that the customer receives a prompt response. ABC SLs are able to engage and listen to customers and stakeholders through Facebook posts and comments and Twitter tweets. All data is collected, analyzed, and discussed at monthly strategic planning meetings and through the KSS.

Potential Customers

Potential participants and customers submit inquiries through ABC's web-based forms. All inquiries are addressed by staff members and SLs in a timely manner. The data is shared with SLs and staff members during weekly meetings (Figure 4.2-1). ABC SLs and staff members meet with partnering schools and potential customers to obtain information on how the organization can better serve the community. All participants who either complete ABC's performance arts program or decide to leave, are asked by the F/AD to take an exit survey. Exit survey questions capture responses relating to ABC's organizational structure, communication methods, quality of programming, and the customer experience. In addition, SLs place personal phone calls to former participants to determine if their expectations were met and to identify opportunities for improvement. SLs analyze these data and use the survey evidence as the basis for organizational improvement and to attract potential customers.

Table 3.1-1 Voice of the Customer

Table 3.1-1 Voice of the Customer		
Listening Methods	Stakeholder	Frequency
Surveys	S, P, W, C, SPC, PS	A
Participant and Parent Meetings	S, P	W, N
Phone	ALL	D
Email	ALL	D
Web-Based Forms	ALL	D
Facebook	ALL	D
BOD Meetings	ALL	M, Q
Staff Meetings	S, P, W	W, M, Q
Community Events/Forums	ALL	Q, N
Productions	ALL	M, N
<i>Stakeholders: S=Students; P=Parents, W=Workforce, BOD, C=Community, SPC=Suppliers, Partners, & Collaborators, PS=Partner Schools, A=All</i>		
<i>Frequency: A=Annual, Q=Quarterly, M=Monthly, W=Weekly, D=Daily, N=As needed</i>		

Determination of Student and Other Customer Satisfaction and Engagement

Satisfaction, Dissatisfaction and Engagement

ABC defines participant and customer satisfaction, dissatisfaction, and engagement through the distribution of annual satisfaction surveys. All student survey results are an incorporated into the SPP (Figures 7.2- 1, 7.2-2, and 7.2-3). Data and information are shared at staff meetings, the strategic planning meetings, and weekly SLs meetings. Web-based correspondence and social media sites are monitored for customer feedback. Participants, parents, and partner schools take the annual satisfaction survey. Survey data are gathered and analyzed to discover satisfaction and dissatisfaction levels. All survey data is incorporated into the SPP. If necessary SLs analyze and use the data collected from surveys to realign ABC's SI, goals, and AP to ensure long-term customer engagement (Figures 7.2-6, 7.2-7, 7.2-8, and 7.2-9).

Satisfaction relative to competitors

Participant annual surveys assist with obtaining pertinent student information and customer satisfaction levels. Both students and parents answer survey questions that capture information that is used to help with strategic initiatives and improve the overall experience of the participant. Annual survey results are reviewed during ABC's annual retreat. During the annual retreat the BOD, SLs, and staff members develop strategic plans to improve customer's experiences comparative to that of competitors.

Customer Engagement

Product Offerings and Customer Support

Product Offerings

SLs continually conduct benchmarking of similar nonprofit organizations to identify innovative technologies and trends to increase student participation. ABC regularly seeks input from the community and participants to create programs and productions that address social issues. ABC uses a multi-level approach to market productions and service offerings. Brochures with show listings for the upcoming year are mailed to participants, partner schools, and the community in August of every year. Teacher Ticklers are sent out with information on upcoming classes and postcards are sent out to schools, participants, and the community 6 weeks before productions. All correspondence sent to participants and schools are distributed according to age groups. For example, if there is an upcoming production that addresses a social issue, ABC will send out marketing products only to participants that fall within an age group that is mature enough to process the information seen in the production. The progress and significance of program and service offerings are continuously monitored by SLs through the OPR (Figure 4.1-1), the KSS (Figure 4.2-1), and the SPP (Figure 2.1-1).

Customer Support

Participants and partner schools obtain information about ABC through implemented marketing strategies. Correspondence that supports ABC's MVV and guiding principles is disseminated through mass media campaigns and through partnerships with local area schools. The KSS guides communication between ABC, participants, and customers. Communication methods include direct contact with ABC via the organization's monitored website, email, face-to-face, and telephone. ABC SLs gather and analyze data to determine the support requirements

of participants and customers. Gathered data are analyzed and reported SLs during staff meetings, strategic planning meetings, quarterly meetings, and at the ABC annual retreat.

Customer Segmentation

Since 1989, ABC has been committed to serving students who are at risk of dropping out of school. The organization immediately established a reputation among young artists as the place to do smart, original, and professional quality work. ABC has been empowering young people and teaching core values of creativity, responsibility, and quality while simultaneously providing Twin-Cities families with affordable theater for youth (Table 7.5-6). In its two decades of programming, ABC has directly served more than 17,000 young people of widely varied socio-economic backgrounds (Figure 7.5-4). Each year, a racially diverse audience of approximately 15,000 people attends ABC's theater productions (Figure 7.5-5). Annual participant/parent satisfaction surveys help provide feedback on achievement results and assist with identifying current and future market segments (Figure 7.2-3, 7.2-4 and 7.2-5). ABC SLs use the data collected to improve the SPP.

Student and Other Customer Relationships

Relationship management

ABC SLs manages customer relationships by implementing a direct communication approach. Through this approach ABC is able to reach out to participants, customers, partners, and the community on a regular basis. By using methods such as, thank-you cards, email blasts, and newsletters ABC SLs are able to keep customers aware of upcoming events and productions. SLs' goal is to provide exceptional customer service. SLs request that participants and parents complete annual satisfaction surveys so that satisfaction rates are measured (Figure 7.2-3, 7.2-4

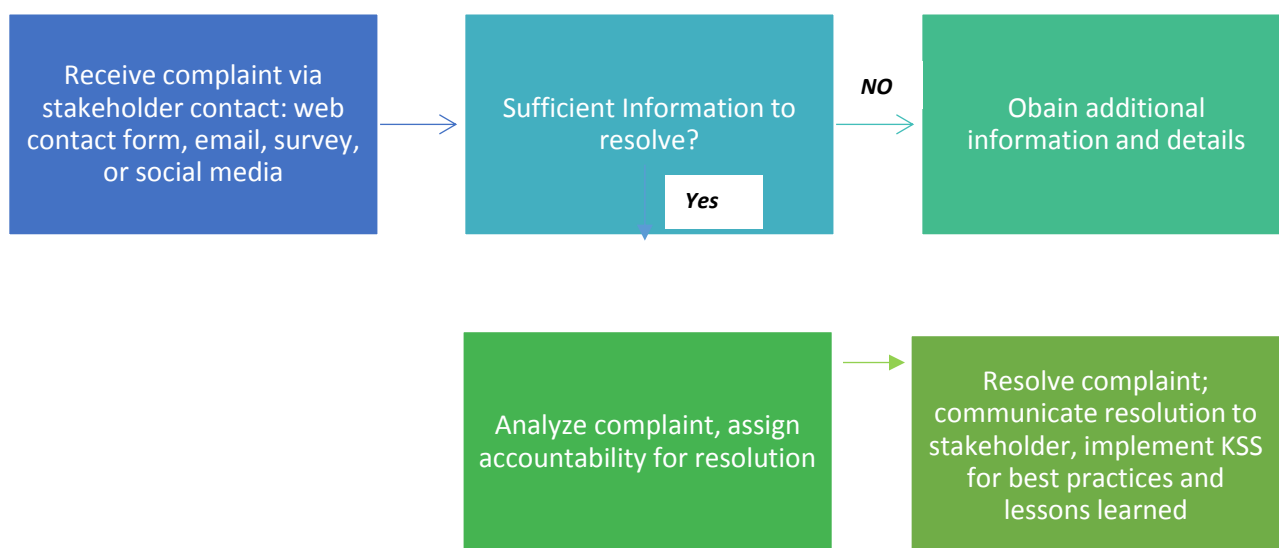
and 7.2-5). SLs goal to is achieve participant and parent satisfaction rates of 90% or better.

Relationship management is discussed during every staff meeting. Participant retention rates (Figure 7.3-4) are monitored regularly and discussed during strategic planning meetings where SLS identify areas for improvement in terms of customer engagement.

Complaint Management

The ABC Complaint Management Process is explained in Figure 3.2-1. By using this methodical approach to complaint management, ABC is able to resolve complaints in a timely matter. ABC SLs and staff members listen to the customer and try to discover ways in which the matter can be resolved. This includes sharing the complaint with the staff member or volunteer that is involved so that they are aware of the situation and can provide insight on the issue. Complaints are usually resolved at the SL level.

Figure 3.2-1 Complaint Process



CATEGORY 4: Measurement, Analysis, and Knowledge Management

Measurement, Analysis, and Improvement of Organizational Performance

Performance Measurement

SLs incorporate the use of data and information into ABC's daily operations and overall organizational performance. From an external perspective, SL uses data collected from customer emails and surveys to measure organizational performance. Internally, data were collected during weekly staff meetings to track daily operations and organizational performance. The main categories that are measured are SP, SI, and the SPP (Table 2.2-1). The knowledge sharing system (KSS) is an internal system that is used to share information with workforce and stakeholders. The results of the data collected (Tables 7.2-4,5) are integrated into the KSS (Figure 4.2-1). SLs use the KSS to establish the SI, organizational goals, and workforce performance. Key organizational performance measures are listed in Table 2.2-1. The Organizational Performance Review (OPR) (Table 4.1-1) is used to track and monitor ABC's progress towards achieving SI.

Table 4.1-1 Organizational Performance Review

Table 4.1-1 Organizational Performance Review (OPR)		
SI	Key KSS Method	Frequency
SI 1: Action Plan	BOD Meetings	W, AN
	Team Meetings	W, M, AN, Q, A
	SL Meetings	W, M, AN, Q, A
	Individual Workforce Meetings	M, Q,
	Strategic Planning Meetings	A, AN
	Annual Retreat	A
SI 2: Sustainability Plan	BOD Meetings	Q, AN, A
	SL Meetings	M, Q, AN, A
	Strategic Planning Meetings	M, AN, A
	Annual Retreat	A
SI 3: Reform and Innovation Plan	BOD Meetings	Q, A
	Team Meetings	W, M, Q, AN, A
	SL Meetings	M, Q, AN, A
	Individual Workforce Meetings	AN
	Strategic Planning Meetings	W, M, Q, AN, A
	Annual Retreat	A

W= Weekly, M=Monthly, AN= As Needed, Q= Quarterly, A= Annually

ABC Company SLs also conduct benchmarking to collect comparative data and information to measure and analyze organizational performance. SLs are accountable for the process of identifying relevant, timely, and accountable benchmarks. SLs review and analyze local competitor data (available via organization's website and GuideStar) and national average scores to identify market trends. Benchmarks are conducted to guide ABC SLs toward higher organizational performance. For example, ABC SLs uses youth performance companies in their market area and across the nation to examine results and processes that encourage innovation and improve organizational performance. ABC SLs' organizational commitment to bridge the gap between performance arts and social responsibility serves as their guide for implementing performance measures that improve the overall performance of the organization.

ABC SLs use several approaches to receive market data and information from its key customers and stakeholders (Table 3.1-1). The expectations of customers and stakeholders are considered when collecting data. ABC considers all feedback that is provided via annual

satisfaction surveys, ABC website, and social media as a tool to improve organizational performance and offer better services. Data collected are reviewed continually through the KSS. During weekly, monthly, and quarterly staff and SL meetings, all data, including favorable comments and complaints are reviewed for trends and comparisons. Action plans (AP) are developed based on the results of the data collected to improve organizational performance and capabilities. Frequent monitoring the organization's social media sites gives SLs the ability to monitor data in real-time and provide an immediate response to customers and stakeholders.

By implementing OPR and KSS processes, SLs are able to respond to unexpected organizational and external shifts. The KSS process includes lessons learned, which gives ABC the ability to learn from both good and bad decisions and actions. There is a collaborative effort between SLs and the workforce to quickly make adjustments to resources and priorities when needed. ABC Company has been able to remain a competitive force in its market due to the ability to adapt to rapid changes in the internal and external environment (7.2a[2]).

Performance Analysis and Review

The OPR is used to analyze organizational performance and capabilities. Data collected from the SWOT analysis were inputs for the SPP. The SPP is drives ABC's organizational performance review (OPR). During LT meetings SLs review organizational performance. During LT meetings there is a collaborative effort to in reviewing and analyzing organizational performance. ABC Company relies on the BOD to provide oversight, expertise, and feedback when analyzing data. ABC Company's SLs use the OPR to analyze organizational performance, success, finances, and progress. Fact-based decisions made by the BOD and SLs are based on organizational performance results. ABC Company's BOD reviews and analyzes the

organization's performance and progress towards SI and AP at regular and annual board meetings. Organizational performance results (Figures 7.5-1, 7.5-2, 7.5-4, 7.5-5), and financial reports and projections (Tables 7.5-2, 7.5-3, 7.5-4, 7.5-5), are demonstrated in Category 7. The BOD reviews and approves annual performance measures and results during the annual retreat. The SLs and BOD frequently cross reference all revenues and expenditures with the adopted budget monthly through OPR reviews. As another method of checks and balances, SL tracks and evaluates financial performance monthly, quarterly, and annually. The budget for the current fiscal year as well as the proposed budget for the upcoming fiscal year are also reviewed and approved.

Performance Improvement

Through the KSS (Figure 4.2-1) ABC SLs share best practices with stakeholders. The KSS is reviewed during weekly meetings that monitor organizational goals and SI. During weekly meetings, SL use KSS methods to share action plans across the organization.

SLs project future organizational performance through the OPR. As part of the OPR process the BOD regularly manages the organization's fiscal responsibility to ensure the economic stability of the company. Data from internal organizational performance review is collected and analyzed during weekly SLs meetings and during the organization's annual strategic planning retreat. ABC Company uses the OPR to make adjustments its action plans to increase organizational performance and to ensure that key customers and stakeholders are satisfied. Participant enrollment results, (Figure 7.5-5) and net operating results (Table7.5-5) show the effectiveness of this method. Action plans are reviewed during weekly SLs meetings, quarterly meetings, and during the annual strategic planning retreat. SLs analyze the results of

the data collected from the annual retreat and implement the Process Design and Improvement System (PDIS) (Figure 6.1-1) to inspire progress.

SL use data collected from the OPR develop and implement strategic plans that encourage an improvement in organizational performance and innovation. The KSS is used as a vehicle to communicate strategic plans to all workforce segments. The PDIS is incorporated into the KSS. Weekly, monthly and quarterly meetings are conducted by SL with all workforce segments and stakeholders to ensure organizational alignment.

Knowledge Management, Information, and Information Technology

Organizational Knowledge

SLs use the KSS process (Figure 4.2-1) to manage organizational knowledge and information. The OPR process coupled with the KSS give ABC the ability to share information with all workforce members as well as stakeholders. ABC Company develops agendas for weekly, quarterly, and annual meetings that are aligned with ABC's MVV, guiding principles, and SI. Sharing and discussing lessons learned is included on the agenda for all meetings. ABC SLs transfer and manage knowledge through emails, in-person meetings, conference calls, ABC's website, and the organization's shared drive. KSS methods demonstrated in Table 4.2-1 are used to transfer relevant knowledge to all stakeholders. KSS methods, results, and feedback are key inputs of the SPP. Communication plans are included in KSS methods and are implemented by SLs to achieve organizational goals. ABC Company realizes innovation when data and information is shared with all members of the organizations.

SLs use the OPR to guide organizational progress, data review, and analysis for organizational learning. The OPR allows the organization to achieve AP. All adjustments to AP are communicated through the KSS by SLs and integrated into the SPP.

Table 4.2-1 Knowledge Sharing System (KSS)

Table 4.2-1 Knowledge Sharing System (KSS)				
Stakeholder	KSS Method	Frequency	Participant	Integration Points
Participants, Parents and Schools	Brochure	A, AN	Schools, Community	MVV, CC, SI
	Teacher Tickler	M, AN	Schools, Parents, Participants	MVV, CC, SI
	Postcards	Q	Schools, Community	MVV, CC, SI
	Open House	A	Schools, Parents, Participants	MVV, CC, SI
	Satisfaction Survey	AN, A	Schools, Parents, Participants	MVV, CC, SI, CVD
	Email Blasts	W, M, AN	Schools, Parents, Participants, Community	MVV, CC, SI
Workforce	Individual Workforce Meetings	AN, W, M	All Workforce	MVV, CC, SI, CVD
	Team Meetings	W, M, Q, AN, A	All Workforce	MVV, CC, SI, CVD
	SL Meetings	W, M, Q, AN, A	SL	SI, CVD
	Strategic Planning Meetings	M, Q, A	All Workforce, SL	SI, CVD
	Capability & Capacity Assessments	M, AN	SL	MVV, CC, SI, CVD
	Annual Retreats	A	All Workforce, SL	MVV, CC, SI, CVD
Other Stakeholders	Community Collaboration Meetings	AN	Community, Schools, SL	MVV, CC, SI, CVD
	SL Communication Plan	M, Q, AN	SL	MVV, CC, SI, CVD
	Supplier Meetings	Q, AN, A	Suppliers, SL	SI
	BOD Meetings	M, Q, A	BOD Members, SL, Community, Parents	MVV, CC, SI, CVD

W= Weekly, M=Monthly, AN= As Needed, Q= Quarterly, A= Annually
CC (Guiding Principles)= Core Competencies, MVV= Mission, Vision, Values, SI= Strategic Initiatives, CVD= Customer Voice Data

Data, Information, and Information Technology

ABC Company SLs, workforce members, and stakeholders use the methods demonstrated in Table 4.2-2 to ensure the validity and reliability of organizational data and information.

Using systematic processes (Table 4.2-2), ABC Company SLs oversee the

cybersecurity of information systems, confidential data, and sensitive information.

Table 4.2-2 Data and Information Quality and Security

<i>Table 4.2-2 Data and Information Quality and Security</i>	
Property	Mechanism
Quality Assurance	Checks and balances
	Accountability
Integrity, Reliability and Validity	Audits
	Checks and balances
	Code of Ethics
	Internet Use Agreements
	System Monitoring and back-ups
Confidentiality and Security	Audits
	Password protection for internal network security
	Firewall protection for external security
	Anti-virus software
	Protection of Participant information
	Network maintenance

ABC Company SLs, workforce members, and stakeholders use an integrated information technology (IT) system (Table 4.2-3) to share organizational data and information with key stakeholders in user-friendly formats. The IT systems include network drives, accounting software (Quickbooks/Intuit), payroll system, Facebook, Twitter, and the company website. The KSS is also used to deploy data and information to key stakeholders.

Table 4.2-3 Information Technology Systems

<i>Table 4.2-3 Information Technology Systems</i>		
Secure System	Frequency	Stakeholders
ABC Internal Network	On-Going, Real Time	W
Accounting Software (Quickbooks, Intuit)	Real-time	W, S
Facebook	Real-Time	S, P, SPC
Twitter	Real-Time	S, P, SPC
ABC Website	Real Time	S, P, W, SPC
<i>S=Student, P=Parent, W=Workforce, SPC=Suppliers, Partners, Collaborators</i>		

As a requirement of the BOD, the IT systems utilized by ABC Company are secure and user-friendly. Network security is managed by Comcast. As an additional network security measure, all network users are required to change passwords every 90 days. ABC's service provider identifies current trends in the industry, which keeps the organization current with

software and hardware systems. To ensure compliance of ABC's network systems, the service provider conducts routine equipment evaluations. During routine evaluations the service provider checks ABC's network operating systems, servers, and devices for vulnerabilities. Based on the results of the evaluation, the service provider makes recommendations for system updates.

ABC company outsources the support of IT systems so that, in the event of an emergency, ABC's leaders and workforce members are able to ensure that hardware and software systems and data are secure and available to effectively serve participants, parents, and organizational needs.

Results Triad

Workforce Environment

Workforce Capability and Capacity

To foster a supportive workforce environment, ABC SLs use the Employee Development System (EDS) (Figure 5.1-1) process to create an encouraging environment that supports flexibility and creativity while meeting employee needs. The F/AD manages the EDS process. Capability and capacity assessments are a part of the EDS process. Workforce capability and capacity are analyzed by the SLs and BOD throughout the year, during strategic planning meetings, and during the annual retreat. ABC Company's workforce is organized into three segments: leadership, independent contractors, and volunteers (Figure P-2). Due to the alignment of the hiring process with the MVV, ABC Company SLs hire workforce members to fill positions in three areas: administrators, artist, and productions. Most staff are independent contractors and work is based on organizational needs. The workforce is matched with positions based upon their strengths. The F/AD posts classified ads with The Minnesota Playlist, a

performance arts company in Minneapolis, Minnesota to recruit, hire, place, and retain workforce. As a result, ABC Company has added approximately 75 workforce members and maintains about a 95% retention rate. The capability and capacity assessments of workforce segments are aligned with SI and organizational goals.

Figure 5.1-1 Employment Development System

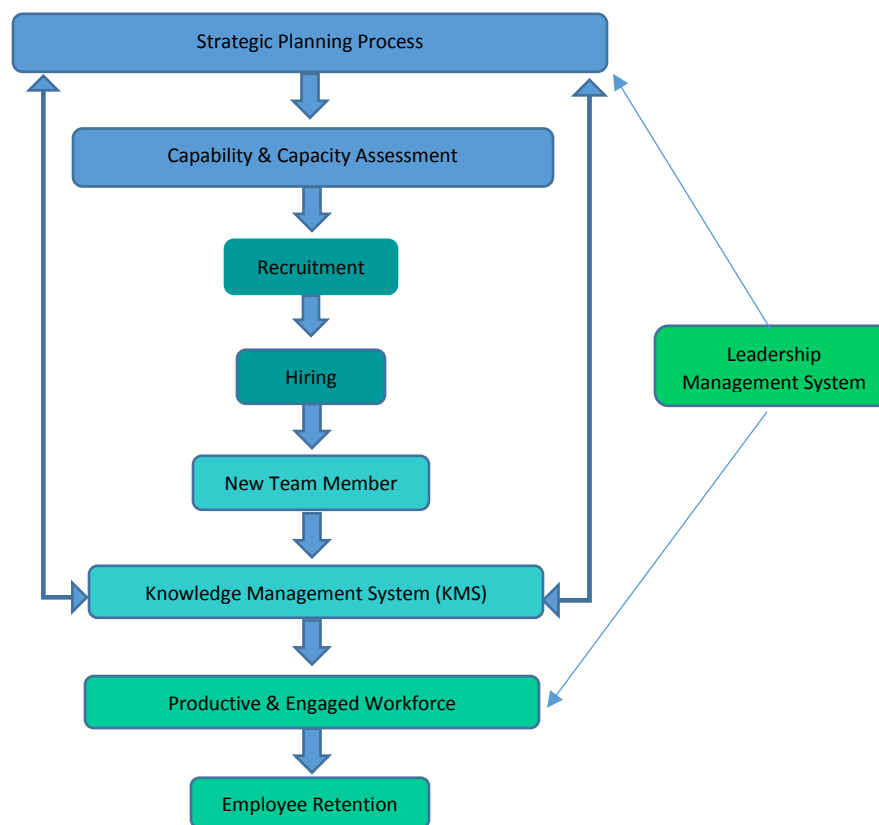


Figure 5.1-1 demonstrates ABC's employee development system used for recruitment, hiring, and employee retention.

ABC Company's EDS drives the recruitment, selection and retention processes.

Recruitment: ABC Company incorporates the SPP, Capability and Capacity Assessment, MVV, and skills needed for its workforce in the recruitment process. Position announcements ensure the appropriateness of candidates. Listings for open positions are created to ensure that prospective candidates represent the ABC Company's MVV and organizational culture. Open

positions for employment are listed in the classified ads section of the Minnesota Playlist to ensure that the maximum number of potential candidates are reached. The Minnesota Playlist connects Minneapolis' diverse, influential, and admired performing arts community into a comprehensive, high-quality online journal aimed specifically at performing artists, designers, administrators, and performing arts fans. Throughout the recruitment process, the KSS and EDS is used by SLs to disseminate information about the MVV and guiding principles.

Hiring and Placement: ABC Company's workforce hiring and placement processes are outlined in Figure 5.1-2. Prospective candidates are solicited online through the ABC's website, as well as through employment ads in The Minnesota Playlist. Applicants are asked to submit via email their résumé and cover letter. Résumés are screened by the F/AD and the BOD for minimum qualifications. Selected applicants are invited to interview with the F/AD. During the interview process applicants are asked questions to determine the candidate's working knowledge of ABC Company's MVV and guiding principles. The F/AD is committed to hiring workforce members whose values are aligned with that of the organization and candidates who are passionate about the arts, professional, independent, self-motivated, and team players. It is also important to ABC Company SLs that they hire workforce members whose knowledge and skills align with the position they seek in the organization. Reference checks and background checks are conducted prior to making an offer of employment.

Retention: The recruitment and hiring process gives ABC Company SLs the ability to hire workforce members who are passionate about the organization's MVV, guiding principles, and culture; which helps SLs retain ABC's workforce. New employees are trained and experience firsthand best practices outlined in the KSS (Figure 4.2-1). Properly aligning

individuals with SI is another tactic SLs use to encourage employee retention. The F/AD constructs an organizational culture that offers flexibility, a creative environment, and independence. These combined factors have helped ABC Company retain 90% of their workforce since conception.

Figure 5.1-2 Hiring Process

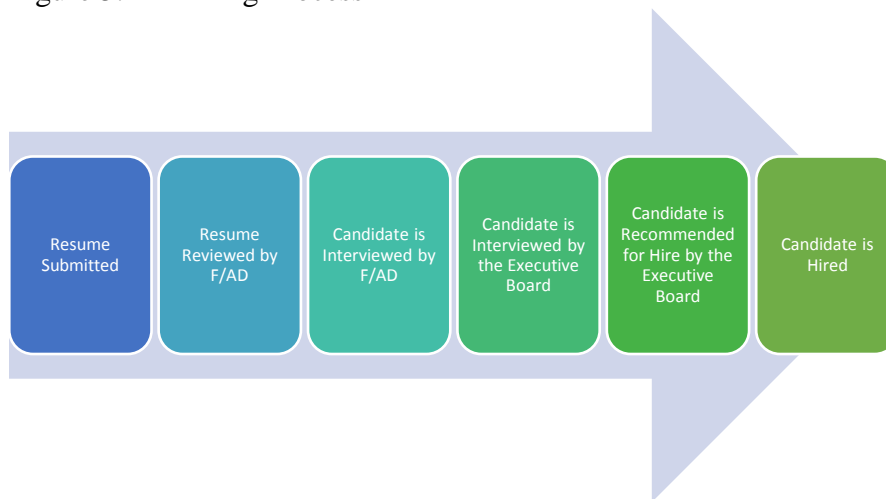


Figure 5.1-2 demonstrates ABC's process for hiring staff members.

ABC Company SLs manage the organization's workforce to support the organization's mission, to focus on participants, and to focus on its core competency of bridging the gap between performance arts and social responsibility. Workforce members are key stakeholders and have a deep understanding of their role in bridging the gap between performance arts and social responsibility as well as aligning to the organization's MVV and SI. Each workforce member's performance is monitored regularly by SLs to ensure that individual performance outcomes are aligned with the organizations' MVV and CC. SLs annually deploy SI through KSS processes.

Integrating the EDS (Figure 5.1-1) and the LMM gives ABC Company SLs the ability to prepare workforce members for organizational change while meeting capability and capacity needs. SLs use the KSS as well as weekly meetings to communicate with their workforce.

Workforce Climate

ABC Company's SL and BOD have established policies and procedures to ensure the health and security for all workforce members. ABC Company provides a safe and nurturing environment for workforce members and participants. ABC Company follows OSHA rules and guidelines. ABC Company SLs ensure that all locations are accessible, ADA compliant, and accommodate persons with disabilities. Training, evaluation, and safety measures are tracked (prior to each production) to identify hazards that require immediate attention.

ABC Company supports its workforce with services, benefits, and policies that are comparable to other organizations in the industry. ABC employee benefits also include flexible schedules and the ability for employees to bring their children to work. Executive and employee compensation is based on experience and is determined after a budget analysis is conducted by the F/AD. The F/AD develops and presents a budget impact analysis to the administration committee (AC) for review, adjustment, and approval. In an effort to minimize costs, independent contractors are not eligible for benefits. ABC Company is self-insured through Blue Cross, Blue Shield of Minnesota. Benefits and services outlined in Table 5.1-3 are 100% employer paid for eligible employees and all eligible dependents.

Table 5.1-3 Workforce Benefits

Basic benefits package- 100% Employer paid for eligible employee and all eligible dependents		
Benefits	S	LT
Medical (PPO/HMO)	X	X
Dental	X	X
Vision	X	X
Basic Life/AD&D	X	X
Employee Assistance Programs	X	X
Sick Leave	X	X
Vacation	X	X
Retirement	X	X
<i>SS= Support Staff, LT= Leadership Team</i>		

Workforce Engagement

Workforce Engagement and Performance

ABC Company SL foster an organizational culture that is categorized by open communication, high performance, and engaged workforce through constant focus on the organization's MVV and guiding principles. SLs use the KSS process (Figure 4.2-1) for collaboration, open communication, and information sharing among all workforce members. The KSS is aligned with the guiding principles and MVV. ABC Company's organizational culture is supported by the KSS process which encourages effective communication. Through the KSS process SLs are able to equip the workforce with knowledge-sharing opportunities. ABC Company SLs foster an encouraging environment that inspires open discussions between workforce, volunteers, and SLs while stressing high accountability. ABC Company's engaged workforce derives from a culture of accountability and open communication. ABC Company's workforce engagement levels are demonstrated by employee retention rates. ABC Company's organizational configuration encourages diversity, social activism and out-of-the-box thinking. Expectations and knowledge-sharing practices are demonstrated in the KSS. Workforce

engagement and performance is analyzed through the organizational performance review (OPR) (Figure 4.1-1) which encourages accountability.

ABC Company SL identify drivers of workforce engagement by actively seeking input from leaders, the BOD, workforce segments, and key stakeholders. The organization's MVV is the key driver of workforce engagement. ABC Company's workforce is employed by an organization that makes a difference in the lives of others by doing substantive work. Transparency and communication between SLs, workforce, and donors contributes to the development of trust, resulting in an increase in employee and donor retention rates.

ABC's Workforce engagement is measured by constant observation, interaction and results. This process for assessing workforce engagement aligns with the KSS and EDS. SLs use the KSS and EDS to evaluate workforce engagement. If the workforce is productive and produces results, then they are engaged. Key engagement drivers are: quality of work, commitment to MVV and guiding principles, flexibility, collaboration, interaction with customers, and willingness to perform both as a team and independently.

ABC Company's OPR, encourages, accountability, high performance and workforce engagement. Weekly staff meeting are held to evaluate and discuss organizational goals. At that time SLs determine if workforce is on target with meeting goals. If a decrease in performance or engagement is identified by SLs, performance improvement plans are developed and implemented. Workforce is compensated based on their experience. Due to funding constraints ABC Company has not been able to offer employees raises in the last 8 years. Employees are rewarded for their hard work and efforts by receiving flexible schedules, and relaxed work environments. For example, employees can bring their children to work if necessary, they have

flexible schedules, and employee families come first. ABC Company SL promote intelligent risk taking to achieve innovation. Intelligent risk taking is incorporated into KSS methods (Figure 4.1-1, SI3) to develop new and innovative ideas.

Workforce and Leader Development

ABC Company's employee development system (EDS) (Figure 5.1-1) demonstrates the organization's development of workforce members and leadership management team. SLs consider strategic planning initiatives and capability and capacity assessments in the development of workforce-development processes. Workforce and leader development needs are identified through KSS methods and in weekly staff meetings. Training and development needs are deliberated, examined and assessed through KSS methods and the OPR process. Strategies for innovative training and development methods are formed based on guiding principles, organizational challenges, and the AP. SLs use the KSS as a communication method to deploy ethical standards and guiding principles to all new hires. This deployment aligns with the KSS. Ethical standards and guiding principles are clearly defined in the employee handbook. All workforce segments are required to sign a Code of Ethics document annually (Tables 1.2-3, 7.4-7). All ABC Company workforce members share knowledge and lessons learned through the KSS.

ABC Company SLs evaluate the effectiveness of the EDS through the OPR process. SLs progress and achievement of organizational goals are evaluated as well as; workforce productivity, workforce retention, workforce engagement, and workforce satisfaction levels. ABC SLs believe that an engaged workforce will add value to the key support processes. Both workforce engagement and organizational results are analyzed regularly by SLs at weekly,

monthly, and quarterly leadership meetings. The KSS and EDS are utilized by SLs to identify workforce engagement and learning and development offerings.

ABC Company does not have a systematic process for career progression. Due to the organizational structure and financial model workforce is hired to fill a certain position and remains in that position throughout their employment unless an opening is available. When the F/AD retires, there will be an opportunity for staff members to apply for that position.

CATEGORY 6: Operations

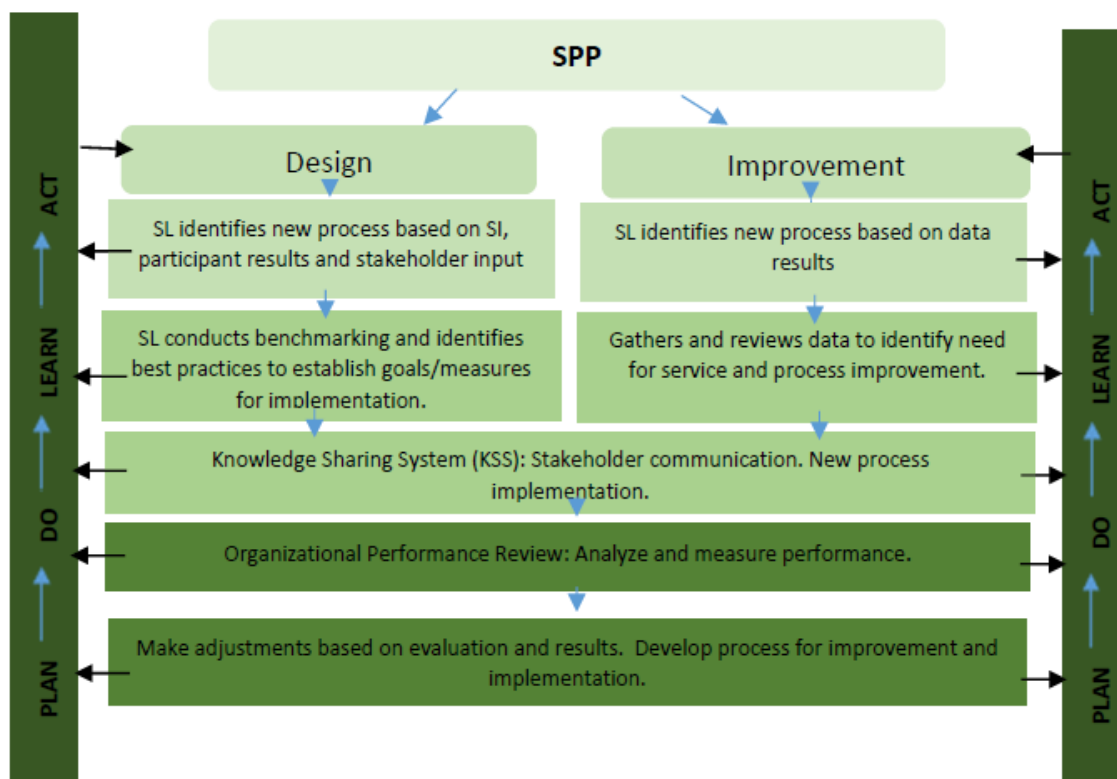
Work Processes

Program, Service, and Process Design

ABC Company includes its Core Competency (CC) of bridging the gap between performance arts and social responsibility into the development of key programs, services, and process designs. ABC Company SLs and BOD review and include key customer and stakeholder requirements to ensure inclusion into the SPP. This process is done to ensure that ABC SLs align key customer and stakeholder expectations with goals, SI, and AP. SLs monitor organizational progress with the OPR. All adjustments are communicated through the KMS.

ABC SLs use the process design improvement system (PDIS) (Figure 6.1-1) to structure the organization's programs and services. SLs use of the PDIS is evidence of double-loop learning as described by Argyris (1982).

Figure 6.1-1 Process Improvement System



Process Management

As a key step of the SPP (Figure 2.1-1), ABC's processes management is based on the key customer requirements. Customer requirements and topics for productions are analyzed annually and included in the SPP. SLs align key process measures and indicators with the CC of bridging the gap between performance arts and social responsibility. To bridge the gap between performance arts and social responsibility, the two key results that are instrumental in measuring ABC's success are its ability to provide a safe and supportive environment for participants to learn performance arts and create age-appropriate productions that address social issues. All process measures represented in Table 6.1-2 support ABC's CC of bridging the gap between

performance arts and social responsibility. SLs track and monitor organizational progress through the OPR. For example, the ability of ABC SLs to develop a comprehensive four-production season that attracts audiences of all ages and deals with issues that affect their communities enhances ABC's ability to engage at-risk youth. SLs' ability to offer performances and performance arts classes in a supportive environment enhances their ability to engage socially conscious participants.

Table 6.1-2 Key Process Requirements and Measures

Table 6.1-2 Key Process Requirements and Measures				
Key Customer/Stakeholder requirements and Expectations	Strategic Planning Process	Requirements	Process Measure	Results
			Increase Program Completion Rates	Figure 7.1-1
		Increase Participant Outcomes	Figure 7.1-2	
		Increase Participant on Enrollment by Grade Level	Figure 7.1-3	
		Maintain Participant Retention Rates	Figure 7.3-4	
	Quality Services and Productions	Increased Employee Performance Expectations Rate	Figure 7.3-5	
		Maintain Employee Engagement Rates	Figure 7.3-6	
	Engaged Workforce	Increase Workforce Opportunities for Learning and Development	Figure 7.3-7	

SL and BOD members determine ABC's key support processes, which are based on the key customer and stakeholder requirements that are outlined in Figure P-5. In addition, surveys are mailed to participating schools and the community. Data collected from annual customer satisfaction surveys were included in roundtable discussions led by SLs to discuss best practices and, if necessary, to develop strategies to shift with organizational change. ABC's key support processes (Table 6.1-3) are communications, fiscal services, technology, human services, and safety. Progress is monitored regularly through the OPR. SLs collect and analyze data that are included into the SPP.

Table 6.1-3 Key Support Processes and Measures

Table 6.1-3 Key Support Processes and Measures			
Key Customer/Stakeholder requirements and Strategic Initiatives	Key Support Processes	Key Measures	Results
	Communications	Web and Social Media Engagement	Figure 7.2-10, Figure 7.2-11
	Fiscal Services	IRS Form 990 Compliance; Financial Performance	Table 7.5-1, Table 7.5-2, Table 7.5-3, Table 7.5-4, Table 7.5-5
	Technology	Network Uptime	Figure 7.1-6
	Human Services	Workforce Retention	Figure 7.3-3
	Safety	OSHA, Emergency Preparedness	Table 7.1-8

ABC SLs use the PDIS (Figure 6.1-1) to make improvements to the work processes, programs, services, and organizational performance. Variability is reduced in the single-loop and double-loop learning phase of the PLDA process, which is incorporated into the PDIS. SLs use the KSS to implement communication and training initiatives to identify discrepancies. SLs use the OPR to analyze data to make proper adjustments.

Innovation Management ABC SLs identify opportunities for improvement (OFI) by constantly seeking and receiving feedback from stakeholders, including participants, parents, and participating schools. OFI are identified through data collected from surveys, one-on-one conversations, emails, and monitoring feedback on social media and the organization's website. The F/AD uses the senior leader communication plan (Table 1.1-1) and the PDIS to ensure that SLs are actively listening and responding to the feedback that is collected. Once an opportunity or idea is identified through the listening methods, the F/AD determines alignment with ABC's MVV, SI, CC, and guiding principles. SLs use the PDIS (Figure 6.1-2) to gather and analyze data. To measure the risk associated with innovation, SLs analyze the data to determine if ABC has the financial resources available to support the idea or opportunity. Cash flow, budgets, and expenditures are all analyzed. The BOD reviews ABC financials and advises the F/AD on best

practices for funding innovation. Decisions to support and or cease pursuing an opportunity for innovation are discovered in the PDIS process (Figure 6.1-2).

Operational Effectiveness

Process Efficiency and Effectiveness ABC SLs conduct an annual review of financial revenue and expenses. SLs create the budget for the upcoming fiscal year for BOD approval. Together, the BOD and SL identify opportunities for improvement that are based on evidence from analysis of organizational performance outcomes. Based on the results, ABC leaders may be required to shift their focus to align with budget requirements. SLs' key operational processes integrate productivity, financial reviews, efficiency and effectiveness. SLs monitor and include each process that is included in the SPP. Outcomes may indicate areas of improvement. Operational effectiveness is reviewed through the OPR on a weekly, monthly, and annual basis (Table 4.1-1).

Supply-Chain Management ABC leaders manage the organization's supply chain through organizational work systems. SL and BOD are responsible for identifying qualified suppliers and vendors. Requirements are outlined in a request for proposal (RFP), or ABC posts classified ads with a local performance arts company to solicit suppliers and vendors. SLs and BOD review responses to proposals to select the most qualified vendors. Vendors participate in an in-person interview with AD to determine their alignment to the RFP requirements and the organization's MVV and guiding principles. The F/AD and BOD determine contract terms and pricing negotiations. SLs review vendor performance periodically to ensure that requirements are being met. Outcomes are analyzed through KSS methods and communicated to the vendor at regularly scheduled meetings, or as needed, for continuous improvement.

Safety and Emergency Preparedness

Providing a safe operating environment is critical for ABC operations. ABC's key customer and workforce requirements include providing a safe and supportive environment. It is ABC's policy to provide safe working conditions for employees and to provide instructions covering safe working conditions. All workforce members are trained on the safety plan upon hire, monthly, quarterly, and annually through the KSS, and are required to observe safety rules and to practice safety at all times.

ABC's safety plan includes emergency response plans and evacuation plans. All workforce members receive annual safety training. A copy of the safety plan is available ABC's main office and the production theatre. Escape plans are posted in bathrooms and throughout each facility.

Components of the plan and training include:

- Emergency Assembly
- Escape Plans
- Active Shooter
- Security
- First Aid and CPR
- Fire Extinguisher Use
- Emergency Plan Roles

ABC classifies emergencies as: Natural Disaster/Neighborhood Crisis, Life Threatening, or Critical Urgency. Emergency plans for IT support are outlined in 4.2b(5).

Category 7: Results

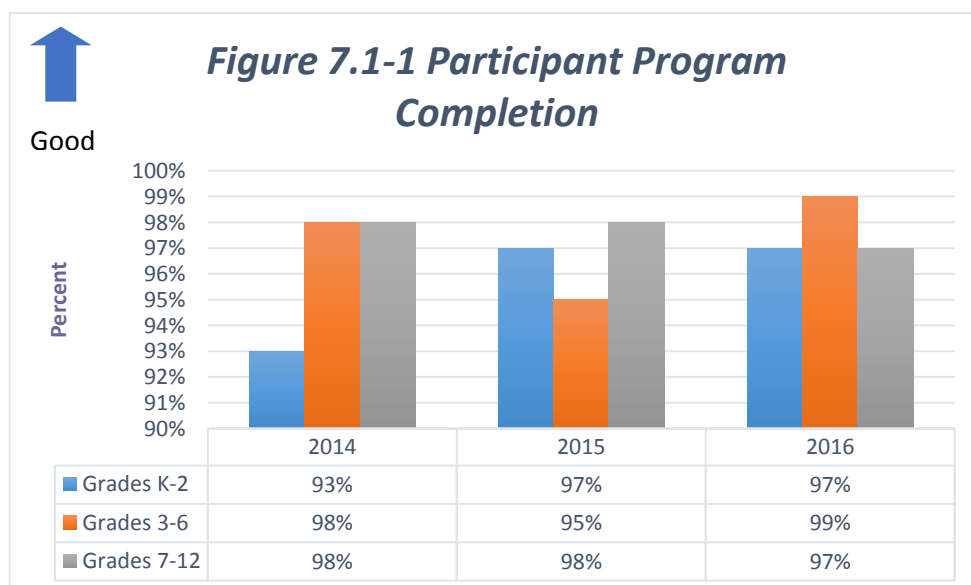
Student Learning and Process Results

Student Learning & Customer-Focused Service Results

ABC Company is an Ivey Award-honored youth performance arts company whose leaders and workforce develops participants to reach their artistic potential. ABC has been in

operation for 28 years and has influenced the lives of more than 50,000 students. Results in Category 7 are demonstrated by figures and tables. As an organization with more than 25% of its student population identified as at-risk youth, ABC Company leaders maintain an overall program completion rates of 98% (Figure 7.1-1). For participants Grades 3-6, there was a 3% decline in participant program completion rates in 2015. In 2016, ABC instructors engaged participants in discussions about social issues that impacted their lives and developed programming and productions centered on those discussions and aligned with ABC's CC, which resulted in a 4% increase in program completion rates from 2015 to 2016.

Figure 7.1-1 Participant Program Completion



SLs systematically collect, analyze, and review several data points through its KSS (Table 4.2-1) and OPR processes (Table 4.1-1). As a performance arts organization, ABC Company leaders consider participant outcomes when determining the overall success of their programs and services (Figure 7.1-2), but also that participant attendance rates, segmented by

grade levels, to determine participant buy-in (Figure 7.1-3). ABC leaders measure participant engagement by determining levels of improvement in knowledge of performance arts, increase in leadership skills, and individual achievement goals (Figure 7.1-2). In 2015/2016 due to a reduction in funding, there was a decline in improved leadership skills, improved knowledge of performance arts, and the number of participants who met achievement goals.

SLs and ABC instructors use the PIS/PDSA (P.2-1) conduct internal assessments using the PIS/PDSA to identify the reasons of the decline across all performance indicators. Over the past 5 years, ABC's enrollment, segmented by grade level, has steadily increased (Figure 7.1-3). In 2014 there was a decline in enrollment for participants Grades 7-12. SLs leverage the CC to improve retention (Figure 7.3-4). Because ABC has an inimitable configuration and is not like any of its competitors, data associations are not available. ABC leaders attribute the organizational structure to the successful integration of their MVV, guiding principles, and CC into the SPP process.

Figure 7.1-2 Participant Outcomes

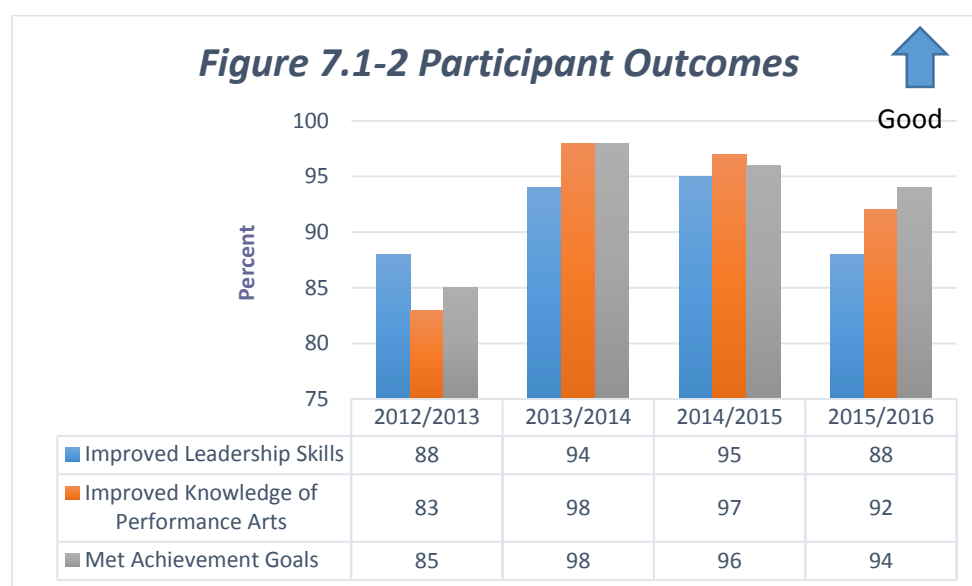
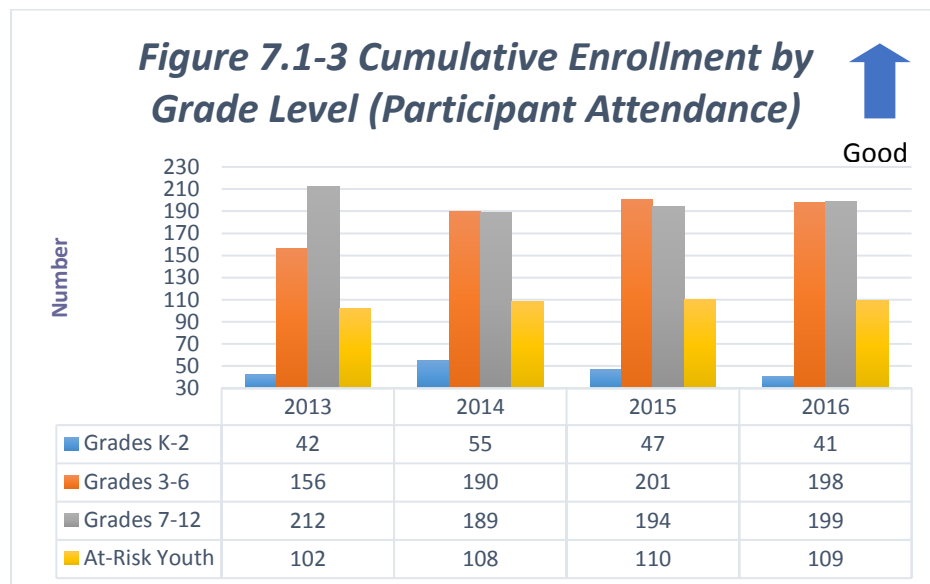


Figure 7.1-3 Cumulative Enrollment by Grade Level (Participant Attendance)

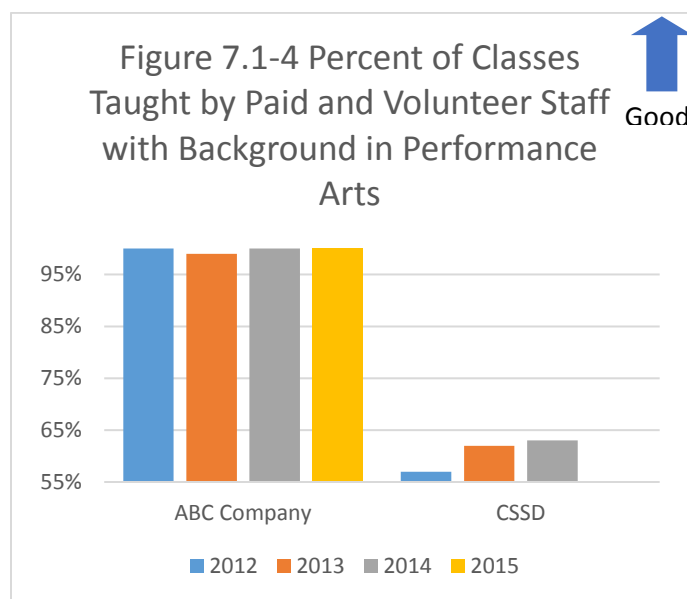


A strategic objective of ABC's leaders is to provide high quality and responsive programming (Table 2.2-1[p.43]) and to retain participants (Figure 7.3-4). SLs believe that it is important for participants to build leadership skills while enrolled in the program. ABC SLs measure participants' leadership capabilities by monitoring student leadership levels annually. Over the past 4 years, 429 of the participants who enrolled in ABC programs were considered *at-risk* youth. ABC offers an encouraging space for youth to develop and discover their gifts and talents. ABC instructors work with each participant to create goals that will help them develop life-long tools for success. In the last 3 years, participants have shown an increase in improved leadership skills from 88% to 95% (Figure 7.1-2). Increased knowledge of performance arts has increased from 83% to 97% (Figure 7.1-2). In the last 3 years, an average of 93% of participants met achievement goals. SLs create, SI, goals, and AP based upon overall participant outcomes and using the PIS/PDSA process (P.2-1).

Work Process Effectiveness Results

By utilizing the KSS to perform capability and capacity assessments, ABC SLs have developed a comprehensive a hiring process and has successfully maintained a program where 100% of its classes are taught by paid and volunteer staff members who have a degree in performance arts and or experience in the field (Figure 7.1-4)(P.1-2). ABC outperforms the MBNQA recipient Charter School of San Diego (CSSD) in this area.

Figure 7.1-4 Percent of Classes Taught by Paid and Volunteer Staff with Background in Performance Arts



ABC Company is an award-winning, youth performance arts organization. ABC F/AD has won several theatrical and film awards (Table 7.1-6) for its critically acclaimed cutting-edge performances. ABC F/AD has received two Ivey Awards and 10 film awards for ABC's series of teen-health educational films.

Table 7.1-6 Theatrical Awards

Table 7.1-6 Theatrical Awards	
Year	Award
2012	MN Council for Nonprofits Mission Award Recipient
2012	MN Council for Nonprofits Mission Award Recipient Antiracism Initiative
2009	Aware Award – MN CASA The BoyShow
2009	Ivey Award - Little Rock, 1957
2006	Ivey Award- The Talk: An Intercourse on Coming of Age

Table 7.1-7 Film Awards and Accolades

Table 7.1-7 Film Awards and Accolades	
Year	Award
2012	CINE Golden Eagle DVD – The BoyShow
2010	Screened at the 2010 Women’s International Film Festival DVD – Goddess Menses & the Menstrual Show
2010	31st Annual Telly Awards – Bronze Telly for Use of Humor DVD – Goddess Menses & the Menstrual Show
2009	CINE Special Jury Award DVD – The Talk: An Intercourse on Coming of Age
2009	57th Annual Columbus Intl Film Fest – Chris Award DVD – The Talk: An Intercourse on Coming of Age
2009	CINE Golden Eagle DVD – Goddess Menses & the Menstrual Show
2008	CINE Golden Eagle DVD – The Talk: An Intercourse on Coming of Age
Not Available	Accolade – Award of Merit: educational/instructional/training DVD – The Talk: An Intercourse on Coming of Age
Not Available	Heal One World Festival – Merit of Awareness Award DVD – The Talk: An Intercourse on Coming of Age
Not Available	Indie – Award of Excellence: educational DVD – Goddess Menses & the Menstrual Show
Not Available	Accolade – Award of Merit: educational/instructional/training DVD – The BoyShow
Not Available	Accolade – Award of Merit: educational/instructional/training DVD – The Talk: An Intercourse on Coming of Age

SLs uses a direct approach when communicating with ABC alumni (3.2b[1], p.52). Many of ABC’s participants have gone on to professional careers in the arts or have used their experiences to become leaders in the community. ABC has launched a number of show business careers, including those of a Tony-award-nominee, a feature film actor, an ABC-TV drama star, a Broadway and West End actor, and a film comedian. Other ABC alumni are working behind the scenes as television composers, music directors, and writers.

To support the emergency preparedness requirement, ABC provides an emergency plan to ensure the safety of workforce members, students and parents to meet ADA, OSHA, and stakeholder requirements for safety. Results are shown in Figure 7.1-8. Safety is not only a regulatory requirement, but it is a key stakeholder requirement and crucial to participant engagement (Table P.1-3). ABC SLs realize this and strive for 100% workforce, participant, and parent safety satisfaction. Over the past 5 years an average of 98% of ABC’s workforce feel safe at work. Participant safety satisfaction results indicate that an average, 99% of ABC participants feel safe in their learning environment (Figure 7.1-8). Results from the past 5 years show that 98% of parents believe that their child is learning performance arts in a supportive and safe environment (Figure 7.1-8). ABC’s satisfaction ratings continue to increase annually confirming that ABC SLs provide a safe environment for workforce members, students, and parents. ABC’s LT, support staff, and instructional team are able to bridge the gap between performance arts and social responsibility by providing each participant a personalized educational experience in a safe and supportive environment.

Figure 7.1-8 Emergency Preparedness Results

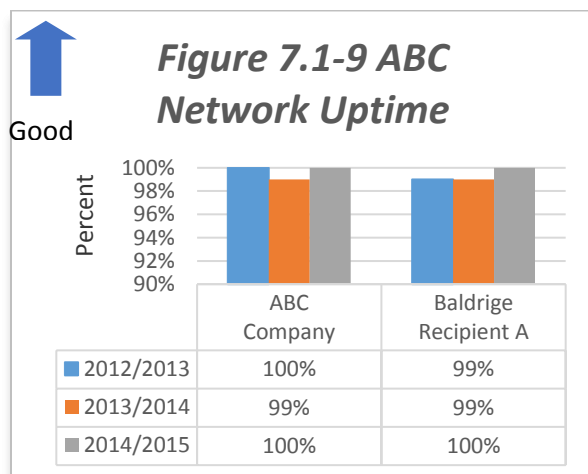
Figure 7.1-8 Emergency Preparedness Results				
Indicator of Emergency Preparedness	2012/2013	2013/2014	2014/2015	2015/2016
Electronic Notification System	100%	100%	100%	100%
Location with Access to Emergency Response Information	100%	100%	100%	100%
Locations with Printed Emergency Response Information	100%	100%	100%	100%
Locations with Emergency Package	100%	100%	100%	100%
# of Individual Location Trainings	4	4	4	4
Workforce Satisfaction with Safe Environment	97%	98%	98%	100%
Participant Satisfaction with Safe Environment	98%	99%	99%	100%
Parent Satisfaction with Safe Environment	96%	98%	97%	100%

ABC's LT, support staff, and instructional team are able to bridge the gap between performance arts and social responsibility by providing each participant a personalized educational experience in a safe and supportive environment.

Supply-Chain Management Results

By working closely with suppliers, ABC SLs are able to ensure that their programs and services contribute to enhancing overall organizational performance. Over the past 5 years ABC's overall network uptime results are an average of 99% which is comparable to CSSD, demonstrating excellent performance (Figure 7.1-9).

Figure 7.1-9 ABC Network Uptime



Customer-Focused Results

Student- and Other Customer-Focused Results

ABC SLs use key customer requirements (Figure P.1-5), competitors, and national benchmarks to track student and parent satisfaction. Student and parent satisfaction surveys are administered annually by SLs to obtain valuable data regarding overall program satisfaction. SLs review and analyze data results through the OPR (Table 4.1-1) to integrate into the SPP. Parents

who enroll their children for classes expect ABC to provide a supportive, and creative learning environment where safety is a priority (Figure 7.2-1, Table P.1-3). Results from data collected indicate that ABC ranks higher than national average scores in the areas of safety, support, interaction, and engagement. Indicators are based on the Youth Program Quality Assessment (YPQA) tool from the David P. Weikart Center for Youth Program Quality (Figure 7.2-2).

Figure 7.2-1 ABC Company Data vs. National Average Scores

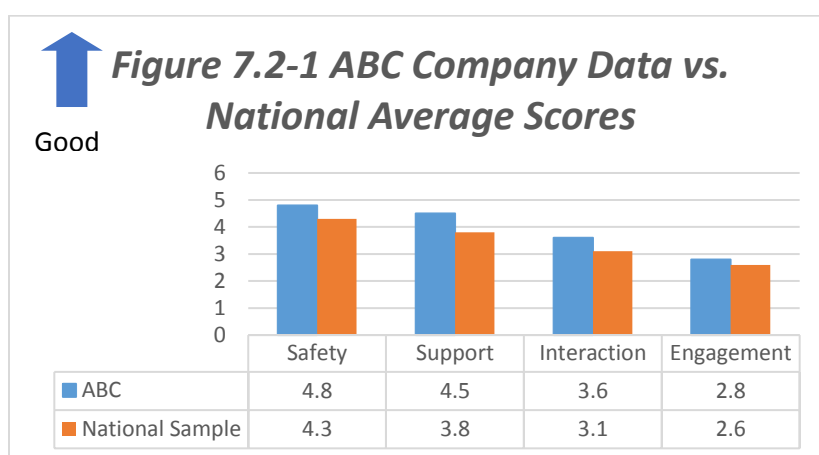
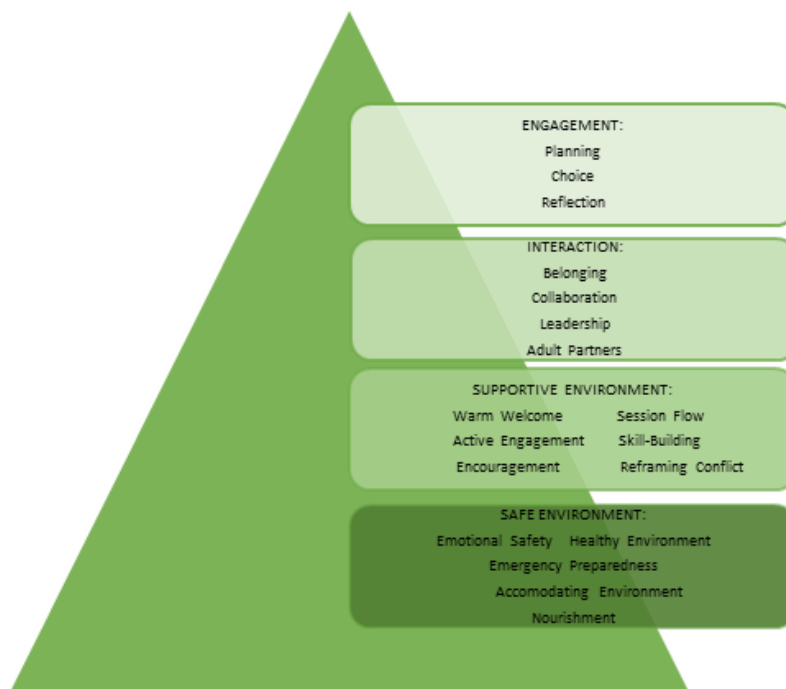


Figure 7.2-2 Overview of Quality Assessment Indicators



SLs segment overall participant satisfaction results by grade level (Figure 7.2- 3). Results from the past 5 years indicate that an average of 90% of participants Grades 7-12 are most satisfied with ABC’s programs and services. Overall parent satisfaction results are segmented by their child’s length of enrollment (Figure 7.2- 4). The results indicate that parents are most satisfied with ABC’s programs and services after their child has been enrolled between 7-12 months. Satisfaction rates tend to increase after the first 6 months of enrollment.

Figure 7.2-3 Overall Participant Satisfaction by Grade Level

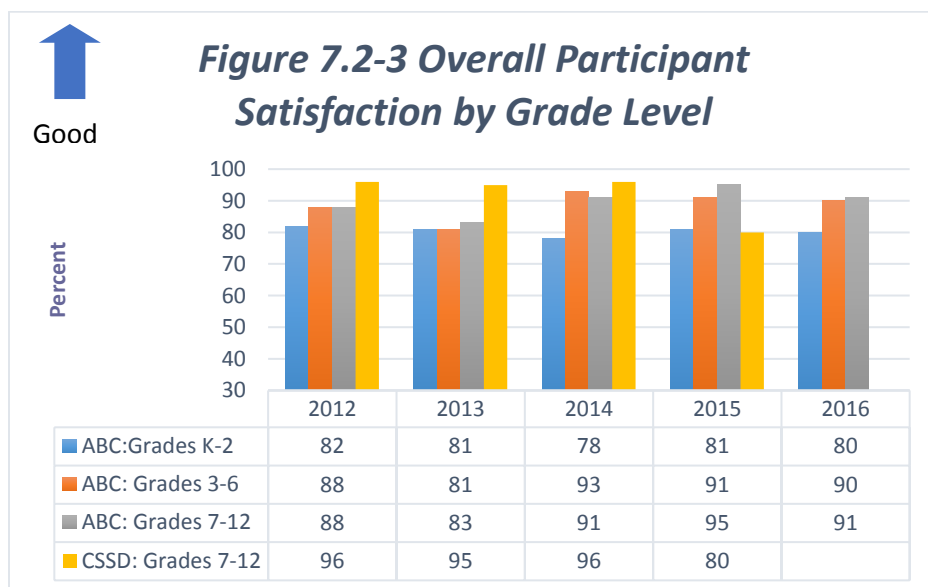
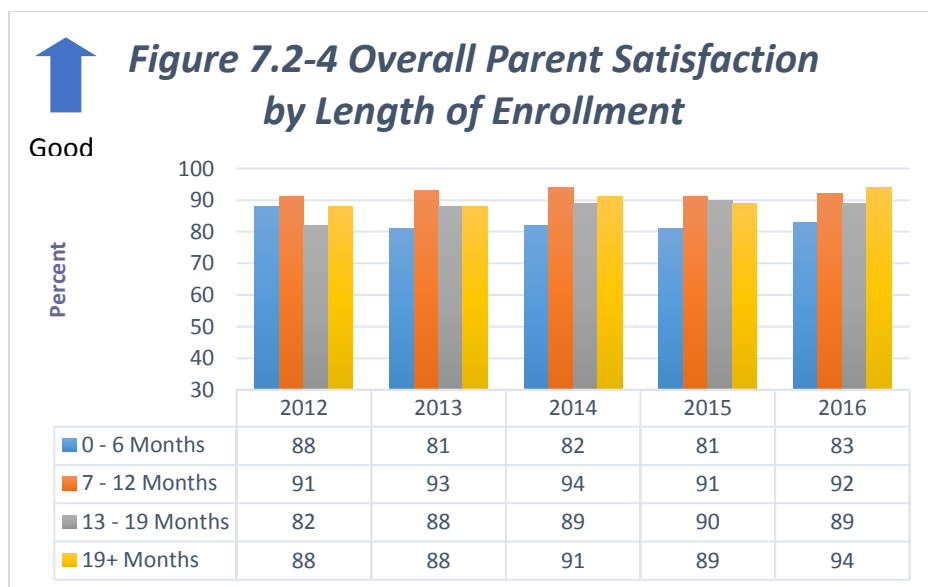


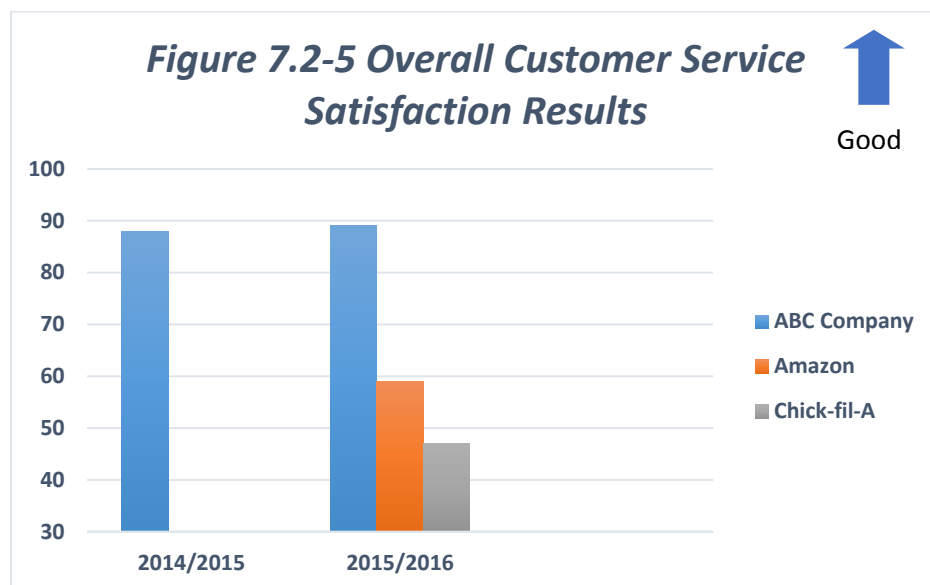
Figure 7.2-4 Overall Parent Satisfaction by Length of Enrollment



SLs review customer service satisfaction data on an ongoing basis (Table 4.1-1) to assist with developing and implementing strategies for improvement (Figure 6.1-1). ABC conducts benchmarks to compare their customer satisfaction results to reputable organizations outside of

the performance arts industry. For the past 2 years, ABC’s overall customer service satisfaction results have been 89%, which is more than 30% higher than Amazon’s and Chick-fil-A’s overall customer service satisfaction results (Figure 7.2-5).

Figure 7.2-5 Overall Customer Service Satisfaction Results



SLs foster a supportive and safe learning environment where participants can maximize their performance. To help ensure continuous organizational growth, SLs use the KSS (Table 4.2-1) to engage its workforce, participants, parents and stakeholders. Research conducted by Gallup a global research firm, has consistently shown a prevailing link between customer engagement and key business outcomes (Sorenson, 2013). Engaged customers are more likely to recommend products and services to their friends. ABC SLs track participant and parent engagement through participant and parent annual satisfaction surveys. Participant engagement determines how likely participants will recommend ABC to others is segmented by their length of enrollment (Figure 7.2-6). The data indicates that students who are engaged are more likely to recommend ABC to others during the first 6 months of enrollment. SLs make adjustments are

made if required (4.1a[4]). Parent engagement determines how likely parents will recommend ABC to others is segmented by their child's length of enrollment (Figure 7.2-7). The results of the data indicates during the first 6 months of enrollment, parents are more engaged and are more likely to recommend ABC to others during that period. The data in Figure 7.1-3 shows a decline in cumulative enrollment for participants Grades 7-12. By engaging with participants, SLs are able to adjust programs and services to address social issues. Performance indicators for participant engagement indicate higher levels of enrollment in 2014 when ABC was fully - staffed and had funding to support program initiatives. The decrease in participant engagement by length of enrollment in 2015 is attributed to budget cuts which resulted in a reduction of staff member.

Figure 7.2-6 Participant Engagement by Length of Enrollment

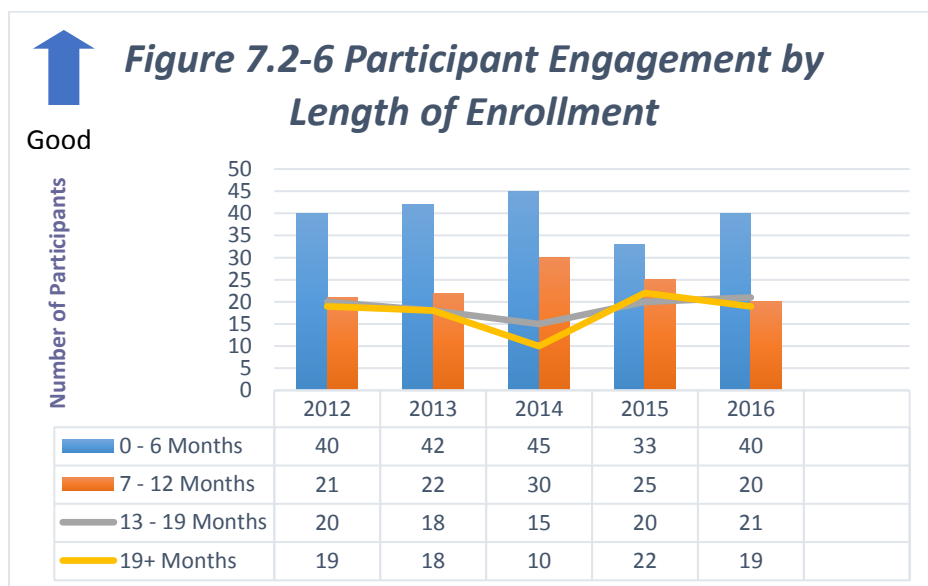


Figure 7.2-7 Parent Engagement by Length of Enrollment

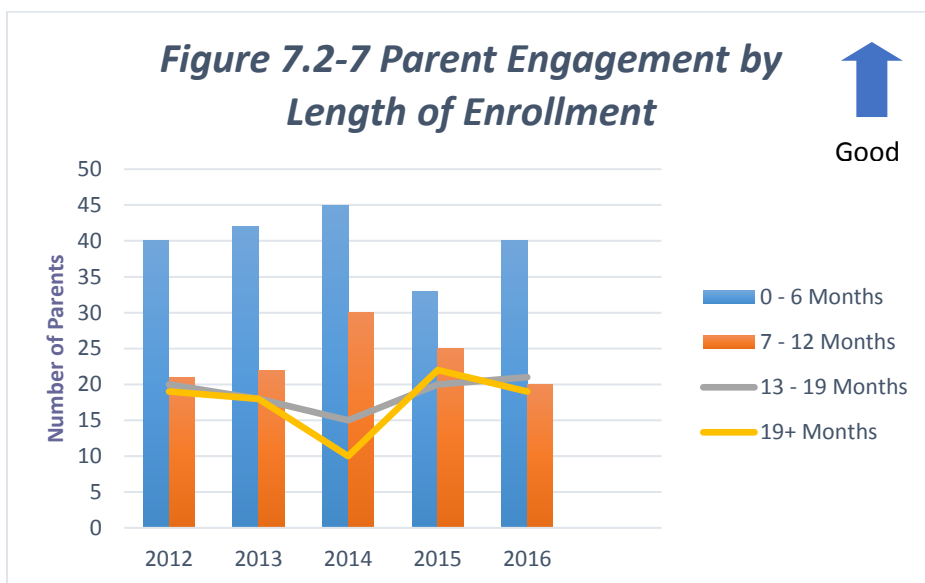


Figure 7.2-8 Participant Engagement (Recommend to Others) by Length of Enrollment

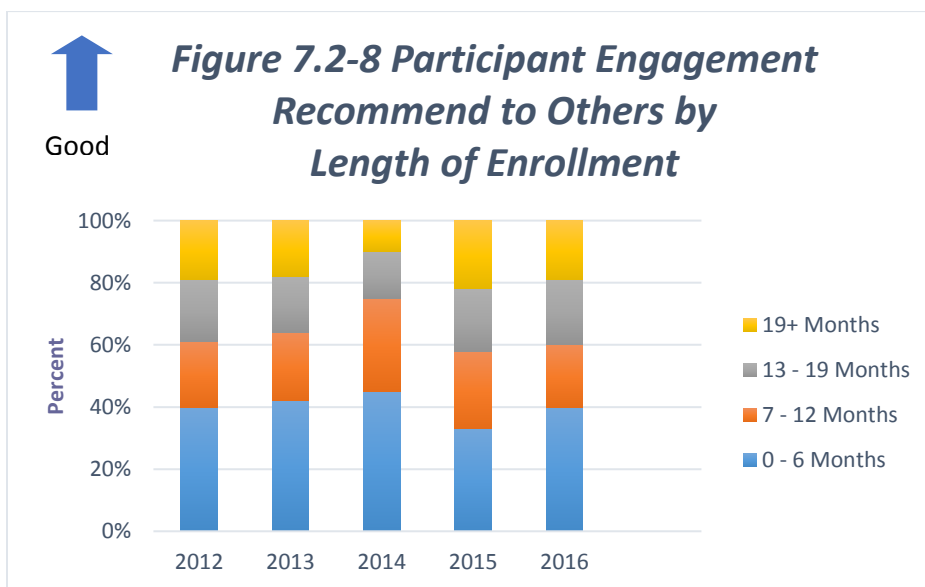
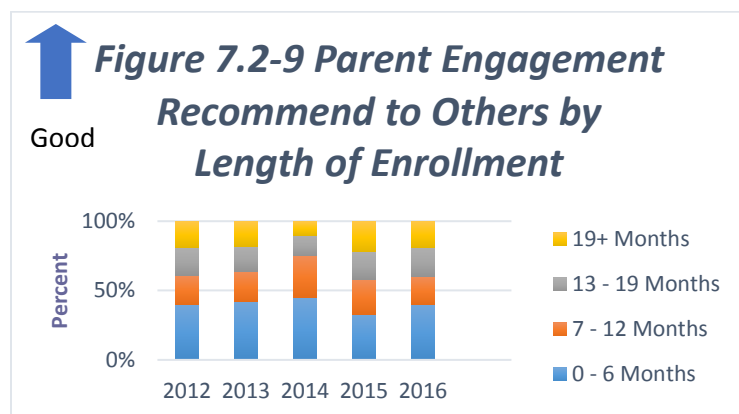


Figure 7.2-9 Parent Engagement (Recommend to Others) by Length of Enrollment



Over the past 5 years, 100% of participants and parents have indicated that they would recommend ABC to a friend or family member (Figure 7.2-8, 9). SLs review and analyze participant and parent engagement survey results on an ongoing basis; these data are included in the OPR process. Leaders share data through KSS methods (Table 4.2-1). Results are integrated into the PDIS (Figure 6.1-1) to implement processes and procedures designed to increase customer engagement.

ABC SLs' goal is to achieve 100% participant and parent engagement. ABC uses web-based technology and social media to engage participants, parents, and stakeholders. SL share information on ABC's website and on social media outlets to increase customer engagement. As demonstrated in Figure 7.2-10, over the past 5 years ABC has realized an increase in Facebook *likes*. The number of likes has increased annually 1,799 to the current total of 2,139 likes. The number of Twitter views/tweets has also increased over the past 5 years to the current sum of 6,471 views and 42,123 *tweets*. ABC Google views have steadily increased over the past 5 years to 15,679 views. ABC website activity trends demonstrate a peak in page views, web visitors and number of new sessions in 2014 with a -6% decline in 2015.

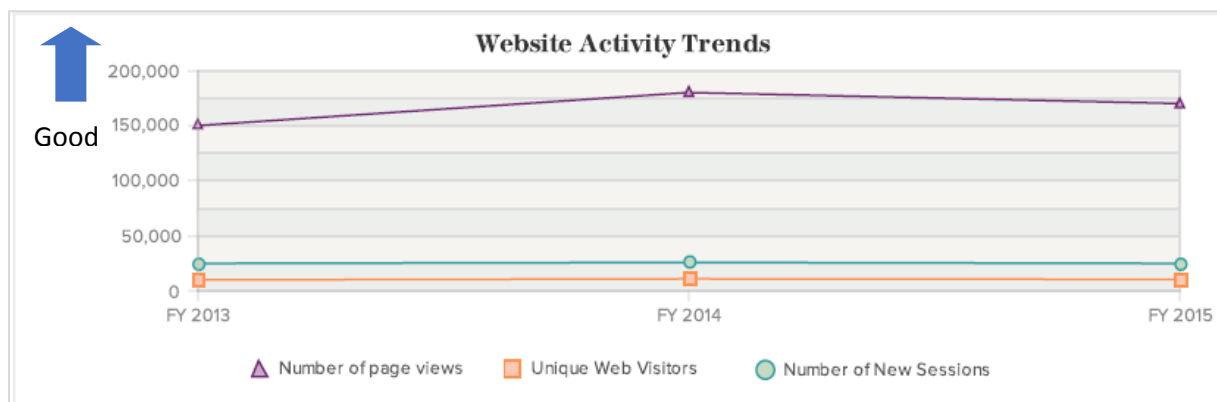
Table 7.2-1 Social Media/Web-based Tools Engagement

Table 7.2-10 Social Media/ Web based Tools Engagement				
	2012/2013	2013/2014	2014/2015	2015/2016
Facebook Likes	1,799	1,871	2,006	2,139
Twitter Views/Tweets	5,833/37,888	6,012/38,222	6,123/38,433	6,471/42,123
Google Views	10,987	11,987	12,345	15,679

Figure 7.2-2 Website Activity

Website Activity					
	FY 2013	FY 2014	% Change	FY 2015	% Change
Number of Page Views	150,000	180,000	20%	170,000	-6%
Number of Unique Web Visitors	10,000	11,000	10%	10,500	-5%
Number of New Sessions	25,000	26,000	4%	25,000	-4%

Figure 7.2-10 Website Activity Trends



ABC’s website and social media accounts are monitored by SL on an ongoing basis. Data, comments, and information obtained from the company website and social media accounts are integrated into the PDIS and the SPP to continue efforts to increase customer and stakeholder engagement.

Workforce-Focused Results

SLs hire and retain workforce members who share the organization’s values and CC. When the F/AD conducts staff/workforce interviews, probing questions relating to the organization’s CC are asked. This helps the F/AD determine if the interviewee shares the organization’s values and CC. During the interview process SLs the KSS is utilized as a tool for maintaining workforce development, engagement, and capability.

Workforce-Focused Results

SLs maintain appropriate staffing levels to meet the needs of participant enrollment (Figure 7.3- 1.). Due to budget restraints, ABC SLs have had an increase in staffing levels only over the past year. SLs use capability-and-capacity meetings (5.1a[1]) and the OPR to track and monitor staffing levels. Compared to organizations in similar markets (CSSD), 100% of ABC instructors have advanced degrees (Figure 7.1-4). SL set high standards and expectations (1.1a[3]) for instructional staff, which results in an increase in engagement.

Figure 7.3-1 Staffing Levels and Projections

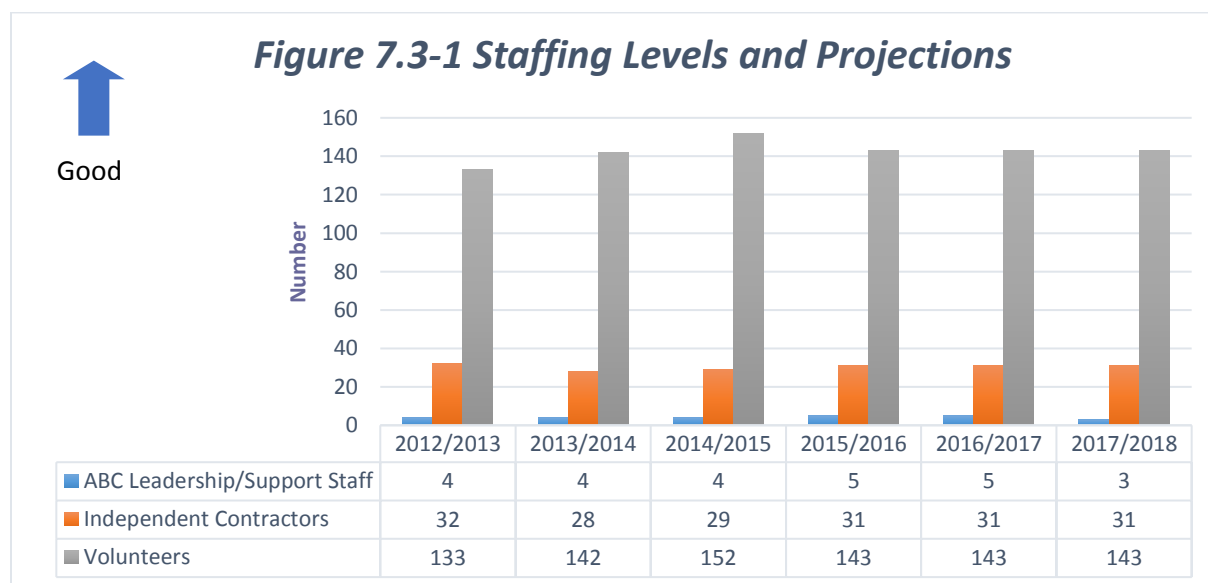
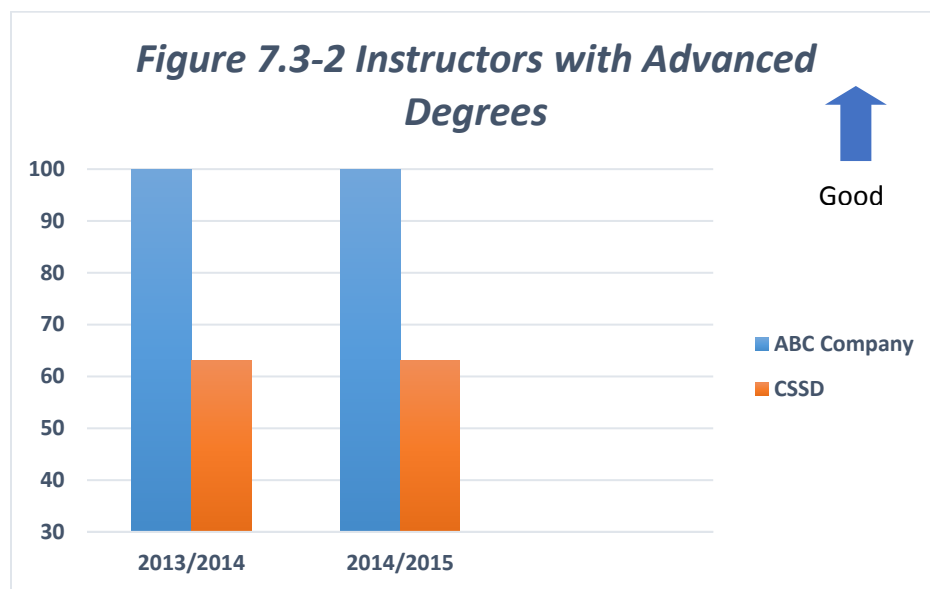


Figure 7.3-2 Instructors with Advanced Degrees



SL analyze and use student and financial data to anticipate program offerings and to determine instructor capabilities. Adopting this methodology (2.2a[4]) increases the organization's capacity, allowing ABC leaders to make necessary adjustments when there are changes in student demographics. Data results show levels of performance arts knowledge for instructors, which align with professional development initiatives for staff members.

Providing a safe and supportive work environment is important to ABC. The state of Minnesota requires employers to purchase workers' compensation insurance to provide benefits to their employees for work-related injuries, or to obtain approval from the Minnesota Department of Commerce permitting self-insurance upon proof of the employer's financial ability to do so. As shown in Table 7.3-3, the total claim count for the last 3 years is zero. ABC outperforms CSSD and the national education claim average. The total claim paid for the past 5 years is \$0. ABC provides a safe and supportive work environment, which is a requirement for ABC's workforce, students, and parents. Over the past 5 years, ABC's workforce rated the

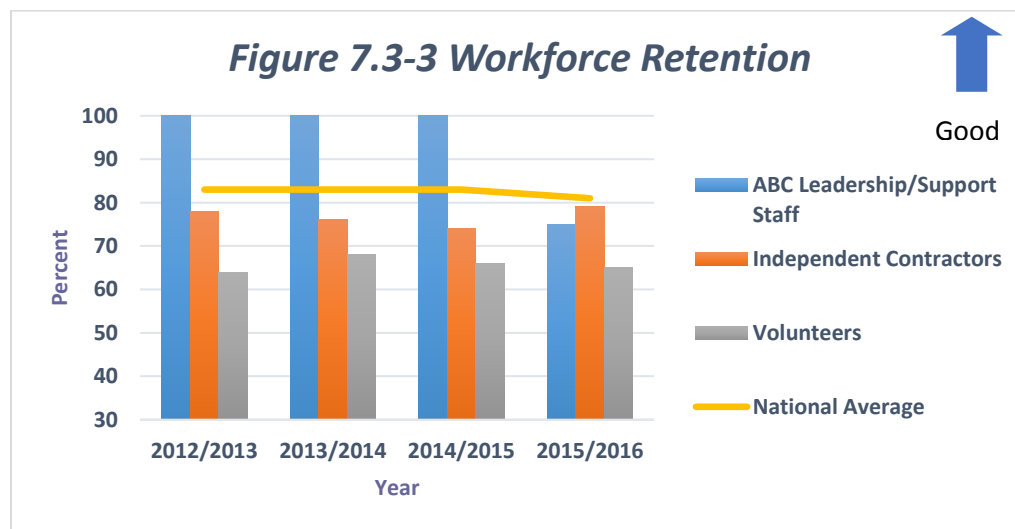
organization at an overall rate of 98% on having a safe and supportive workforce environment (Figure 7.1-8).

Table 7.3-3 Workman’s Comp Claims Filed

Table 7.3-3 Workman’s Comp Claims Filed			
Year	ABC Company	CSSD	State Average
2012/2013	0	2	4.6
2013/2014	0	2	4.5
2014/2015	0	1	4.4
2015/2016	0	1	3.5

Due to the integration of workforce requirements into the SPP, ABC has high requirement levels for workforce retention, effectiveness, and engagement. All workforce requirements are integrated into the SPP (Figure 2.1-1). ABC’s workforce retention rates and goals are demonstrated in Figure 7.3-3.

Figure 7.3-3 Workforce Retention

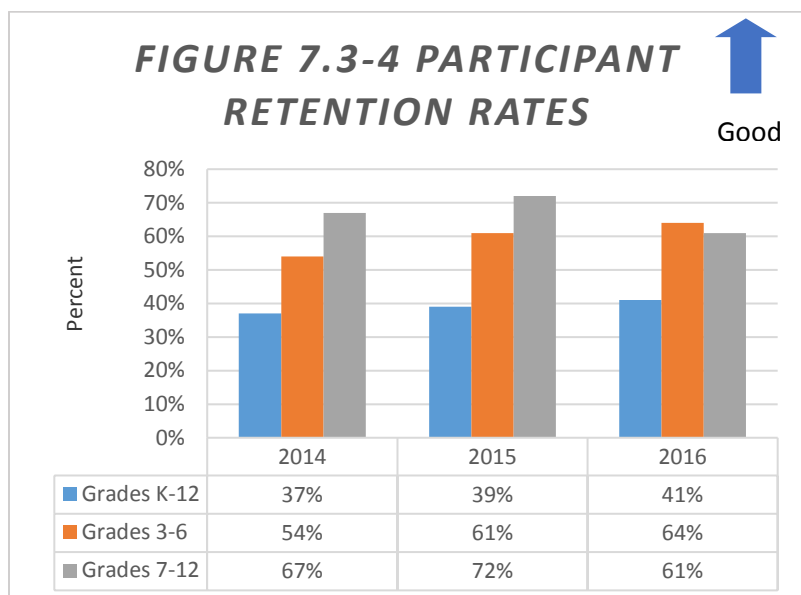


ABC maintains higher leadership/support staff retention rates when compared to the national average. ABC sustains high levels for workforce retention, effectiveness, and engagement due to the integration of workforce requirements into the SPP. ABC workforce are able to Bridge the

gap between performance arts and social responsibility when workforce requirements are met. As demonstrated in Figure 7.3-5, ABC's performance expectation rates are comparable with Malcom Baldrige Quality Award recipient CSSD. Performance results when compared to employee expectations indicate that there is room for improvement. ABC's workforce members perform at 87% which falls short of the organizational goal of 90%. ABC job understanding rate is 95% which is slightly higher than CSSD's rate of 93%. SLs implement the PDIS (Figure 6.1-1) to analyze and measure performance.

ABC's process effectiveness is demonstrated through increased student retention rates over the last 3 years (Figure 7.3-4). As participants become engaged in the overall instructional program, they tend to remain enrolled and meet achievement goals. Retention rates for Grades 3-6 can be attributed to participant engagement. The data in Figure 7.1-3 shows a drop in enrollment in 2014 for participants in Grades 7-12. SLs and ABC instructors will have discussions with participants in Grades 7-12 to identify processes for improvement to increase retention rates.

Figure 7.3-4 Participant Retention Rates



ABC SLs are committed to providing exceptional programs and services. This starts with its workforce.

Figure 7.3-5 Employee Performance Expectations Rate

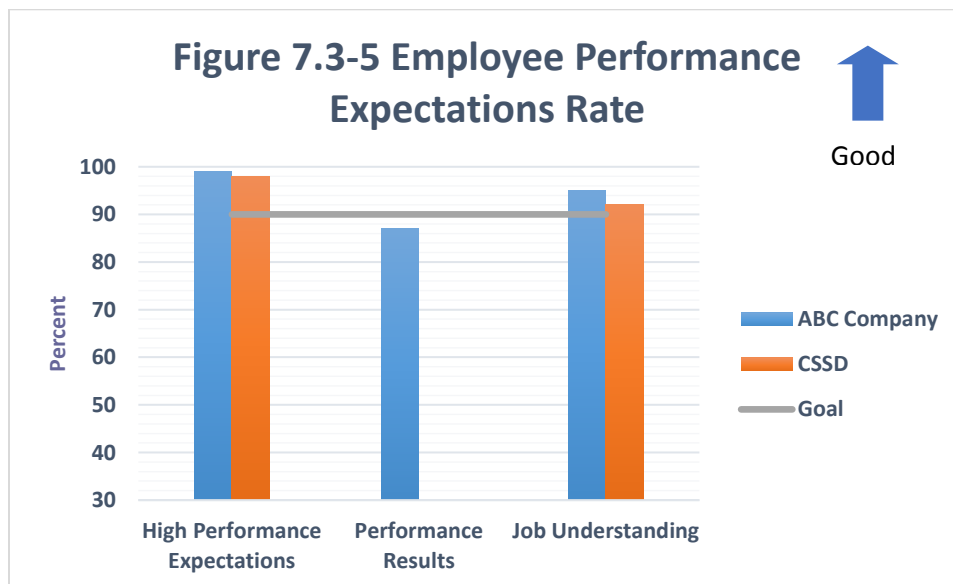
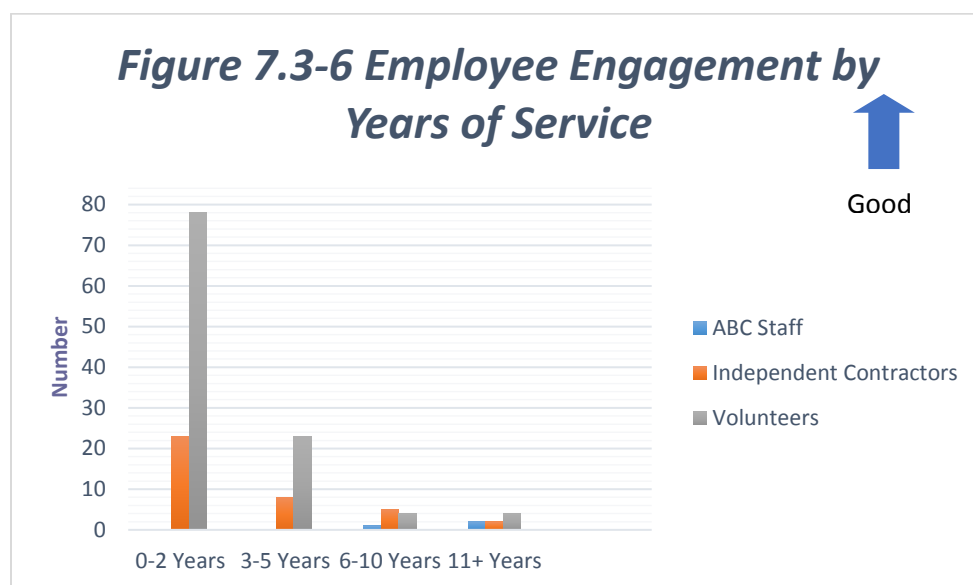


Figure 7.3-6 Employee Engagement by Years of Service



Results in Figure 7.3-6 show that employee engagement rates continue to rise with each year of employment with ABC. This shows that ABC employees are fully vested in the MVV and are dedicated to ABC's CC. An effective and engaged workforce adds value to the organization and supports ABC's ability to bridge the gap between performance arts and social responsibility (ABC's CC). Employment engagement results in high employee retention rates (Figure 7.3 – 4). When employees are engaged in organizational activities and practices they are often loyal to the organization and remain employed there.

Workforce learning and development opportunities are demonstrated in Figure 7.3-7. Currently, ABC Company offers limited workforce learning and development opportunities for ABC staff members. SLs encourage staff to identify free workshops and trainings that will assist with professional development. ABC offers flexible work schedules that allow staff members to alter their work schedule to attend workshops and training events. ABC SLs implement employee professional development initiatives (Figure 7.3-7) to assist with increasing employee

performance results. As an opportunity for improvement (OFI) ABC SLs have an opportunity to consider offering workforce learning and development opportunities for independent contractors and volunteers.

Figure 7.3-7 Workforce Learning and Development Opportunities

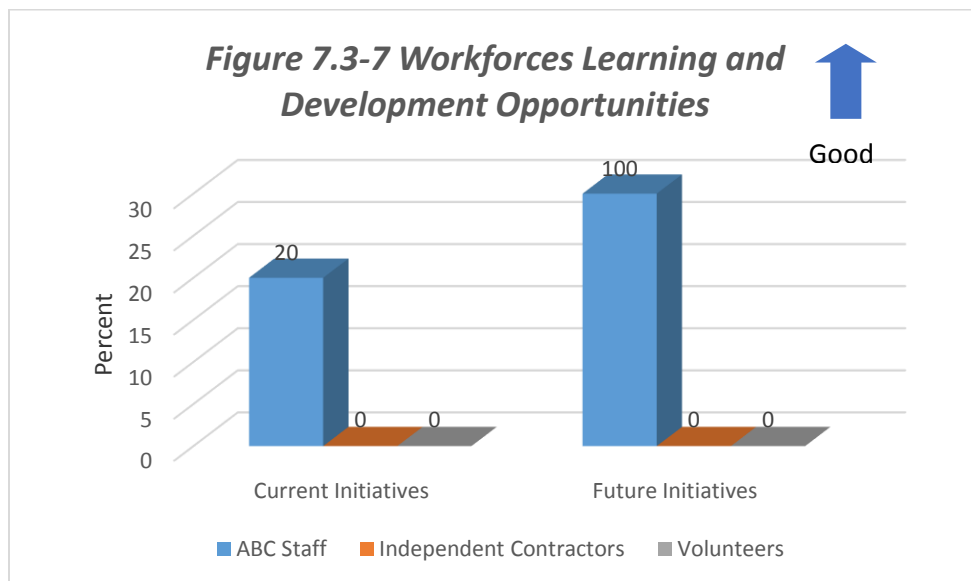


Table 7.3-2 Employee Professional Development Initiatives

Table 7.3-2 Employee Professional Development Initiatives
Skill-Based Training
Job Assignments
Developmental Relationships

Employee professional development helps to ensure employee retention (Figure 7.3-4). By implementing skill-based training, ABC SLs give employees the opportunity to practice learning the new information or behaviors, and receive feedback on their performance (Table 7.3-2). As part of employee professional development initiatives, ABC develops job assignments in alignment with performance goals and their individual performance plans. Developmental relationships encourages learning through interaction with others. By implementing these three

initiatives, ABC Company leaders will likely see an increase in employee performance rates. Projections are based on past performance, projected needs, impacts, and goals. An indicator of the success of ABC processes and procedures is shown in Figure 7.3-5 as 95% of ABC workforce members understand their requirements and expectations. ABC's retention (Figure 7.3-4) and performance expectation rates (Figure 7.3-5) indicate that the workforce is fully committed to the organization and its CC.

Leadership and Governance Results

Leadership, Governance, and Societal Responsibility Results

In 2016, ABC's F/AD chose the Baldrige Performance Excellence Program to implement communication strategies to increase donor retention. ABC's LT has more than 85 years of combined service to the organization. SL and the BOD have guided the organization's success. Results are presented throughout Category 7. Since conception, ABC has implemented organizational processes and procedures designed to align the workforce to ABC's MVV, guiding principles, and the CC. Those processes and procedures include the OPR (Table 4.1-1) that ensures workforce alignment of responsibilities to organizational strategies and goals, the KSS (Table 4.2-1) for implementing a methodical approach for stakeholder communication, and the LMS (Figure 1.1-1), which indicates the alignment of the leadership management system to organizational strategies and CC of bridging the gap between performance arts and social responsibility.

As an important aspect of ABC's governance, staff members complete annual surveys to evaluate the effectiveness of SLs. Key indicators include: deployment and implementation of the MVV, guiding principles, communication, and focus on organizational goals (Figure 7.4-1).

Results in Figure 7.4-1 show that when compared to Baldrige recipients 82% of ABC workforce has confidence in their leaders believing that ABC leadership provides clear and promising direction. The BOD conducts an annual self-evaluation where all members of the BOD collectively evaluate performance levels (Figure 7.4-2). ABC's BOD's self-evaluation rates are significantly lower than Baldrige Award recipient, The Charter School of San Diego (CSSD). ABC BOD's self-evaluation results are use the results of the self-assessment to identify issues, gaps in skills, and topics for future board discussions.

Figure 7.4-1 Leadership Survey

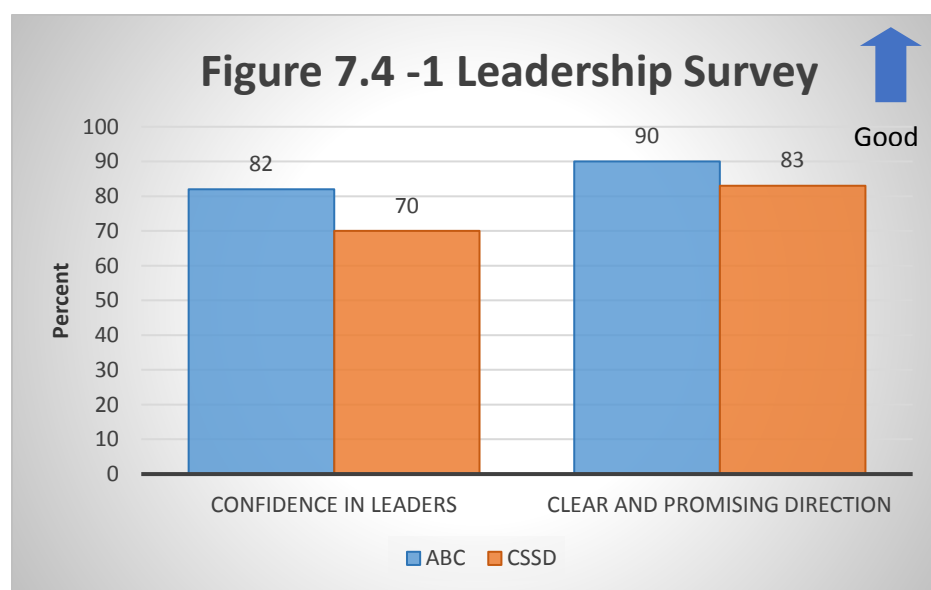
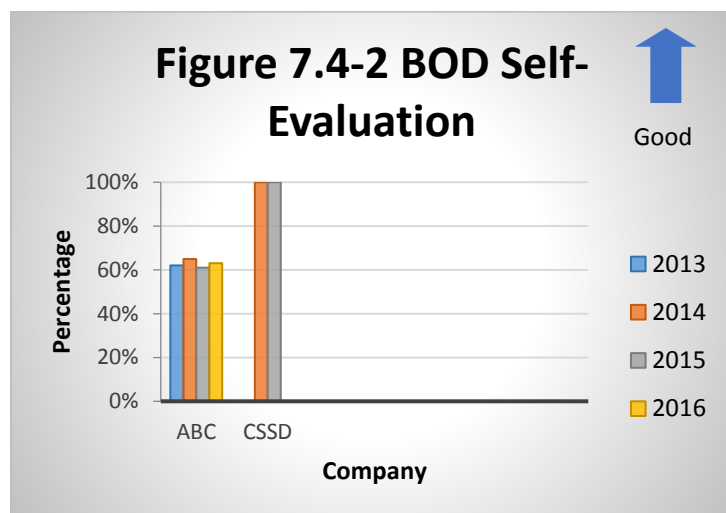
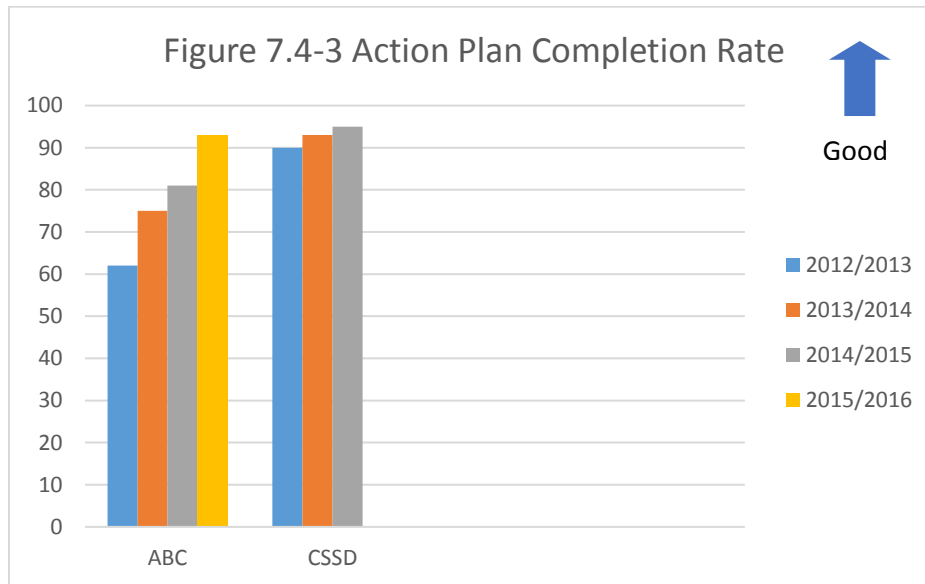


Figure 7.4-2 BOD Self-Evaluation



ABC requires all employees to be cleared to begin employment after thorough background check by the U.S. Department of Justice. All new hires receive an Employee Handbook. All employees are required to sign Board-approved ABC policies (Table 7.4-3) on an annual basis as key ethics measures. These measures ensure that ABC workforce understand their roles and responsibilities in practicing ethical behavior. ABC implements key measures to accomplish its societal responsibilities. ABC's societal responsibility as described in Item 1.2(c) is to produce performances that bring social issues that affect their participants to the forefront. This is how ABC is able to successfully bridge the gap between performance arts and social responsibility. ABC's retention rate steadily rises as participants remain loyal to the company and complete their program (Figure 7.1-1). Participants leave ABC with an education in performance arts and a heightened sense of social responsibility. The success of ABC's programs and services is attributed to nonprofit leaders' models of effective communications strategies and processes to improve donor retention, thereby helping to ensure leaders' ability to serve their

Figure 7.4-3 Action Plan Completion Rate



Accomplishment of ABC's AP completion rates over the past 5 years is linked to the achievement of its SP and organizational performance in achieving its CC of bridging the gap between performance arts and social responsibility. Comparisons of between ABC and CSSD demonstrate that ABC's AP completion rate has remained constant (Figure 7.4-3). SLs are constructing their capability in the Baldrige Criteria for Performance Excellence which will enhance ABC's CC of bridging the gap between performance arts and social responsibility.

Budgetary, Financial and Market Results

Budgetary, Financial and Market Results

ABC's key measures and indicators for financial performance align with the organizations' strategic initiative of financial sustainability. Results for Figures 7.5-1- 3 show the actuals for assets, liabilities, revenue, and expenditures for three fiscal years (FYs), from FY13 to FY15. ABC is able to accomplish its MVV and CC by implementing strong ethical and financial

standards in managing the organization. The success of ABC's programs, services, and sustainability is due to the financial planning of SLs (Step 5 of the SPP, Figure 2.1-1 and the BODs systematic process for fiscal accountability described in Category 7.2a[1]). Financial results add value to participant- and customer-centered initiatives by making available the financial resources needed for operations and constant improvement. ABC's leader are focused on effectively utilizing funding, identifying future needs, and estimating the impact of daily decisions on future requirements. ABC SLs uphold financial sustainability by implementing the tracking of budgeted expenses and projected revenues to ensure that sufficient funds are conserved at the end of each fiscal year. Results for Table 7.5-4 show ABC's financial health ratios for FY 2015 compared to Minnesota State Arts Board standards.

Table 7.5-1 Balance Sheet Summary

Balance Sheet Summary	FY 2013	FY 2014	% Change	FY 2015	% Change
Assets					
Current assets	\$121,700	\$127,058	4%	\$134,717	6%
Non-current assets	\$35,117	\$28,401	-19%	\$25,103	-12%
Total Assets	\$156,817	\$155,459	-1%	\$159,820	3%
Liabilities					
Current liabilities	\$114,895	\$105,836	-8%	\$102,577	-3%
Non-current liabilities		\$0	n/a		n/a
Total liabilities	\$114,895	\$105,836	-8%	\$102,577	-3%
Net assets					
Unrestricted	-\$48,029	-\$9,012	81%	-\$20,882	-132%
Temporarily restricted	\$89,951	\$58,635	-35%	\$78,125	33%
Permanently restricted			n/a		n/a
Total net assets	\$41,922	\$49,623	18%	\$57,243	15%
Total liabilities & net assets	\$156,817	\$155,459	-1%	\$159,820	3%

Table 7.5-2 Unrestricted Revenue

Unrestricted Revenue					
Operating Revenue					
Earned - Program	FY 2013	FY 2014	% Change	FY 2015	% Change
Membership revenue		\$0	n/a		n/a
Single ticket sales	\$59,463	\$85,866	44%	\$90,372	5%
Tuitions and registration fees	\$57,754	\$87,010	51%	\$72,280	-17%
Total earned - program	\$117,217	\$172,876	47%	\$162,652	-6%
Earned - Non-program					
Advertising revenue		\$2,014	n/a		-100%
Space rentals		\$0	n/a	\$2,800	n/a
Other earned revenue	\$27,912	\$28,783	3%	\$29,120	1%
Total earned - non-program	\$27,912	\$30,797	10%	\$31,920	4%
Total earned revenue	\$145,129	\$203,673	40%	\$194,572	-4%
Contributed					
	FY 2013	FY 2014	% Change	FY 2015	% Change
Trustee & board	\$71,479	\$27,703	-61%	\$16,792	-39%
Individual	\$70,631	\$61,980	-12%	\$90,312	46%
Corporate	\$0	\$0	n/a	\$0	n/a
Foundation	\$87,650	\$138,935	59%	\$107,188	-23%
City government	\$0	\$0	n/a	\$0	n/a
County government	\$0	\$0	n/a	\$0	n/a
State government	\$23,310	\$25,475	9%	\$20,111	-21%
Federal government	\$0	\$0	n/a	\$0	n/a
Tribal contributions			n/a		n/a
Parent organization support	\$0		n/a		n/a
In-kind operating contributions	\$0	\$0	n/a	\$0	n/a
Other contributions	\$44,269	\$38,089	-14%	\$61,552	62%
Net assets released from restriction		\$31,316	n/a	\$15,510	-50%
Total contributed revenue	\$297,339	\$323,498	9%	\$311,465	-4%
Operating investment revenue	\$0	\$0	n/a	\$0	n/a
Total unrestricted operating revenue	\$442,468	\$527,171	19%	\$506,037	-4%
Total unrestricted non-operating revenue*			n/a	\$0	n/a
Total unrestricted revenue	\$442,468	\$527,171	19%	\$506,037	-4%
Total unrestricted revenue less in-kind	\$442,468	\$527,171	19%	\$506,037	-4%
Total temporarily restricted revenue	\$13,365	-\$31,316	-334%	\$19,490	162%
Total permanently restricted revenue	\$0	\$0	n/a	\$0	n/a
Total revenue	\$455,833	\$495,855	9%	\$525,527	6%
Total revenue less in-kind	\$455,833	\$495,855	9%	\$525,527	6%

Table 7.5-3 Expense Details

	FY 2013	FY 2014	% Change	FY 2015	% Change
Personnel expenses - Operating					
W2 employees (salaries, payroll taxes & fringe benefits)	\$225,573	\$236,499	5%	\$248,540	5%
Independent contractors	\$67,420	\$67,423	0%	\$75,261	12%
Total personnel expenses - Operating	\$292,993	\$303,922	4%	\$323,801	7%
Non-personnel expenses - Operating					
Advertising and promotion	\$2,863	\$556	-81%	\$4,636	734%
Conferences and meetings	\$2,871	\$750	-74%	\$166	-78%
Dues and subscriptions	\$2,459	\$1,423	-42%	\$1,423	0%
Insurance	\$7,522	\$4,606	-39%	\$8,545	86%
Occupancy costs	\$76,869	\$78,388	2%	\$82,190	5%
Office and administration	\$12,569	\$15,309	22%	\$19,323	26%
Printing, postage and shipping	\$24,011	\$15,034	-37%	\$15,441	3%
Travel	\$321	\$160	-50%	\$52	-68%
Royalties, rights and reproductions	\$5,571	\$10,623	91%	\$7,057	-34%
Productions and events costs	\$24,067	\$25,799	7%	\$27,464	6%
Interest expense	\$4,828	\$5,578	16%	\$7,938	42%
Depreciation	\$11,713	\$6,654	-43%	\$3,300	-50%
Other operating expenses	\$12,274	\$19,352	58%	\$16,571	-14%
Total non-personnel expenses - Operating	\$187,938	\$184,232	-2%	\$194,106	5%
Total operating expenses	\$480,931	\$488,154	2%	\$517,907	6%
Non-operating personnel expenses	\$0	\$0	n/a	\$0	n/a
Non-operating non-personnel expenses	\$0	\$0	n/a	\$0	n/a
Total expenses	\$480,931	\$488,154	2%	\$517,907	6%
Total expenses less in-kind	\$480,931	\$488,154	2%	\$517,907	6%

Table 7.5-4 Financial Health Ratios

Financial Health Ratios Compared to Arts Board Standards		
	FY 2015	Arts Board Standard
Current Ratio	1.31:1	1.5:1 or greater
Days Cash on Hand	31 Days	60-90 days
Self-Sufficiency Ratio	38%	No specific standard
Debt Ratio	64%	Less than 100%
Two Year Average of Program Expenses to Total Expenses	69%	70-90%

The SLs and BOD frequently cross references all revenues and expenditures with the adopted budget monthly through OPR (Table 4.1-1) reviews. As another method of checks and balances, SLs track and evaluate financial performance monthly, quarterly, and annually. The results are shared with all stakeholders. SLs make revisions, if necessary. Through quarterly SL and strategic sustainability meetings ABC leaders are able to forecast possible budgetary impacts. Although ABC SLs experienced a decline in donor funding, SLs were able to realize a

consistent increase in revenue by focusing on enrollment and creating socially conscious productions (Tables 7.5-1- 3). The BOD governs the completion of an audit of ABC's annual financials. Each audit is conducted by a Certified Public Accountant (CPA) selected from a state directory of CPAs deemed as qualified by the Minnesota State Controller to conduct audits. Annual audits are conducted in accordance with auditing standards contained in the Government Auditing Standards, issued by the U.S. Comptroller General. Annual audits are conducted to evaluate the organization's financial statements. The examination of financial statements is an important part of the statement of an organizations' activities and financial position. By implementing effecting financial management practices, such as budget controls, expenditure controls, cash flow management, revenue generation, and financial audits, ABC SLs have been able to overcome financial restraints. ABC's financial priorities are centered on programs and services that support participant achievement while supporting organizational capabilities.

ABC's program service revenues compared to its local competitors are demonstrated in Figure 7.5-1. ABC Company's annual budget and workforce are significantly smaller than its competitors, so the net result of operations were less than those of competitors. However, when compared to its competitors, funding for contributions and grants remain constant. Figure 7.5-2 shows a 9% increase in donor contributions and grants compared to a 1% decrease in competitors' rates. The data demonstrates that ABC SLs realize the benefits of shifting focus from donor acquisition to *donor retention*. The financial summary in Figure 7.5-5 demonstrates that SLs are making significant financial strides that are attributable to systematic budgetary and financial performance assessments. In analyzing the trends for over a 3-year period from 2013 to 2015, ABC's total net activity increased 131% from 2013 to 2014. There was 1% decrease in

total net activity from 2014 to 2015. SLs and the BOD will continue to conduct evidence-based financial forecasting to project challenges and risks that may affect the budget and future operations.

Figure 7.5-1 Program Service Revenues

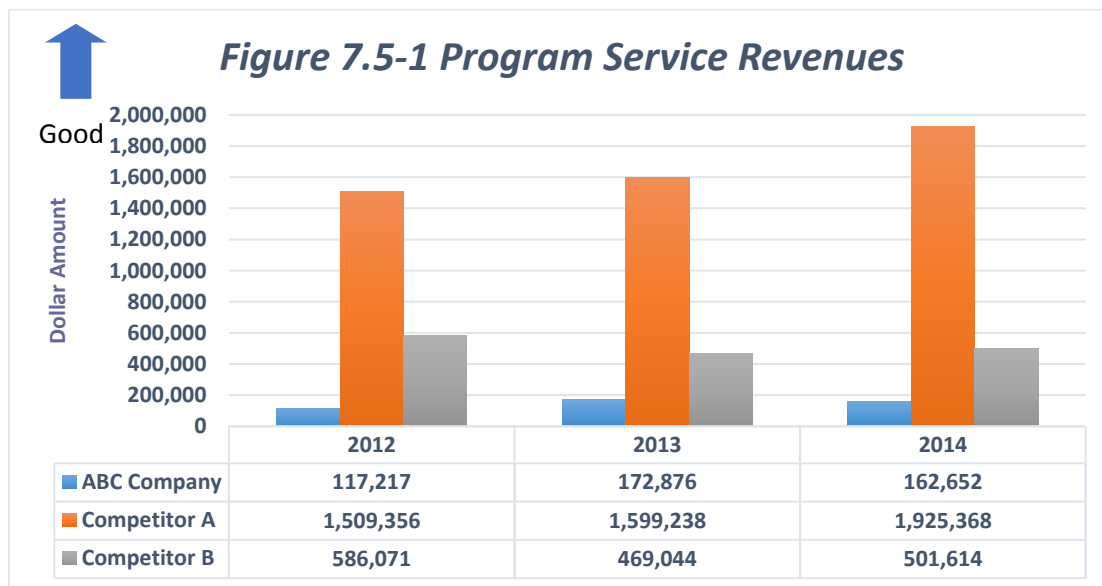


Figure 7.5-2 Contributions and Grants

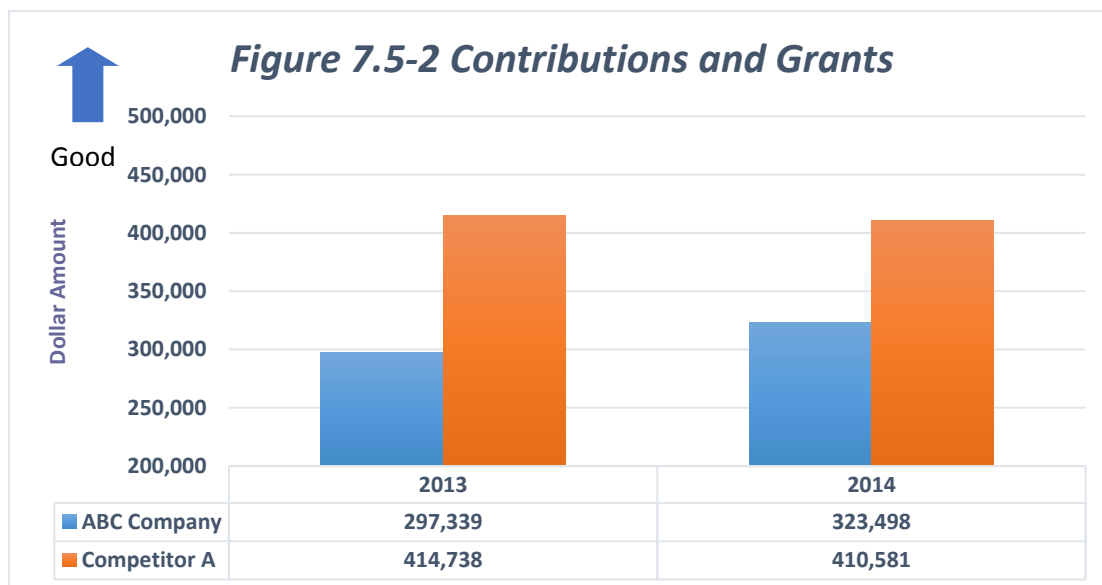


Table 7.5-5 Financial Summary

Unrestricted Activity	FY 2013	FY 2014	% Change	FY 2015	% Change
Unrestricted operating revenue					
Earned program	\$117,217	\$172,876	47%	\$162,652	-6%
Earned non-program	\$27,912	\$30,797	10%	\$31,920	4%
Total earned revenue	\$145,129	\$203,673	40%	\$194,572	-4%
Investment revenue		\$0	n/a		n/a
Contributed revenue	\$297,339	\$323,498	9%	\$311,465	-4%
Total unrestricted operating revenue	\$442,468	\$527,171	19%	\$506,037	-4%
Operating expenses					
Program	\$349,595	\$338,722	-3%	\$355,563	5%
Fundraising	\$63,816	\$69,562	9%	\$76,638	10%
General & administrative	\$67,520	\$79,870	18%	\$85,706	7%
Total operating expenses	\$480,931	\$488,154	2%	\$517,907	6%
Net unrestricted activity - Operating	-\$38,463	\$39,017	201%	-\$11,870	-130%
Net unrestricted activity - Non-operating			n/a	\$0	n/a
Total net unrestricted activity	-\$38,463	\$39,017	201%	-\$11,870	-130%
Net temporarily restricted activity	\$13,365	-\$31,316	-334%	\$19,490	162%
Net permanently restricted activity	\$0	\$0	n/a	\$0	n/a
Net total activity	-\$25,098	\$7,701	131%	\$7,620	-1%

ABC's production ticket prices are less than the ticket prices of key competitors, demonstrating the commitment of ABC SLs to the CC of bridging the gap between performance arts and social responsibility (Table 7.5-6).

Table 7.5-6 Ticket Prices

Organization	School /Group	Adult	Child	Senior
ABC Company	\$7/\$9	\$15	\$12	\$12
Competitor A	\$8/\$10	\$16	\$12	\$14
Competitor B	\$8/\$10	\$16	\$13	\$13

ABC SLs' goal is to make theatre accessible to the community the organization serves. The organization's theatre accessibility program offers group discounts as well as complementary and reduced-priced tickets (Figure 7.5-3). Overall, ABC has realized a 10% increase in annual performance attendance rates from 2014 to 2015, and a 33% increase in attendance for children ages 18 and under. Figure 7.5-4 shows comparative performance attendance rates for ABC and its competitors with the same programs and services.

Figure 7.5-3 Complementary Tickets

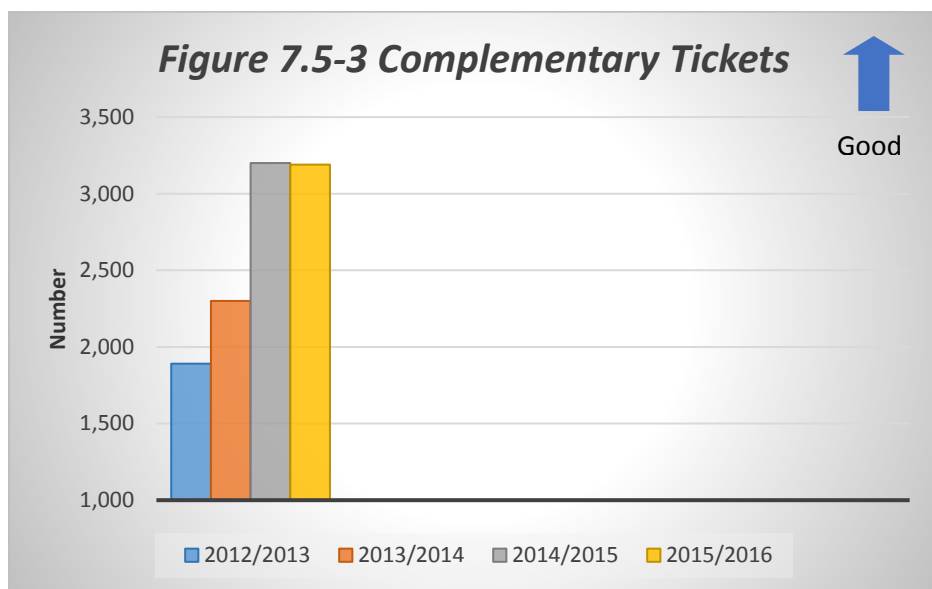
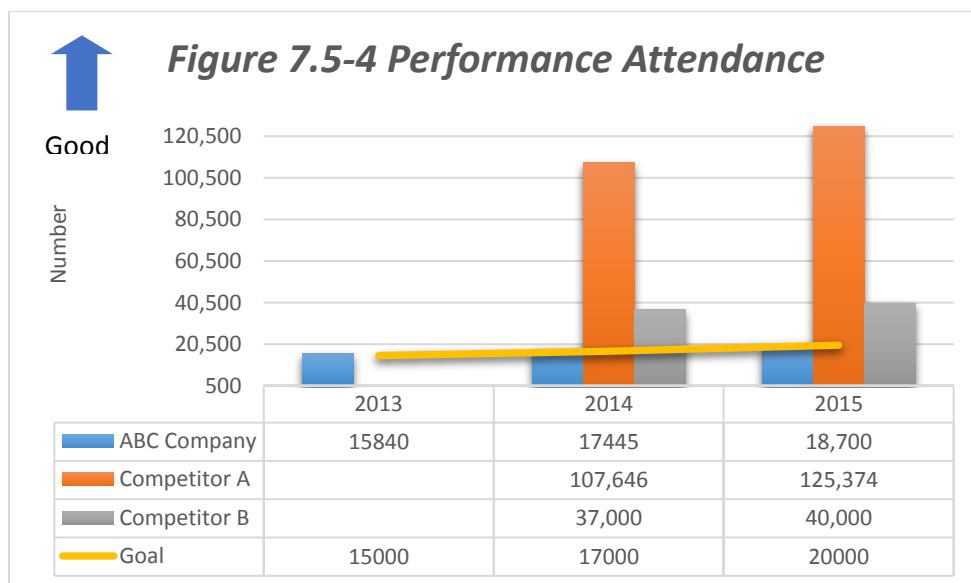


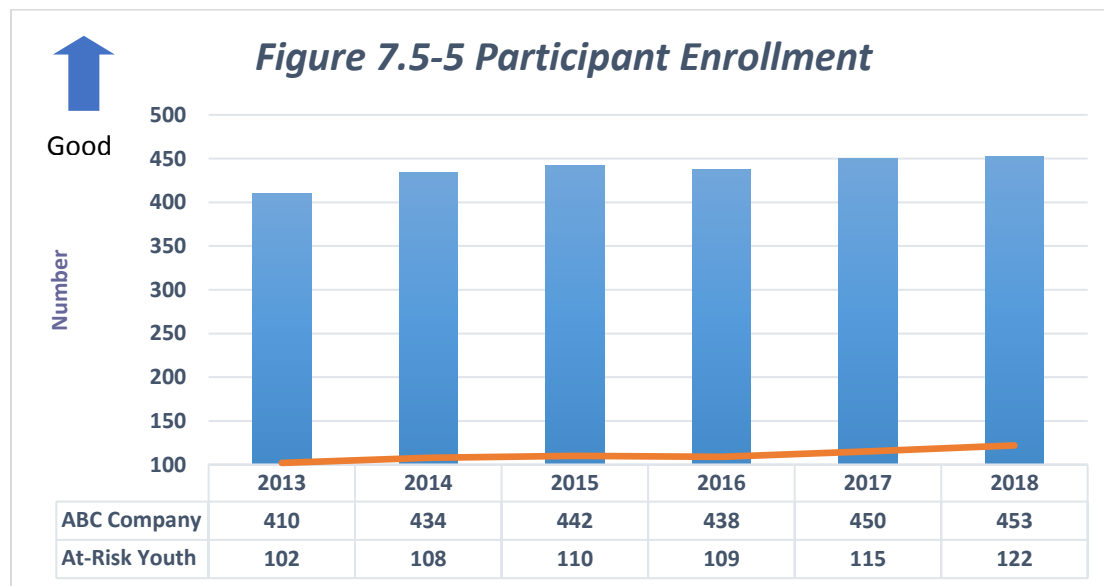
Figure 7.5-4 Performance Attendance



ABC’s highest volume of participants usually enroll between the beginning of the Summer and the end of Fall. Figure 7.5-5 provides a snapshot of ABC participant enrollment data. Over the 4-year period demonstrated, ABC served a total of 429 at-risk youth. To support

SI 2, Goal 3 (Figure 2.2-1), ABC's SLs have increased marketing efforts. SLs project a 3% increase in enrollment over the next 2 years. Future projections predict a 6% increase in the annual number of at-risk youth served.

Figure 7.5-5 Participant Enrollment



Executive Summary of Key Themes

Key Theme 1: Process Strengths

The first theme to emerge was the process strengths. The process strengths identified in Categories 1-6 of the 2015-2016 Baldrige Excellence Framework are (a) effective communication and organizational learning strategies, (b) leveraging the core competency to improve retention, and (c) analyzing financial data. These process strengths are important components of donor retention strategies. Organizational leaders' implementation of effective communication and organizational learning strategies is what helped sustain the organization for 28 years. Organizational communication is applied to gather and disseminate pertinent

information to stakeholders (Kreps, 1990). It is important for nonprofit organizations to form long-lasting relationships with their supporters (Cho & Kelly, 2014).

ABC leaders' use communication methods to foster long-lasting relationships with their donors. Organizational learning theory is applied when organizational leaders identify and implement organizational learning opportunities on a continuous basis for long-term benefits (Hussein, Omar, Noordin, & Ishak, 2016). ABC leaders' use of knowledge sharing systems (Table 4.1-1) and the performance improvement systems (Figure P.2-1) incorporates single- and double-loop learning methods via Deming's cycle of continuous improvement.

Another emergent theme was the leaders' implementation of the organization's mission, vision, and values, core competency, and guiding principles through the use of the leadership management system (Figure 1.1-1) and the strategic planning process (Figure 2.1-1). The strategic planning process is a separate component but is coupled with the leadership management system to align organizational performance review, organizational stability, and mission, vision, and values to achieve the core competency of bridging lives between performance arts and social responsibility. Leaders use effective communication methods to achieve this goal. This is done by communicating with participants to identify social issues that impact their lives.

Leveraging the CC assists ABC organization with keeping participants Grades 7-12 interested in ABC programs and services which impacts participant enrollment rates. This method assists with donor retention as donors are likely to remain supportive of an organization that is making an impact in their community. The responses given by participants from interview question 2 and 3 revealed that communication is an important factor when developing donor

retention strategies. Participant A stated that “communication is the key to retaining donors”. Participants B and C also stressed the importance of implementing communication methods stating that “leaders use various forms of communication” to keep donors engaged. As part of the strategic planning process (Table 2.1-1) the board of directors and senior leaders analyzes financial data on a regular basis to ensure that the strategies that are implemented will not exhaust all available resources.

The responses from interview questions in Category 2,1.2(a) revealed that financial sustainability was an important aspect of the organization’s governance system. Participant A stated that “the strategic plan is reviewed regularly to ensure that initiatives can be supported by the annual budget”. Participant B confirmed this statement by saying that “the treasurer and associate director creates monthly financial reports that are reviewed by the board of directors. Participant C stated that “the board of directors is responsible for financial feasibility”.

Key Theme 2: Process Opportunities for Improvement

After reviewing the organization’s policies, documents, and the interview data it was clear to me that reviewing action plans as an opportunity for improvement would be beneficial to the organization. Data results in Figure 7.4-4 show that over the last 5 years the organization has realized an increase their annual action plan completion rates however, the rate of completion falls short of 100%. Participant’s A, B, and C stated mentioned that a lack of funding limits action plan completion. One way for organizational leaders to improve action plan completion rates is to include an action plan analysis in Step 5 of the strategic planning process (Figure 2.1-1). Doing so will give organizational leaders the ability to compare and contrast the current status of the action plan against the annual budget to ensure that the action plan can be supported. If

there aren't enough funds to support the completion of the action plan leaders should consider (a) revising the action plan so that it can be supported by the annual budget or (b) seeking alternative means to fund or support the action plan. Some alternatives could be to solicit the assistance of volunteers or independent contractors who offer *in kind* services. ABC leaders' use of performance improvement systems (Figure P.2-1) incorporates single- and double-loop learning methods via Deming's cycle of continuous improvement.

Key Theme 3: Results Strengths

The results strengths identified in Category 7 of the 2015-2016 Baldrige Excellence Framework are (a) participant enrollment by grade level and (b) overall participant satisfaction by grade level. Figure 7.1-3 shows a gradual increase in participant enrollment from 2014-2016. Significant results are realized for participants in Grades 7-12. The responses from interview questions in Category 7 revealed that the CC played an important role in retaining participants in Grades 7-12 and At-risk youth. Participant A stated that in order to keep participants engaged organizational leaders "stay current with needs and trends of the community". Participant B mentioned that providing an encouraging place for participants to develop and discover their talents has played an important role in participant retention for participants. Participant C agreed with Participants A and B and mentioned that ABC provides a safe learning environment for participants. Results from the past 5 years (Figure 7.2-3) indicates that in 2015 an average of 95% of participants in Grades 7-12 are satisfied with ABC's programs and services. That is 15% higher than Malcolm Baldrige Quality Award recipient CSSD. Participants A, B, and C attribute the organization's success to implementing processes that encourage lessons learned processes. When one strategy does not work organizational leaders revise the strategic plan to meet the

needs of the organization and the participants. ABC leaders' cycle of continuous improvement demonstrates single-and double-loop learning.

Key Theme 4: Results OFIs

Data results in Category 7.2 shows that participant engagement by length of enrollment are higher in the first 0-6 months of enrollment, but a significant decline in enrollment is realized in months 7-12. It is my suggestion that organizational leaders administer participant surveys upon enrollment to discover participant interests. Another survey should be administered in month 5 to gather data to gauge if the participant is still interested in the program. If the results are negative organizational leaders should consider alternate methods of gathering data and engaging participants such as (a) one-on-one conversations with the participants, (b) open discussions, and (c) involving participants in curriculum planning discussions. By leveraging the CC organizational leaders have the ability to encourage participant engagement.

ABC alumni have gone on to attend four-year colleges and universities and have gone on to become accomplished leaders in the arts, business, education, and public service fields. An assessment of organizational data revealed that there ABC does not have a solid process in place to maintain relationships with all alumni. The organization should consider revising their senior leader communication plan to include ABC alumni. Maintaining a relationship with ABC alumni can help create visibility for the organization as well as potentially identify alumni who want to donate funds, resources, or their time to assist the organization with achieving its CC. I suggest including alumni in the distribution of newsletters, mailers, and email correspondence. Another suggestion would include conducting exit surveys for participants who complete the program. The data collected from the surveys can be used to analyze participant outcomes (Figure 7.1-2).

Organizational leaders should consider conducting competitor revenue comparisons to identify missed markets. Conducting an in-depth analysis of competitor data will give organizational leader the ability to assess their competitor's strengths and weaknesses and implement strategies to improve the organizations' competitive advantage. Competitor websites and GuideStar (2016) can be used to access competitor financial data.

Project Summary

Nonprofit organizations need the support of donors for sustainability. Nonprofit donor retention rates in the United States have decreased since the financial crisis of 2008 (Wenjun & Monit, 2014). This study has focused ways in which leaders of a small nonprofit organization in Minneaoplis, Minnesota have utilized and implemented strategic communication planning to engage and retain loyal donors. The data that was gathered throughout this single-case study can be used to assist leaders of nonprofit organizations with developing and implementing communication strategies that foster long-lasting donor relationships.

Building long-lasting relationships with donors is critical to the success and sustainability of nonprofit organizations (Khodakarami, Petersen, & Venkatesan, 2015). Nonprofit organizations build civil societies and improve quality of life (Basinger, 2014). Charles and Kim (2016) defended this position and noted that nonprofit organizations are a huge contributor to the United States economy and plays an important role in communities across the nation. In 2012 there were approximately 1.44 million public charities registered with the Internal Revenue Service (IRS), and in 2013, donations made by individuals, foundations, and organizations totaled \$335.17 billion (McKeever & Pettijohn, 2014).

The participants in this study provided substantial information of long-term strategic planning and social responsibility. For the causes noted above, the findings of this study are significant to leaders of nonprofit organizations. Implementing communication strategies gives organizational leaders the ability to foster long-lasting relationships with donors (Boenigk & Scherhag, 2014). The results of this study could assist leaders of some small nonprofit organizations with developing communication strategies to evaluate the effectiveness of internal and external communication methods.

Nonprofit communication is referred as a driver to social change and development (Greenfield, 2016). Organizational leaders need to dedicate time and resources to building donor loyalty (Holloway, 2013). Organizational leaders can use the identified key themes as benchmarks to gain insight into how other nonprofit organizations implemented communication strategies to increase donor loyalty and engagement. Chen and Ku (2013) believed that when there is a deep commitment to an organization's service, product, and brand donor loyalty is achieved.

Results of the data demonstrates the participants' perceptions on both positive and negative aspects of the organizations' leadership, strategy, customers, measurement, analysis, and knowledge management, workforce, and operations. Leaders of similar sized nonprofit organizations who read this research will be better informed on the comprehensive considerations of the assessment and implementation of strategic communication and single- and double-loop learning methods. Leaders of nonprofit organizations may, because of this research, be better equipped to develop effective communication strategies to increase donor retention. This study demonstrated the need for the implementation of organizational learning and

organizational communication strategies as methods for improving relationships with donors. The results of the implementation of these two strategies are improved business practices and donor retention.

Implications for Social Change

The opportunity for social change was the driver of this study. The implications for social change in this study is related to the need for leaders of nonprofit organizations to implement effective communication strategies to increase donor retention rates. Nonprofit organizations provide important services to their community. The services and resources they provide are based on community needs without regard to profit. Therefore, it is imperative that nonprofit organizations have sustained public and private support to assist with funding programs and services.

The communication strategies established in this research may assist leaders of small nonprofit organizations in developing and implementing communication processes to build strong donor relationships that result in an increase in donor retention rates. The findings of this qualitative single-case study could nurture positive social change by influencing the actions of leaders of nonprofit organizations to implement communication strategies to improve donor retention. The findings can possibly bring about positive change by contributing to nonprofit leaders' models of effective communications strategies and processes to improve donor loyalty and engagement, thereby helping to ensure leaders' ability to serve and improve their communities.

Recommendations for Action

Many significant elements throughout this research study specified the need for nonprofit organizational leaders to implement effective communication strategies. This study also specified the importance of organizational leaders' implementation of single- and double-loop learning as a process to ensure continuous improvement. Donor retention is an important to the sustainability of nonprofit organizations because nonprofits rely solely on contributions and grants (Khodakarami, Petersen, & Venkatesan, 2015). Because of a reduction in funding ABC has been forced to reduce its staff. Based on the data reported in 7.2a(2), ABC has a strong record of hiring workforce that has an educational background in performance arts or experience in the field.

Despite funding issues, organizational leaders have the opportunity to maintain a full staff by bringing in volunteers to fill open positions or by soliciting independent contractors who offer in kind services to nonprofit organizations. One regular pattern that was found throughout this study was the need capture the voice of the customer to conduct data analyses. It would be beneficial for ABC leaders to collect, analyze, and retain all data from surveys, Facebook comments, Twitter tweets, and the organizational website. All data collected can be analyzed and implemented in the knowledge sharing system to develop long-range strategic plans.

It is my recommendation that initial surveys are conducted when participants are enrolled in the program and then on a quarterly basis to analyze progress. It is essential for the board of directors to take an active role in disseminating data results. Constant review of data will assist organizational leaders the ability to shift with the market to develop and implement strategic short and long-range plans. Organizational leaders should consider implementing organizational learning methods for sustainability (Senge, 1990). Data analyzation for performance

improvement processes is an example of double-loop learning (Argyris, 1982). ABC's core competency of bridging the gap between performance arts and social responsibility is driving force behind the organizations' programs and services.

It would be beneficial for organizational leaders to continue communicating with both donors and participants to discover social issues that impact their lives and their community. Doing so will assist with participant enrollment, donor engagement, and retention. ABC leaders should also implement ABC alumni engagement and retention processes. Remaining in contact with all ABC alumni will not only give ABC leaders an opportunity to collect valuable data that can be used in marketing efforts, it will also provide an opportunity to identify potential donors, volunteers, and workforce.

Implementing organizational communication strategies will assist with organizational effectiveness (Raina & Roebuck, 2016). Additional qualitative research that is similar to this doctoral study would be beneficial in discovering if similar findings could be obtained from other nonprofit organizations, perhaps in other regions or states. The only limitation apparent in this research is that focusing on the leaders of a single nonprofit organization might yield data that reflect the circumstances of only a single nonprofit organization. I acknowledge that this case study involved a single nonprofit organization.

Qualitative researchers who follow me may want to conduct a case study using multiple nonprofit organizations. The findings and assumptions from this qualitative single- case study should be the limited basis for quantitative research to examine if comparable conclusions are attainable from a larger sample size. I recommend additional qualitative and quantitative research on post-implementation of different methods for evaluating communication strategies.

Conducting additional research using both qualitative and quantitative research methods could provide extensive knowledge on the efficiency of implementing effective communication strategies that leaders of nonprofit organizations can utilize to increase donor retention. Because of this potential, results of this study can be disseminated in academic literature. Additional methods of disseminating the results of the study would be via conferences and training.

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Appendix A: 40 Week Project Timeline

Suggested 40-Week Project Timeline for DBA Specialization in Consulting			
Organizational Profile			
Week No.	Activity	Deliverable(s)	Key Performance Indicators/Measures
Wk 1	Contact client Identify and agree upon scope of project and deliverables Create, submit, and receive client's signature on Service Order (SO) Client provides orientation to org's culture, policies and protocols, and regulatory compliance requirements Complete Form A to receive the IRB approval number for this case study	Signed SO that aligns with DBA Research Agreement	List of client's needs, expectations, and requirements, including understanding of client's organizational culture, policies, and regulatory compliance requirements Affirmation of/agreement upon project scope, deliverables, and timeline Signed SO
Wk 2	Begin data- and information-gathering interviews and research (e.g., client's website, foundational documents)	Construct template for working draft of client's Organizational Profile (OP) and outline of key factors (KFs)	Template for documentation of evidence supporting students' identification of key factors that are of strategic importance to the organization
Wk 3	Continue gathering data/information through interviews with client's key leaders, managers, and stakeholders	Complete relevant sections of template	Draft of client's product offerings and services, business proposition, mission, vision, values (MVV), and core competencies, governance structure, relationship to parent organization
Wk 4	Gather data/information about client's workforce and customers	Complete relevant sections of template	Draft of client's workforce profile, including volunteers; table of relevant workforce demographics, requirements, and engagement factors

Wk 5	Gather data/information about client's key suppliers, partners, and collaborators	Complete relevant sections of template	Draft of client's key suppliers, partners, and collaborators, including key mechanisms for communication and key supply-chain requirements
Wk 6	Gather data/information about client's assets, regulatory requirements, and key competitive changes	Complete relevant sections of template	Draft of client's assets (facilities, technologies, equipment), regulatory requirements, including occupational health and safety regulations, accreditation, certification, industry standards, and/or product regulations
Wk 7	Gather data/information about client's strategic advantages and challenges, and performance improvement system	Complete relevant sections of template	Draft of client's key strategic challenges and advantages in areas of business, operations, societal responsibilities, and workforce; key elements of client's performance improvement system
Wk 8	Draft OP	Completed OP template	Working draft of OP
Process Chapters: Leadership Triad Component of Client Case Study (Leadership, Strategy, Customers)			
Week No.	Activity	Deliverable(s)	Key Performance Indicators/Measures
Wk 9	Leadership 1.1: Gather evidence to describe and evaluate: How do senior leaders lead?	<ul style="list-style-type: none"> - How do senior leaders set MVV? - How do leaders demonstrate commitment to legal and ethical behavior? - How do leader' actions build organizational success/sustainability? - How do leaders communicate and engage workforce and customers? - How do leaders create a focus on action? 	Working draft of Leadership 1.1
Wk 10	Leadership 1.2: Gather evidence to describe and evaluate: How do leaders govern?	<ul style="list-style-type: none"> - How does client organization ensure responsible governance? 	Working draft of Leadership 1.2

		<ul style="list-style-type: none"> - How does client organization evaluate senior leaders? - How does client organization anticipate public concerns with its products and operations? - How does client organization promote and ensure ethical behavior? - How does client organization consider societal well-being as part of its strategy and daily operations? - How does client organization actively support and strengthen its key communities? 	
Wk 11	Strategy 2.1: Gather evidence to describe and evaluate: How does client organization develop strategy?	<ul style="list-style-type: none"> - How does client organization conduct strategic planning? - How does strategic planning process stimulate innovation? - How does client organization collect/analyze relevant data to support strategic planning? - What are client organization's key work systems? - What are client organization's vital few strategic objectives and timetable for achieving them? - How do strategic objectives achieve balance among varying/competing organizational needs? 	Working draft of Strategy 2.1
Wk 13	Strategy 2.2: Gather evidence to describe and evaluate: How does client organization implement strategy?	<ul style="list-style-type: none"> - What are key short- and longer-term action plans? - How does client organization deploy action plans? 	Working draft of Strategy 2.2

		<ul style="list-style-type: none"> - How does client organization ensure availability of financial and other resources (including HR) to achieve action plans? - What are key workforce plans to support short- and longer-term achievement of action plans? - What KPIs does client organization use to track achievement/effectiveness of action plans? - What are performance projections? 	
Wk 14	Customers 3.1: How does client organization obtain information from customers?	<ul style="list-style-type: none"> - How does client organization listen to, interact with, and observe customers to obtain actionable information? - How does client organization listen to potential customers? - How does client organization determine customer satisfaction, dissatisfaction, and engagement? - How does client organization obtain information on customers' satisfaction relative to other organizations? 	Working draft of Customers 3.1
Wk 15	Customers 3.2: How does client organization engage customers through service and building relationships?	<ul style="list-style-type: none"> - How does client organization determine product and service offerings? - How does client organization enable customers to seek information and support? - How does client organization determine customer groups and market segments? - How does client organization build and 	Working draft of Customers 3.2

		manage customer relationships? - How does client organization manage customer complaints?	
Wk 16	Analyze/Evaluate information for Leadership triad (Leadership, Strategy, Customers)	Organize, analyze, validate, and confirm data and information for Leadership, Strategy, Customers	Working draft of Leadership Triad chapters of Client Case Study, including evidence-based feedback on client's strengths and opportunities for improvement (OFIs) Milestone 1
Process Chapters: Initial Results Triad (Workforce, Operations) and Measurement, Analysis, and Knowledge Management Components of Client Case Study			
Week No.	Activity	Deliverable(s)	Key Performance Indicators/Measures
Wk 17	Workforce 5.1: How does client organization build an effective, supportive workforce environment?	- How does client organization assess workforce capability and capacity? - How does client organization recruit, hire, place, and retain new workforce members? - How does client organization manage its workforce? - How does client organization prepare its workforce for changing capability/capacity needs? - How does client organization ensure workplace health, security, and accessibility for its workforce? - How does client organization support its workforce via benefits and policies?	Working draft of Workforce 5.1
Wk 18	Workforce 5.2: How does client organization engage its workforce to achieve a high-performance work environment?	- How does client organization foster a culture characterized by open communication?	Working draft of Workforce 5.2

		<ul style="list-style-type: none"> - How does client organization determine key drivers of workforce engagement? - How does client organization assess workforce engagement? - How does client organization's workforce performance management system support high performance/engagement? - How does client organization evaluate effectiveness/efficiency of its learning/development system? - How does client organization manage career progression? 	
Wk 19	Operations 6.1: How does client organization design, manage, and improve its key products and work processes?	<ul style="list-style-type: none"> - How does client organization determine key product and work process requirements? - How does client organization design its products/processes to meet requirements? - How does day-to-day operation of work processes ensure that they meet process requirements? - How does client organization improve its work processes to improve products and performance, enhance core competencies, and reduce variability? - How does client organization manage for innovation? 	Working draft of Operations 6.1
Wk 20	Operations 6.2: How does client organization ensure effective management of operations?	<ul style="list-style-type: none"> - How does client organization control overall costs? - How does client organization manage its supply chain? 	Working draft of Operations 6.2

		<ul style="list-style-type: none"> - How does client organization provide a safe operating environment? - How does client organization ensure that it is prepared for disasters/emergencies? 	
Wk 21	<p>Measurement, Analysis, and Knowledge Management 4.1: How does client organization measure, analyze, and then improve organizational performance?</p>	<ul style="list-style-type: none"> - How does client organization use data/information to track daily operations and overall performance? - How does client organization select and effectively use comparative data/information? - How does client organization use voice-of-the-customer and market data/information? - How does client organization ensure that its performance measurement system can respond to rapid/unexpected change? - How does client organization review its performance and capabilities? - How does client organization share best practices? - How does client organization project its future performance? - How does client organization use findings from performance reviews to develop priorities for improvement and innovation? 	Working draft of Measurement, Analysis, and Knowledge Management 4.1
Wk 22	<p>Measurement, Analysis, and Knowledge Management 4.2: How does client organization manage its organizational knowledge assets, information, and information technology infrastructure?</p>	<ul style="list-style-type: none"> - How does client organization manage organizational knowledge? - How does client organization use knowledge and resources to embed learning in operations? 	Working draft of Measurement, Analysis, and Knowledge Management 4.2

		<ul style="list-style-type: none"> - How does client organization verify and ensure the quality of organizational data/information? - How does client organization ensure the availability of organizational data/information? - How does client organization ensure that hardware/software are reliable, secure, and user-friendly? - How does client organization ensure that hardware/software systems and data/information are available and secure to serve customers and business needs in the event of an emergency? 	
Wk 23	Analyze/Evaluate information for Initial Results triad (Workforce, Operations) and Measurement, Analysis, and Knowledge Management	Organize, analyze, validate, and confirm data and information for Workforce; Operations; and Measurement, Analysis, and Knowledge Management	Working draft of Initial Results Triad chapters of Client Case Study, including evidence-based feedback on client's strengths and OFIs
Wk 24	Align and integrate data/information in OP, Leadership Triad, and Initial Results Triad chapters	Compile draft document of OP and all process chapters in Leadership and Initial Results Triad	Complete working draft of process chapters of Client Case Study, including evidence-based feedback on client's strengths and OFIs Milestone 2
Results Chapter: Collection, Analysis, and Preparation of Results			
Week No.	Activity	Deliverable(s)	Key Performance Indicators/Measures
Wk 25	Results 7.1: What are client organization's product performance and process effectiveness results?	<ul style="list-style-type: none"> - What are client's results for products and customer service processes? - What are client's process effectiveness/efficiency results? 	Working draft of analysis of results reported in 7.1

		<ul style="list-style-type: none"> - What are client's emergency preparedness results? - What are client's supply-chain management results? 	
Wk 26	Results 7.2: What are client organization's customer-focused results?	<ul style="list-style-type: none"> - What are client's customer satisfaction/dissatisfaction results? - What are client's customer engagement results? 	Working draft of analysis of results reported in 7.2
Wk 27	Results 7.3: What are client organization's workforce-focused results?	<ul style="list-style-type: none"> - What are client's workforce capability/capacity results? - What are client's workforce climate results? - What re client's workforce engagement results? - What are client's workforce and leader development results? 	Working draft of analysis of results reported in 7.3
Wk 28	Results 7.4: What are client organization's leadership and governance results?	<ul style="list-style-type: none"> - What are client's results for sr ldrs' communication/engagement w/workforce and customers? - What are client's results for governance accountability? - What are client's legal/regulatory results? - What are client's results for ethical behavior? - What are client's results for societal responsibilities and support of key communities? - What are client's results for achievement of organizational strategy and action plans? 	Working draft of analysis of results reported in 7.4
Wk 29	Results 7.5: What are client organization's financial and marketplace performance results?	<ul style="list-style-type: none"> - What are client's financial performance results? - What are client's marketplace performance results? 	Working draft of analysis of results reported in 7.5
Wk 30	Compile and verify results for each Results section	Verify analysis of results levels, trends, and comparisons	Assemble and format Results chapter Milestone 3
Wk 31			

Wk 32	Assemble full draft of Client Case Study	Align and integrate data/information in all chapters of Client Case Study	Full working draft of Client Case Study
Preparation and Review of Client Case Study			
Week No.	Activity	Deliverable(s)	Key Performance Indicators/Measures
Wk 33 Wk 34	Review full draft of Client Case Study with mentor	Revise and refine full draft of Client Case Study	Full draft of Client Case Study to serve as checking copy for client's review
Wk 35 Wk 36	Schedule client meetings to present full draft of Client Case Study	Revise and refine full draft of Client Case Study to reflect client's input about errors in fact and suggested edits	Full draft of Client Case Study that has been reviewed by client (and key stakeholders, if appropriate)
Wk 37 Wk 38	Final review of penultimate draft of Client Case Study with mentor	Revise, refine, format, and prepare presentation copy of Client Case Study	Presentation copy of Client Case Study for delivery to client
Wk 39 Wk 40	Prepare "scrubbed" edition of Client Case Study that is suitable for public presentation/publication	Remove/replace all proper nouns and other identifiers, remove all proprietary and confidential information from Client Case Study. Students must submit this final, publishable version of the case study to clients for review and approval at least 10 days prior to submission to Walden University for publication , presentation, or use. Students must receive written approval from the client prior to submitting this version of the case study for publication. This is the ONLY version of the case study that may be submitted for publication.	Client's signed consent to publish redacted version of the case study Public copy of Client Case Study for presentation/publication

Appendix B: Service Order Agreements

Service Order Agreement

Project Proposal

This Project Proposal has been drafted by Tammy Jameson for ██████████ and is dated August 30, 2016.

This Service Order #1 aligns with the provisions of the DBA Research Agreement between Walden University and ██████████ dated August 9, 2016.

Scope of Work

Development and writing of the Organizational Profile, as defined and estimated, below.

Work Phase	Estimated Time Required
Online Interviews: Will gather information to create a working draft of OP (MVV, governance structure, services, and core competencies). 06 SEP 16 08 SEP 16 13 SEP 16 15 SEP 16 20 SEP 16 22 SEP 16 27 SEP 16	Six 30-minute interviews and one 1-hour interview with senior leader scheduled for one o'clock CT
Outcomes/Deliverables: Working draft of Organizational Profile	N/A
Additional Services Provided if Requested: Preliminary identification of strengths, opportunities, and challenges.	4 hours of consultant research on strategies to improve financial stability
Total	7 DAYS/4 HOURS
Services Summary	Length of Engagement
Complete data-gathering research to draft Organizational Profile	1 thru 30 September 2016

Terms of confidentiality and compliance:

In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of information that might disclose an Institution's/individual's identity or inappropriately divulge proprietary details. If the Institution itself wishes to publicize the findings of this project, that is the Institution's judgment call.

The student will publish the case study in Proquest as a doctoral capstone (with site and participant identifiers withheld). The case study will be based upon interviews with non-vulnerable adults on the topic of the Institution's business operations, review of public records, and review of internal records/documents related to the Institution's operations that the Institution deems appropriate for sharing with the student.

The doctoral student will not use these data for any purpose other than the project outlined in this agreement.

Interview recordings and full transcripts will be shared with any interviewee (upon request), and the doctoral student will provide opportunities for clarifying previous statements. Transcripts with identifiers redacted may be shared with the doctoral student's university faculty, peer advisors, and site leadership (upon request).

The doctoral student is responsible for understanding and complying with all of the Institution's policies and regulatory requirements.

Ethical Conduct in this Consulting Relationship

The Code of Conduct in the Walden University 2015-2016 Student Handbook and the ethical requirements for IRB compliance described in the DBA Capstone Instructional Guide bind DBA students in the consulting capstone.

Also, DBA students are required to uphold professional principles in fulfilling their roles as consultants and coaches to client organizations. Beyond the confidentiality requirements outlined above, three principles are key to ensuring ethical conduct in consulting relationships.

Principle 1: Protect the integrity of Walden University

- Not representing conflicting or competing interests or positioning themselves such that their interest may be in conflict or may be perceived to be in conflict with the purposes and values of Walden University
- Not intentionally communicating false or misleading information that may compromise the integrity of Walden University and the consulting capstone experience

Principle 2: Exhibit professional conduct at all times

- Respecting the climate, culture, values, and regulatory requirements of client organizations and client workforce members

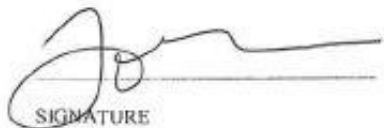
Principle 3: Protect the promise of confidentiality

- Not using or adapting client organization's data and information after the capstone experience, unless the information has been publically shared by the client
- Not conducting telephone conferences with the client organization in public places where information may be overheard

This Project Proposal has been approved by [REDACTED]

[REDACTED]
SIGNATURE

The terms of this Project Proposal have been agreed to by Tammy Jameson

 8/31/16
SIGNATURE

Service Order Agreement

Project Proposal

This Project Proposal has been drafted by Tammy Jameson for [REDACTED] and is dated January 9, 2017.

This Service Order #2 aligns with the provisions of the DBA Research Agreement between Walden University and [REDACTED] dated August 9, 2016.

Scope of Work

Development and writing of the Organizational Profile, as defined and estimated, below.

Work Phase	Estimated Time Required
Online interactions: Will gather information to create a working draft of categories 4, 5, and 6 of the 2015-2016 Balridge Excellence Framework. 10 JAN 17 17 JAN 17 24 JAN 17 31 JAN 17 07 FEB 17 17 FEB 17 21 FEB 17 28 FEB 17	Eight 30-minute interviews with senior leaders scheduled for 1 o'clock CT
Outcomes/Deliverables: Working draft of Organizational Profile and categories 4, 5, and 6	N/A
Additional Services Provided if Requested: Preliminary identification of strengths, opportunities, and challenges. Collect and analyze data that shows the performance outcomes for workforce capability/capacity.	4 hours of consultant research on strategies to improve financial stability
Total	7 DAYS/ 4 HOURS
Services Summary Complete data-gathering research to draft categories 4, 5, and 6 (plus related performance data and information for category 7: Results)	Length of Engagement 10 JAN 17 thru 28 FEB 17

Terms of confidentiality and compliance:

In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of information that might disclose an Institution's/Individual's identity or inappropriately divulge proprietary details. If the Institution itself wishes to publicize the findings of this project, that is the Institution's judgment call.

The student will publish the case study in Proquest as a doctoral capstone (with site and participant identifiers withheld). The case study will be based upon interviews with non-vulnerable adults on the topic of the Institution's business operations, review of public records, and review of internal records/documents related to the Institution's operations that the Institution deems appropriate for sharing with the student.

The doctoral student will not use these data for any purpose other than the project outlined in this agreement.

Interview recordings and full transcripts will be shared with any interviewee (upon request), and the doctoral student will provide opportunities for clarifying previous statements. Transcripts with identifiers redacted may be shared with the doctoral student's university faculty, peer advisors, and site leadership (upon request).

The doctoral student is responsible for understanding and complying with all of the Institution's policies and regulatory requirements.

Ethical Conduct in this Consulting Relationship

The Code of Conduct in the Walden University 2015-2016 Student Handbook and the ethical requirements for IRB compliance described in the DBA Capstone Instructional Guide bind DBA students in the consulting capstone.

Also, DBA students are required to uphold professional principles in fulfilling their roles as consultants and coaches to client organizations. Beyond the confidentiality requirements outlined above, three principles are key to ensuring ethical conduct in consulting relationships.

Principle 1: Protect the integrity of Walden University

- Not representing conflicting or competing interests or positioning themselves such that their interest may be in conflict or may be perceived to be in conflict with the purposes and values of Walden University
- Not intentionally communicating false or misleading information that may compromise the integrity of Walden University and the consulting capstone experience

Principle 2: Exhibit professional conduct at all times

- Respecting the climate, culture, values, and regulatory requirements of client organizations and client workforce members

Principle 3: Protect the promise of confidentiality

- Not using or adapting client organization's data and information after the capstone experience, unless the information has been publically shared by the client
- Not conducting telephone conferences with the client organization in public places where information may be overheard

This Project Proposal has been approved by [REDACTED]

[REDACTED]
SIGNATURE

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

1/12/17

Service Order Agreement

Project Proposal

This Project Proposal has been drafted by Tammy Jameson for [REDACTED] and is dated January 9, 2017.

This Service Order #3 aligns with the provisions of the DBA Research Agreement between Walden University and [REDACTED] dated August 9, 2016.

Scope of Work

Development and writing of the Organizational Profile, as defined and estimated, below.

Work Phase	Estimated Time Required
Online Interactions: Will gather information to create a working draft of Category 7 of the 2015-2016 Baldrige Excellence Framework. 07 MAR 17 14 MAR 17 21 MAR 17 28 MAR 17 04 APR 17 11 APR 17 18 APR 17 25 APR 17	Eight 30-minute interviews with senior leaders scheduled for 1 o'clock CT
Outcomes/Deliverables: Working draft of Category 7: Results	N/A
Additional Services Provided if Requested: Preliminary identification of strengths, opportunities, and challenges.	4 hours of consultant research on strategies to improve financial stability
Total	7 DAYS/ 4 HOURS
Services Summary Complete data-gathering research to draft Category 7: Results tables and figures, aligned with key work processes described in categories 1 thru 6 of the 2015-2016 Baldrige Excellence Framework.	Length of Engagement 07 MAR 17 thru 25 APR 17

Terms of confidentiality and compliance:

In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of information that might disclose an Institution's/individual's identity or inappropriately divulge proprietary details. If the Institution itself wishes to publicize the findings of this project, that is the Institution's judgment call.

The student will publish the case study in Proquest as a doctoral capstone (with site and participant identifiers withheld). The case study will be based upon interviews with non-vulnerable adults on the topic of the Institution's business operations, review of public records, and review of internal records/documents related to the Institution's operations that the Institution deems appropriate for sharing with the student.

The doctoral student will not use these data for any purpose other than the project outlined in this agreement.

Interview recordings and full transcripts will be shared with any interviewee (upon request), and the doctoral student will provide opportunities for clarifying previous statements. Transcripts with identifiers redacted may be shared with the doctoral student's university faculty, peer advisors, and site leadership (upon request).

The doctoral student is responsible for understanding and complying with all of the Institution's policies and regulatory requirements.

Ethical Conduct in this Consulting Relationship

The Code of Conduct in the Walden University 2015-2016 Student Handbook and the ethical requirements for IRB compliance described in the DBA Capstone Instructional Guide bind DBA students in the consulting capstone.

Also, DBA students are required to uphold professional principles in fulfilling their roles as consultants and coaches to client organizations. Beyond the confidentiality requirements outlined above, three principles are key to ensuring ethical conduct in consulting relationships.

Principle 1: Protect the integrity of Walden University

- Not representing conflicting or competing interests or positioning themselves such that their interest may be in conflict or may be perceived to be in conflict with the purposes and values of Walden University
- Not intentionally communicating false or misleading information that may compromise the integrity of Walden University and the consulting capstone experience

Principle 2: Exhibit professional conduct at all times

- Respecting the climate, culture, values, and regulatory requirements of client organizations and client workforce members

Principle 3: Protect the promise of confidentiality

- Not using or adapting client organization's data and information after the capstone experience, unless the information has been publically shared by the client
- Not conducting telephone conferences with the client organization in public places where information may be overheard

This Project Proposal has been approved by [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

SIGNATURE

[Handwritten Signature] 1/12/17

Appendix C: DBA Research Agreement

WALDEN UNIVERSITYDBA RESEARCH AGREEMENT

THIS AGREEMENT (the "Agreement") is made and entered into on this 28 day of July (the "Effective Date") by and between WALDEN UNIVERSITY, LLC, located at 100 Washington Avenue South, Suite 900, Minneapolis, MN 55401 ("Walden") and [REDACTED] located at [REDACTED] ("Institution").

RECITALS

WHEREAS, Walden offers undergraduate and graduate degree programs and seeks to partner with institutions to allow Walden doctoral students (the "Students") to receive academic credit for work on research projects ("Research").

NOW, THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth it is understood and agreed upon by the parties hereto, as follows:

I. TERM AND TERMINATION

This Agreement shall commence on the Effective Date and shall continue for a period of three (3) years (the "Initial Term"). Upon expiration of the Initial Term of this Agreement, this Agreement and the Term shall renew for successive one (1) year periods (each a "Renewal Term"). Notwithstanding the foregoing, either party may terminate this Agreement for any reason or no reason, upon ninety (90) calendar days' prior written notice to the other party. In the event of termination or expiration of this Agreement before a participating Student(s) has completed the Research, such Student(s) shall be permitted to complete the Research subject to the applicable terms of this Agreement, which shall survive for such Research until the date of completion.

II. RESEARCH

A. Institution and Walden may, from time-to-time, agree that selected Students, if accepted by Institution, may participate in Research with Institution. Walden shall be responsible for referring Students to the Institution and will instruct Students to provide Institution with a description of the Research. Walden agrees to refer to the Institution only those Students who have completed the required prerequisite course of study as determined by Walden. The parties anticipate that all Research will be done remotely and that Students will not be present at Institution's facilities.

B. Walden and Institution will conduct their activities hereunder in compliance with their respective policies and all applicable laws and regulations. In the event that any regulatory compliance issues arise, the parties will cooperate in good faith in any review conducted by the other party.

C. Where applicable, the Institution shall provide the Student with an orientation familiarizing student with all applicable State and Federal laws and regulations that pertain to the Research with the Institution, which may include those pertaining to Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health

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Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.

D. The Institution reserves the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student's ability to successfully complete the Research at the Institution or jeopardizes the health, safety or well-being of any patients, clients or employees of the Institution. The Institution shall promptly notify Walden of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The Institution will, however, have final responsibility and authority to dismiss any Student from Institution.

E. The Institution and Walden shall each maintain general liability insurance (or comparable coverage under a program of self-insurance) for itself and its employees with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Each party shall provide the other party with proof of coverage upon request.

III. STUDENT RESPONSIBILITIES

A. The Student shall agree to abide by the rules, regulations, policies and procedures of the Institution as provided to Student by the Institution during their orientation at the Institution and shall abide by the requirements of all applicable laws.

B. If applicable, the Student shall agree to comply with the Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.

C. The Student shall arrange for and provide to Institution any information requested by Institution including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs.

IV. MUTUAL RESPONSIBILITIES

A. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the parties acknowledge and agree that the Institution has an educational interest in the educational records of the Student participating in the Program and to the extent that access to Student's records are required by the Institution in order to carry out the Research. Institution and Walden shall only disclose such educational records in compliance with FERPA.

B. HIPAA. The parties agree that, if the Institution is a covered entity under HIPAA:

(1) Where a Student is participating in Research that will require access to Protected Health Information:

WALDEN UNIVERSITY

(a) Student shall be considered part of Institution's workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not otherwise be construed to be employees of Institution;

(b) Student shall receive training by the Institution on, and subject to compliance with, all of Institution's privacy policies adopted pursuant to HIPAA; and

(c) Student shall not disclose any Protected Health Information, as that term is defined by 45 CFR §164.105, to which a Student has access through program participation that has not first been de-identified as provided in 45 CFR §164.514(a);

(2) Walden will never access or request to access any Protected Health Information held or collected by or on behalf of the Institution that has not first been de-identified as provided in 45 CFR §164.514(a); and

(3) No services are being provided to the Institution by Walden pursuant to this Agreement and therefore this Agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

C. **Publications.** Students and Walden are free to publish, present, or use any results arising out of the Research for their own academic, instructional, research, or publication purposes. Students shall submit a draft of any proposed publication to Institution at least ten (10) business days prior to submission for publication, presentation, or use. To the extent Institution requires that Students enter into nondisclosure or confidentiality agreements, such agreements shall be subject to this Section allowing publication of Research results.

D. Institution and Walden will promote a coordinated effort by evaluating the Research at mutually agreeable times, planning for its continuous improvement, making such changes as are deemed advisable and discussing problems as they arise concerning this affiliation.

E. The parties agree that Students are at all times acting as independent contractors and that Students are not and will not be considered employees of the Institution or any of its subsidiaries or affiliates by virtue of a Student's participation in the Research and shall not as a result of Student's participation in the Research, be entitled to compensation, remuneration or benefits of any kind.

F. Institution and Walden agree that Student will have equal access to their respective programs and facilities without regard for gender identity, race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, veteran status, sexual orientation or other legally protected status. Institution and Walden will comply with all applicable non-discrimination laws in providing services hereunder.

G. The terms and conditions of this Agreement may only be amended by written instrument executed by both parties.

WALDEN UNIVERSITY

H. This Agreement is nonexclusive. The Institution and Walden reserve the right to enter into similar agreements with other institutions.

I. This Agreement shall be governed by the laws of the State of Minnesota.

J. Any notice required hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the U.S. mail (postage prepaid). Notices to Walden shall be sent to Jenny Sherer, Office of Research Ethics and Compliance; 100 Washington Avenue South, Suite 900; Minneapolis MN 55401 with a copy to: Walden University, LLC; Attention: Assistant Divisional Counsel; 650 South Exeter Street; Baltimore, MD 21202.

K. Each party agrees to indemnify, defend, and hold harmless the other from all losses or liabilities resulting from the negligent acts or omissions of the indemnifying party and/or its employees or agents arising out of the performance or the terms and conditions of this Agreement, except to the extent such losses or liabilities are caused by the indemnified party's negligence or willful misconduct.

L. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof. This Agreement and any amendments hereto may be executed in counterparts and all such counterparts taken together shall be deemed to constitute one and the same instrument. The parties agree that delivery of an executed counterpart signature hereof by facsimile transmission, or in "portable document format" (".pdf") form, or by any other electronic means intended to preserve the original graphic and pictorial appearance of a document, will have the same effect as physical delivery of the paper document bearing the original signature.

SIGNATURE PAGE FOLLOWS

WALDEN UNIVERSITY

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

WALDEN UNIVERSITY, LLC

INSTITUTION

By: *L. Ward Ulmer*
(signature)

By: [REDACTED]
(signature)

Name: L. Ward Ulmer
(Print name)

Name: [REDACTED]
(Print name)

Title: Vice President

Title: [REDACTED]

Date: 8-9-16

Date: August 2 2016

Appendix D: Senior Leaders' Consent Form

Good Morning,

You are invited to take part in a senior leader interview for a business case study that I am conducting as part of my consulting project at your organization.

Interview Procedures:

If you agree to be part of this study, you will be asked to take part in audio-recorded interviews about the organization's operations. Opportunities for clarifying statements will be available (via a process called member checking). Transcriptions of senior leader interviews will be analyzed as part of the case study, along with any archival data, reports, and documents that the organization's leadership deems fit to share. Copies of your interview recording and transcript are available from me upon request.

Voluntary Nature of the Study:

This study is voluntary. If you decide to join the study now, you can still change your mind later.

Risks and Benefits of Being in the Study:

Being in this study would not pose any risks beyond those of typical daily life. This case study's aim is to provide data and insights to support the organization's success.

Privacy:

Interview recordings and full transcripts will be shared with each interviewee, upon request. Transcripts with identifiers redacted will be shared with my university faculty, peer advisors, and site leadership (upon request). Any reports, presentations, or publications related to this study will share general patterns from the data, without sharing the identities of individual participants or partner organizations. The interview transcripts will be kept for a period of at least 5 years, as required by Walden University.

Contacts and Questions:

If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is [612-312-1210](tel:612-312-1210). Walden University's approval number for this study is 07-08-16-0529675. Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please reply to this email with the words, "I consent."

I look forward to working with you!

Appendix E: Glossary of Abbreviations and Acronyms

A

AP
Action Plans

ADA
American Disability Act (ADA) Policy

AC
Administration Committee

AD
Associate Director

B

BOD
Board of Directors

C

CPA
Certified Public Accountant

CSSD
Charter School of San Diego

CC
Core Competency

D

DD
Development Director

DVDs
Digital Video Disks

E

EDS
Employee Development System

F

FYs
Fiscal Years

F/AD
Founder and Artistic Director

I

IT
Information Technology

K

KSS
Knowledge Sharing System

L

LMM
Leadership Management Method

M

MBNQA
Malcolm Baldrige National Quality Award

MOU
Memorandum of Understanding

MSAB
Minnesota State Arts Board

MVV
Mission, Vision, and Values (MVV)

O

OPR
Organizational Performance Review

OSHA
Office of Safety and Health Administration – Federal guidelines for health and safety

P

PDSA
Plan, Do, Study, Act – Deming’s Cycle of Continuous improvement (Figure P.2-1)

PIS
Performance Improvement System (PIS)

PDIS
Process Design and Improvement System (Figure 6.1-1)

R

RPF
Request for Proposal

S

SL
Senior leaders

SI
Strategic Initiatives

SO
Strategic Objectives

SP
Strategic Plan

SPP
Strategic Planning Process

Y

YPQA
Youth Program Quality Assessment