COMPREHENSIVE COLLABORATIVE TEAMWORK AS A CREATIVE CONSTITUENCY BUILDING MODEL WITHIN THE ACTION RESEARCH CYCLE

The most powerful constituency building experience I've had occurred from April to November of 2012. Our church was "encouraged" by our conference hierarchy to merge with a smaller, dying church. Constituency building to promote this included secret meetings of key handpicked supporters, campaigning openly from the pulpit and orchestrated public sessions in which those opposed or concerned were openly questioned about their "lack of faith." Constituency building from the opposition to the merger included letter campaigns, phone calls and their own secret meetings along with virulent personal attacks on the supporters. Each group thought they had the church's best interest at heart along with the only right decision.

I was caught in the middle. As a member of the church staff and a known innovator, I was expected to use my position to support the new proposal. As widow of the former pastor with strong ties to members who opposed the merger, I was expected to stand with them. Both sides asked me to join, yet I began building a constituency on each side of the merger issue. I declared my department of adult ministries a "safe zone" with no "politics" allowed during any of these meetings. To keep my goal of unity, I also reached out and met openly with anyone who wanted to talk. In a sense I was trying to achieve a merger within my church itself by standing in the gap along with others like me who also stayed in the middle.

When the vote was taken and the merger approved in June, our church had a lot of healing and work to rebuild relationships and to enact new policies that wouldn't allow the "end

to justify the means" ever again. We had to remember our identity. At a funeral in the fall, I sat

between two leaders who had been on opposite sides of the merger. Yet when we walked out of

there and talked together, I honestly knew we were one church again. Constituency building

worked by choosing and sticking with the right goal, keeping identity while still being open to

change and seeking help when needed.

GRABBING THE GOAL

My goal in my plan of action is to ask the faculty of the graduate Critical and Creative

Thinking program to become my constituency in order to have my undergraduate curriculum for

UMass Boston approved and implemented as a complement and introduction to the CCT

program. As part of my thesis, I have created and offered an original Creativity course to UMass

Boston to honor and thank the CCT program for my graduate education. Giving this gift without

following through on some of the work involved to implement the class, however, is like

presenting an "assembly required" multiple piece train set for the parents to put together on

Christmas eve for the kids. One of the key goals to ensuring that the created course is useful and

used is to ask for help from the faculty to take joint ownership in adapting it and joint leadership

in getting it adopted by the university administration.

Because constituency building is the goal of my plan of action as an expanded topic from

within the Action Research cycle, there will be some background information provided on my

research into constituency building to show the impact upon and reasons for my specific plan.

ORIENTATION THROUGH RESEARCH AND REFLECTION

Constituency is defined in a few different ways. It can be "those represented by an elected official or representative," "clientele" or "a group of persons associated by some common tie or occupation and regarded as an entity ("Constituency,")." There are actual several models to pursue in constituency building, each with benefits and drawbacks. In the political model, the person leading a district or pursuing a policy has been voted for and given the authority to act for his constituency. This representative builds constituency by addressing concerns of the people and acting upon their behalf. This is the most understood idea of constituents and representative leaders. Constituency building allows a clear choice of who will lead and a vote gives the person authority and expectations from this approval. The disadvantages however are not only that one person cannot meet everyone's expectations, but that authority granted to one person in a system is not likely to be as powerful or effective in a legislative process with other representatives pursuing their constituencies' goals as well. Representatives themselves can also choose three roles toward their constituents, trustee ("not bound" by constituents' views), politico (sometimes bound by views based on issue) and delegate ("strives to be conduit of constituency desires") (Clausen, 1977, p. 374).

Since my daughter spent a summer internship with a state representative two years ago (Eugene DePasquale, York, PA), I interviewed her for insights into how constituency building is achieved within a politician's office. Common methods for constituency building in a region or for a policy includes visiting stakeholders at any public event (such as grocery store openings) to show support, as well as mass mailings, brochure distributions, phone surveys, events for constituents (like a "senior fair" or a fundraising event at a minor league baseball game),

referrals to help and if possible, direct meetings with some constituents who want to talk face to face. She emphasized that the greatest factors in constituency building were "his and his staff's accessibility," "handling an issue right away" and a "no secrets" attitude. Gathering or assessing support for a particular policy is garnered by keeping a database of names with dates of contact/correspondence along with listed topics of interest for individual constituents with "sub-databases" on current or hot issues, such as interest in creating "Kaylee's laws" during the Casey Anthony trial. These databases provide information for various issues that an official might propose implementing and allowed local media (first with permission from constituents) specific contacts with people directly interested in talking about or being quoted for a particular concern (personal communication, R. Cartwright, April 13, 2013). As pointed out in Lord's article, few constituents give direct feedback in politics, so "effective communication for a very small fraction of constituents can have a surprisingly large impact on policy making decisions" (2003, p. 114).

In my own "illuminate the background" epicycle, I interviewed some CCT faculty about what improvements each would like implemented for the future of the program. Although I did indicate that my curriculum was the reason I would eventually request constituency, the interviews were conducted in a neutral fashion and none of the participants listed my curriculum as a possible option to grow/enhance CCT. I have (like the political model) kept a small "database" listing of each faculty member's specific interests and goals, but have not acted to connect them to mine at this point.

Another model of constituency building is a business model. In this constituency building, the person in charge is not the representative to enact the goal or chosen policy.

Instead, this person acts like a manager to have the constituents work to achieve the goal for the person. Although this does not quite fit the "clientele" definition, several businesses have utilized their employees as grass roots advocates (Lord, 2003, p. 113) to show support of a goal or to successfully implement a policy. The business model of constituency is more implicit than explicit, but can be seen by constituents acting for the person directing them to do the necessary work that would normally be done by the representative in the political model. The advantages to this idea are that a built constituency can do more together than one person as a representative and there is a support system allowing various tasks to be done at once. The drawback remains that the person in charge may use this group beyond its original parameters for self-serving rather than agreed upon goals. Even if the "net results are similar" whether "one takes an altruistic view" or "self-interested view" to respond to feedback (113), I feel long term commitment to less selfish motives are more likely to keep the constituency built.

Showing the effect of motives can be best be illustrated by a comparison of a successful business approach versus a failed one through some past tactics of the credit unions and major telephone companies. To combat the more powerful banking industry, credit unions built constituencies in the last 1990s that worked by emphasizing a "campaign for consumer choice" to enact a policy change allowing more access to them. Not only did they collect millions of signatures through petitions, but "thousands of credit union members, managers, employees and customers" came in person to their Senate or U.S. House of Representative offices, "many of them paying their own way" (Lord, 1997, 113). In contrast, during the mid-1980s, the long distance telecommunications companies fought the "Baby bells" grassroots constituencies by farming out constituency building to consultants and contractors to generate support and

advertise the appearance of strong constituencies which were then proven a fraud (115). From

these examples, it can be inferred that successful constituency building from the business model

has to engage constituents authentically and act based on their interest in the goal, not paying for

that appearance or trying to buy that act of constituency.

The business model of constituency building has been presented to me as the most viable

for the CCT faculty (personal communication, P. Taylor, February, 2013). I have been asked to

build constituency with them in order to ask for their support and work to have the university

administration approve and then allow implementation of my undergraduate curriculum.

Because I cannot act as a voted representative to pursue this goal on my own like the political

model, I have been developing ideas of how to best follow the business approach to building

constituency without being too self-serving or unsupportive.

Another model of interest is the "multiple constituencies" idea in which several groups

work together on similar goals concurrently. In Jones' article on multiple constituencies he

refers to this idea as "comprehensive collaboration" that provide "multiple services" and include

"various stakeholders" for "long term" relationships (1994, p. 227-228). He brings up issues of

diversity (race, gender, class) and offers the idea of communication training between

organizations and groups rather than internally to promote community, openness and inclusion

(p. 232) while working together. The idea taken here is that there is a joint learning process

initiated alongside the constituency building toward achieving a goal. In his model, the

communication skill development is between different constituency groups to build mutual

respect and to bridge the differences with appreciation of diversity rather than seeing it as an

obstacle. This "multiple constituency" model is best shown like a Venn diagram with several

interconnecting circles so that diversity is actually also a strength. Kristine Gebbie, former head of the Health Division, Oregon Department of Human Resources built multiple constituencies in Oregon's public health system, stated this communication need among constituencies as follows:

"Another important lesson is that of mastering multiple vocabularies and communication styles…Many public health practitioners are trained in scientific disciplines, in which details and factual evidence predominate. Work in the decision-making arena of government involves a large number of people for whom intuition is more important than evidence. Constituency building means crossing those lines and finding ways for the detail-oriented individuals to feel comfortable without driving the big picture enthusiasts crazy with repetition" (1997).

I've also developed some of my own multiple constituencies while exploring the topic. I discussed constituency many of with my peers in other classes and the unexpected happened. Each of them contributed to my ideas and tried constituency building separately in his or her workplace, sharing the results with me. The constituency building went in even more unusual directions. One peer also actually knew someone who had gotten her curriculum approved at her college and acted as a contact to set up an interview for me. Another, appreciating how some of my constituency ideas had been of valuable in her workplace situation, suddenly offered to meet with her contact within the administration at UMass Boston to talk about supporting the idea of my undergraduate curriculum. She offered to actually be a constituent to recruit another constituent for me. Although I didn't pursue this for fear of being perceived as not partnering with CCT faculty first, this was a generous and unasked for benefit. I had needed a constituency of feedback and support of me instead of my curriculum in order to try out various constituency building ideas, yet this diagonal constituency (one that evolved past the horizontal support

system) became a new possibility. Constituency building may not ever be as serendipitous as these examples, yet had I not reached out just to discuss and informally research my ideas and best plan of action, this couldn't have happened.

Zammuto offers a contrasting idea of multiple constituencies from Jones' ideals. He identifies four kinds of constituencies which evaluate organizational effectiveness that I believe can also be adapted to building constituencies if the word "success" is replaced by "goal." They are the relativist (goal is based on constituent perspective), power structure (goal is based on leader perception), social justice (goal is based on meeting the need of least advantaged) or evolutionary (goal is based on criteria from an outside party) (1984, pp. 607-608). The advantages to this model, however constituencies are formed, include a possibility for some success (the other models are often "all or nothing" for a goal), different groups able to coordinate and delegate complex tasks based on skill sets and interests and constituents built from various levels of status and influence. Drawbacks are again leadership roles and the potential for disagreements, competition or lack of communication adversely working against the success overall. Awareness of the type of constituency can help define the role in using each one or can help with the understanding and wording of the goal itself.

In my "education" model of constituency building, there is a partnership between constituents to achieve the goal together. This is closest to the dictionary definition of a constituency as that of a group drawn together for a common cause. Drawbacks to this team idea include the potential for unclear focus and leadership. However, benefits include a joint ownership and accountability from the start, mutual support like the business model and a shared goal like the political model. This model is one in which I have specifically pulled out and

adapted from the two multiple constituencies articles as a bridge between both political and

business models. Although the multiple constituencies article by Jones is the most influential

base for this model, I am using it to initially seek formation of only one small team of

constituents from the CCT faculty in which multiple constituencies can be added later as needed.

From the stories of constituency building, I have developed a framework of ethical practices

that can apply in any model. Some of my rules are as follows:

1. Be honest with goals and priorities since losing credibility may cost both relationships
    and the chance for success.

2. Meet directly if possible since this displays personal commitment of time and action.

3. Put people before policy since relationships in constituency can be long term
    partnerships.

4. Communicate frequently in order to keep energy, focus and clarity since constituency
    building is also meant for support and mutual benefit.

5. Keep contact even after goal deadline since appreciation and respect are easy to explicitly
    maintain, but often are neglected or presumed.

The choice of constituents has implications as well. Lord's article suggests "creative

coalitions" and asks that consideration for "who would the policymaker likely listen to and

respect" as well as "have greater influence upon" or be a "key contact—also known as

"grasstops" (within a grassroots group) (2003, p. 120). Even "managing" rivals or "potential

opposition" as constituents is possible (p. 121) too. Although there might be more ways to

consider constituents, I have identified three others in which there are different approaches and

emphases to consider before, during and after constituency building.

If a constituent is a friend or colleague in which there is a well-established relationship,

asking for and then receiving support of the goal doesn't have to define the continuation of the

relationship. Depending on the level of honesty and history, declining the constituency is a

comfortable option for the person asked if the relationship with the person is stressed as being

more important than the project proposed to work on together. This separation of the goal from

initiator is crucial to focus upon in all stages of constituency building. If a person becomes a

constituent due only to a relationship or what can be done for him in return, the goal might be

achieved but the relationship could be negatively changed. It is better for the success of the goal

and the relationship if the person becomes a constituent based first and foremost on a mutual

sincere interest and commitment to the goal itself, even over the person asking for support. Of

course it matters who asks for constituency, but the person asking must not abuse the relationship

to persuade or enact a prized policy or project. The "end does not justify the means" and people

are partners, not pawns.

If the choices of constituents are better defined as acquaintances, constituency building is

not necessarily a presentation and then an immediate request to "join the cause" as with

colleagues, but a slow and carefully open process to provide information. Harrison Owen,

Creator of Open Spaces, suggests that it is as simple as "telling your story and if people are

interested, then constituency building happens naturally (personal communication, April 17,

2013)." Once people know that you would like to include them as constituents, new awareness

of words and actions from then on increases on each side. This can be uncomfortable, since the

potential constituents can now perceive any communication or enthusiasm as undeclared constituency building. Examining personal motives and agendas are important reflective practices while constituency building, but when there's also hesitation in what's said or done for fear of being misconstrued or being seen as manipulative, a direct conversation needs to be had with these potential constituents about expectations and perceptions on both sides. One of the solutions to this concern of "walking on eggshells" is to set boundaries or times specifically for constituency building or ask the constituent to share what would be needed to learn or do to become a constituent. This provides clear guidelines and can allow some joint ownership in the process of constituency building before this might occur with the goal. If a person declines constituency, treating him the same as during the constituency building sets the tone for a possible future relationship as a colleague and does not adversely affect the goal or the constituents who will note this accommodating behavior toward others outside the proposed project.

If the constituents are strangers, then there must be an acceptance for being known for first and possibly only for the goal pursued. There can be less feeling of personal loss for those not interested in constituency building, but the work to build constituency is actually more centered on which strangers to ask and why they were chosen. My thought is to research people as if textbooks. If potential constituents are approached merely because of their obvious connections and status, there could be a perception that they are to do all the work or that you see them as a shortcut in the process. There is also likely to be more competition among those of that mindset of appealing to power to achieve it. Building constituency among those in a position to help can be done, but only if there are other more personal reasons or deeper, less

known connections to the goal. It is also important to outline what possible role and how much

work is asked of a constituent as part of the presentation of the idea. The constituency building

of strangers needs to include those who are first choice due to passion and need, rather than due

to office or title. Having a base that is interested and committed to the goal is much more

effective than one that is built on names.

<div align="center">STEPS WITHIN MY PLAN OF ACTION</div>

Of the constituency building models I have to choose, I am adapting a hybrid of the

business model in which I ask the constituents to act on my behalf and the education model in

which the person directing (which could be me) is not managerial, but acts more as a partner in

order to show the respect and trust for the personalized strategies and work of these various and

diverse constituents. The actual steps in my plan of action are summarized in a chart before the

appendices of the evaluation tools, but are first explained in depth within this section.

Although constituency building is usually recommended to be slowly developed and

"nurtured" through "investments of time and effort" (Lord, 2003, p. 115), I am pursuing a

political format in which a presentation is made and the participants then vote on whether to

support the project and then me as the person advocating the project.

I have several reasons for this. Because some of the potential constituents are not

strangers due to the student-professor relationship, I do not feel the impersonal "stranger"

approach represents a viable solution. In order avoid a split level approach to those I know and

those I don't, I choose to treat everyone on the CCT faculty the same. It would be

counterproductive to suddenly treat some faculty as if I had never met them just to be consistent

with those who match the criteria. Although being familiar might have a drawback if perceived

as too personal or presumptuous, erring on the side of friendliness over "business only" is much

more aligned with my values.

However, I also do not wish to pursue the secondary approach of "acquaintance

constituency," since every action from the moment of this expressed interest in constituency

building can be perceived as having an ulterior motive or agenda, even from something as simple

as a sincere compliment. By treating the faculty like those who are my workplace colleagues

(even if the relationship is not as horizontal), I am trying to show that there is no pressure on

these potential constituents to approve my plan. It is important to me that I indicate that I would

not sever my ties or no longer support CCT if I didn't receive the vote for constituency that I am

asking for from them.

To "live" action research beyond this class, I want to have some participatory research

involvement by the CCT faculty so that they do not feel like "subjects" or as if I am coming from

the outside to help without even being asked. The first element of my plan of action is to

actually invite them to define constituency building and what they want from me during my

presentation. Even if this is perceived as initial constituency building or as if I am "currying

favor," I am asking them to get involved with the plan of action for me to adapt it and for them to

partner in what they want explore and achieve in this process.

Before I can ask for a meeting of the CCT faculty to ask for constituency, I must also

research the method for curriculum approval of an undergraduate course, actually set foot on the

campus, finish any interviews that I can which didn't occur during this Action Research course

and then request a meeting with the faculty during one of their regularly scheduled conference

times. When a meeting time is granted, I would adjust the following presentation based on time

limits and any suggestions given and then send the faculty my updated plan—including the

presentation format and evaluation tools to promote transparency and to establish accountability

parameters and measures for my future actions before the meeting.

To develop my work in progress beginning presentation format, I interviewed Harrison

Owen in order to ground myself, to keep it simple as he has in his work with groups coming

together to quickly and effectively define and achieve goals together. As I explained my

situation, he reminded me that "you are not selling your idea; you're seeing if it excites them"

and "if they get involved and participate, constituency just appears as a natural response." He

called constituency building basically an "intelligent conversation" in which "we don't prove an

idea; we give it as a credible option." His recommended methods included creating a "rational

narrative from point A to point B," giving a "useful way for the group to think clearly about what

it cares about," sharing as "collective storytelling" and seeing about "collective ownership (or

not) of an idea" (personal communication, April 17, 2013).

My presentation focuses on the facts and values to evaluate effectiveness in which facts

refer to the "observable elements: that can be" tested empirically" true or false and values are

"the implicit or explicit imperatives" about a "preferred state" (Zammuto, 1984, p. 609). Despite

the fact that the research was based on organizational systems analysis, since each person is a

system in system thinking, I am adapting the following idea: "only when elements of facts and

values are coupled, can evaluative judgments be made" (Najder, 1975; Vickers, 1965, 1968 as

cited by Zammuto, 1984, p. 609). I am also trying to avoid the fallacy in which a person assumes

"similar thinking" of the constituent (or in this case potential constituents) based on empathy or

personality (Clausen, 1977, p. 365). I hope to do this by instead providing rubrics to judge my idea and my presentation objectively which are included as two of the three items in the appendices. While it is theoretically proposed that positive relations with constituency occur when a "leader's views will agree with the leader's perception of constituency views" (p. 373), I think that diversity of opinions can be explored and acknowledged and still maintain the constituency even if working through this challenge.

I am also interested in creating a "safe container" that my Dialogue Processes instructor Olen Gunnlaugson stressed in his class. By using the familiar tools of the CCT faculty in my own presentation, this provides a common ground and comfort level even as I try to create and maintain interest by trying out the tools in new ways.

One of the tools favored by the faculty during classes and Open Houses is the "freewriting exercise." This is a reflective writing activity in which to pursue thoughts beyond the initial level into deeper associations and insights. Because I am going to request an opportunity to present my curriculum idea and ask for a constituency vote during one of CCT's monthly faculty meetings, I hope to use this tool for each individual of the group to "think clearly about what he or she cares about" and then share as "collective storytelling." While I have not asked if this tool is used in the faculty meetings, its pervasive use in many classes might give me that assumption. I may even be able to use the language or topic of the meeting to frame the question of caring about CCT in some connective way, but I would like to use less than the suggested ten minutes as an adaptation.

After the sharing dialogue (often done as a "check-in" after freewriting), I would ask for the opportunity to share my "story" for the undergraduate curriculum and why I would like to

ask for the faculty to become my constituents. During this time, the faculty would have a "G-O-S-P" worksheet (Appendix Item #1) in which to evaluate the idea that I am sharing as if still a student. The rationale for using this tool is not just familiarity, but a clear separation of the idea from the person, the "colleague" approach I am pursuing in constituency building. This is to acknowledge that the idea itself has to excite each potential constituent, not just the passion or delivery method of the messenger. My story structure itself then would follow the "Grab-Orient-Steps-Position" ordering and be judged accordingly.

After the presentation, I'd give the "Constituency Building 10 x 10" evaluation tool (Appendix Item #2) as individual written work. I am aware of the drawbacks of doing so much writing during the meeting and have attached this analytic tool along with the others to show its brevity. Because of the work given, I'd request a break for faculty and me so that I could review each "GOSP" and "10 x 10" before a question and answer session. This, to me, is the critical phase before asking for a vote. Because I've been able to see the evaluations, I can better answer concerns. Yet, more importantly, because this portion is not something I've prepared or had a chance to rehearse like the presentation, I can also show authenticity and how I handle situations as they arise.

After this, I would ask for a vote on constituency for my undergraduate curriculum and then for me as constituent partner, which can be however they would choose as more comfortable, a vote right then with me out of the room or a vote later such as the next day. I would follow my "Work in Progress Flowchart" accordingly (Appendix Item #3). Success to me is based more on the agreed constituency for my curriculum than for me, so I am optimistic that

the work and creative thinking within this well-developed idea might be appreciated and supported.

EVOLVING POSITION ON CONSTITUENCY BUILDING

Constituency building as a learning process will continue for me because this is a worthwhile epicycle within action research epicycles. Part of my proposed undergraduate curriculum will reflect this research and my ideas as a base for others to pursue and adapt. Even as I pursue the actual act of ask for constituency and then handle the results, I will be able to use this facet of my education in my workplace to expand on more fully refined models of constituency building practices and evaluations. After all, it must be noted that "constituents change over time" as do "the preference of constituents" for performance and outcomes (Zammuto, 1984, p. 612).

My negative experiences of constituency building did initially cause me to look for alternate ways to engage the faculty and promote my curriculum, yet this is an important topic within the Action Research epicycle. Had I not persisted, the "illuminate the background" interviews of the faculty in which I practiced objective questioning (and yet let each member know I would be asking for constituency in the future) would not have occurred. I would have lost valuable learning about the ethics I needed to define and missed research on how to reach out to people based on their interpersonal style and preferences.

I now have more positive ideas and strategies about constituency building. My framework of ethics based on the readings and my own personal experiences are a starting point for dialogue and for self-improvement. One of the aspects of constituency building important to

mention is the need to allow others to become part of the process in realizing a goal, most

successes cannot be achieved alone. Constituency building as if I were a "diplomat" has

equipped me to consider ways that I might also be called to serve and connect constituency too.

Even if the Action Research course only touches upon the building of constituency toward a

goal, there will be implications for the future of these relationships whether or not the goal is

successfully implemented. The person building constituency has the opportunity to reflect and

plan for the actions at the *end* of the current cycle too whether deciding on a celebration,

consolation, debriefing or evaluation, some "taking stock" of the building. To do this final

analysis, I've also included one last personal rubric (Constituency Building Inspection, Appendix

Item #4) for possible use as the fourth and last item in the appendices. Constituency building can

evolve in many ways so considering it as a topic for action research and not just a component to

use will continue to enhance its effects and expand its meaning for me.

Summary Table of My Plan of Action

Steps	Elaboration
1. Contact CCT Faculty for information	• Request definition of constituency building and suggested best practices • Finish "illuminate the background interviews"
2. Research procedure for curriculum approval at UMass Boston	• Ask for best contacts/methods from CCT faculty perspective/needs • Set up administrative interviews or meetings based on CCT recommendations
3. Interviews if possible for research	• Travel to Boston for face to face interviews or meetings
4. Request for CCT meeting (less than six months from now if possible)	• If accepted, prepare adapted plan • If need more time and information, follow through and repeat request
5. Submit adapted plan of action	• Give CCT faculty my updated plan to show transparency and measure future accountability
6. Presentation	• Currently includes the following which is subject to change: *Freewriting focus, collaborative sharing, presentation with GOSP evaluation, 10X10 second assessment, break time, review and questioning time, request for vote*
7. Vote for constituency for my undergraduate curriculum and my involvement with continued process	• At that time or next day, based on CCT faculty choice
8. New "Plan of Action" based on results	• Discuss what information or actions CCT faculty would like next from me • Establish time line and process

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CCT Plan of Action
April 30, 2013

Appendix Item #1: You are asked to fill out this G O S P worksheet while listening to the presentation. It will be given to the presenter and then back to you if you wish. Please use brief words or notes that can be explained or expanded later during the Q & A portion.

IMPORTANT: You are evaluating the **IDEA** of the undergraduate curriculum **from YOUR OWN perspective**. You will use another separate tool to evaluate the presenter.
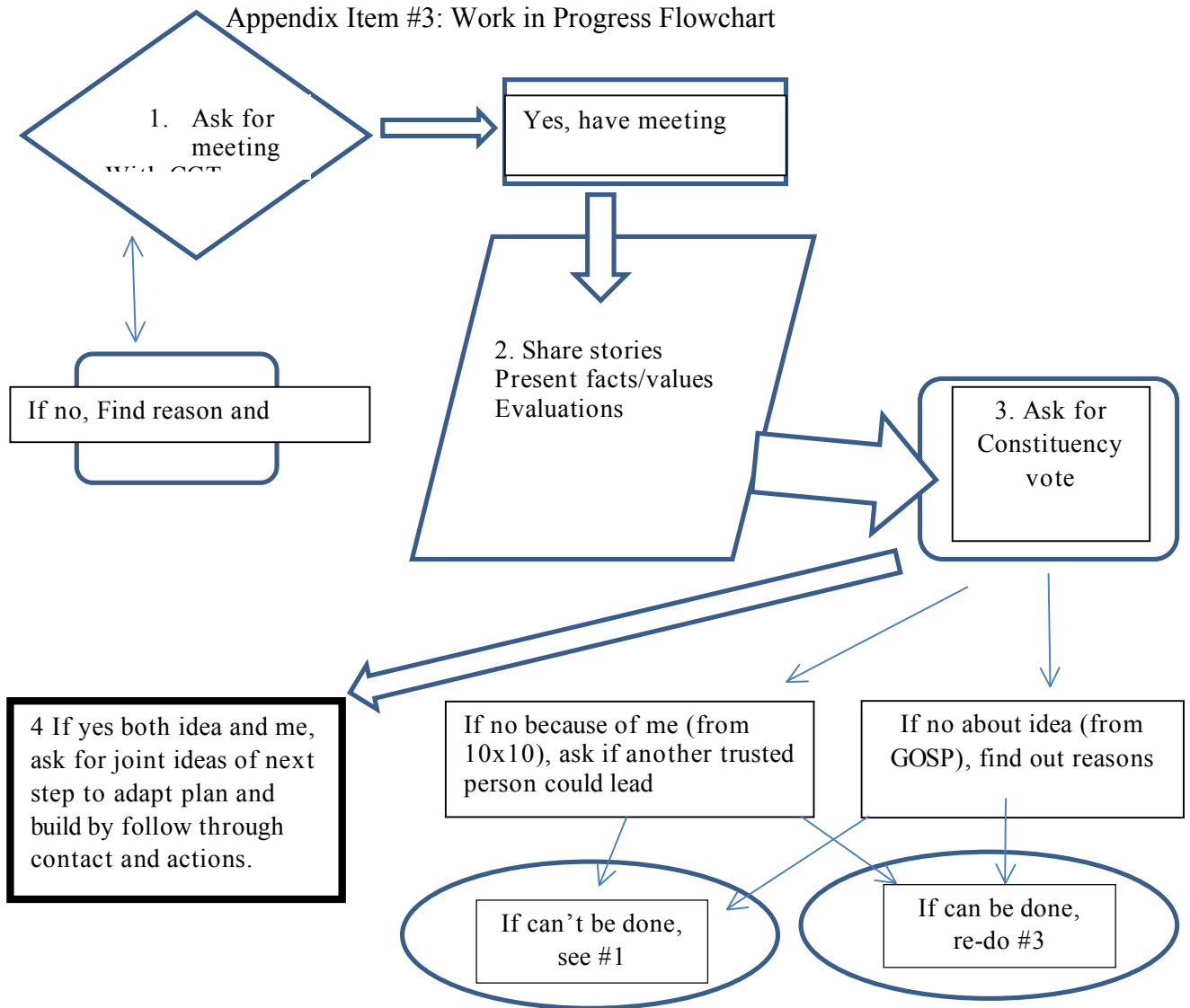
GRAB—What are my initial thoughts (plus/delta) of the idea?	ORIENT—How does this compare to what I care about (from freewriting)?
STEPS—How do I feel about implementing this idea or what it would take?	POSITION—What is my view after this presentation?

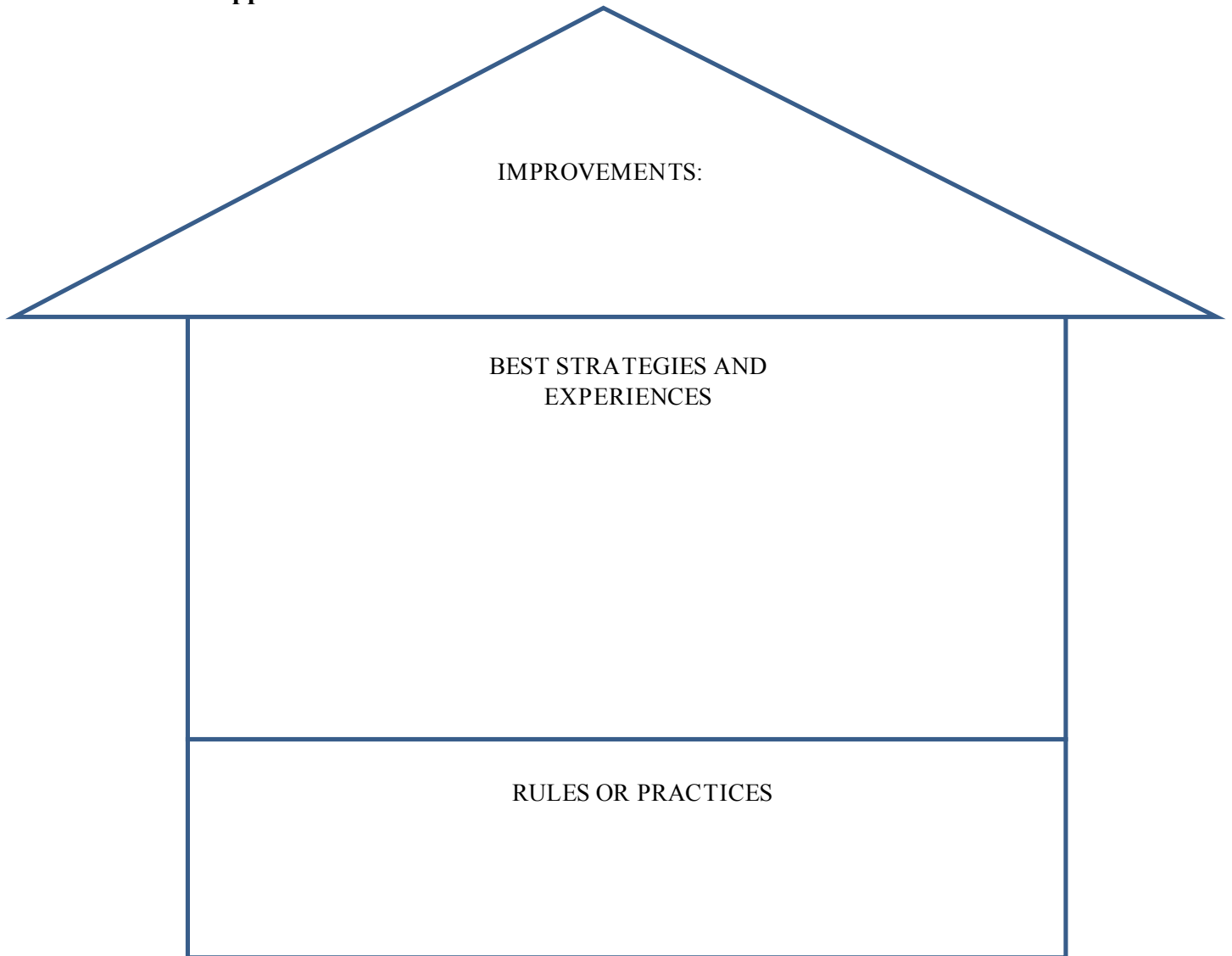**Appendix Item #2: Constituency Building 10 x 10 Evaluation**

This evaluation is specifically to be used to assess the presenter, because constituency should be considered on an intellectual as well as an affective level. This is to be filled out and given to the presenter before the Q & A and then will be handed back before the vote for constituency. Note that three spaces are deliberately left blank for inclusion of each individual evaluator's own standards.

	Plus	Delta
Consistent about goal and follows through		
Honest about possible challenges and obstacles		
Well researched/presented curriculum approval process		
Appeals to my interest fairly		
Addresses joint partnership opportunities		
Indicates what/how much work is asked from me		
Relates what role is needed from me specifically		

Appendix Item #3: Work in Progress Flowchart

1. Ask for meeting With CCT

Yes, have meeting

If no, Find reason and

2. Share stories
Present facts/values
Evaluations

3. Ask for Constituency vote

4 If yes both idea and me, ask for joint ideas of next step to adapt plan and build by follow through contact and actions.

If no because of me (from 10x10), ask if another trusted person could lead

If no about idea (from GOSP), find out reasons

If can't be done, see #1

If can be done, re-do #3

Appendix Item #4: CONSTITUENCY BUILDING INSPECTION

IMPROVEMENTS:

BEST STRATEGIES AND
EXPERIENCES

RULES OR PRACTICES

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