WORKBOOK AND TIPS FOR RESOURCE MOBILIZATION TRAINERS

POINT
platform for opportunities and non-profit ideas

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Visegrad Fund

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*"I have been impressed with the urgency of doing. Knowing is not enough;
we must apply. Being willing is not enough; we must do."*
Johann Wolfgang Goethe

Introduction

This Workbook for Trainers has been developed for the POINT – Platform for Opportunities and Ideas in Non-Profit Training Program for used of the members of this network of resource mobilization professionals in the CEE region for them to use, modify, to disseminate and to share as they please and see fit.

The authors believe that trainers are and have to be authentic and inspiring leaders that need to develop and apply their own style, approaches and attitudes. We are convinced that training cannot be successfully replicated by different trainers, in different circumstances (national or other) and for different audiences.

We also believe that no matter how deeply used to direct frontal teaching / presentation / lecturing style we are from school, the simple truth is that a grownup cannot keep focus and attention for more than fifteen to twenty minutes at a time regardless of how interesting and fascinating the presentation may be. A successful trainer has to work with group dynamics, has to change styles and the training format, has to engage and energize participants and be flexible according to what they best respond to.

For this reason we tried to provide a variety of options in this Workbook – techniques, ideas, tips, simulations, role playing, authentic learning exercises, learning by doing exercises and so forth – to fit the POINT trainers with all ammunition needed for a successful training of your style and choice regarding this broad theme. Use this inspiration as you please, provided that you quote POINT as the source.

We encourage you to be creative with the ideas and inspiration you will find in this workbook. Most examples and tools will work better if you adjust them to local circumstances, traditions, culture, expectations, potential etc. Investing your time and creative energy into custom tailoring them the local situation and target groups will ensure the success of your training and will help you in growing to be the original, professional and successful trainer we wish you all the luck to become.

Jana & Jan

Ice-breaking, Warm up, Expectations

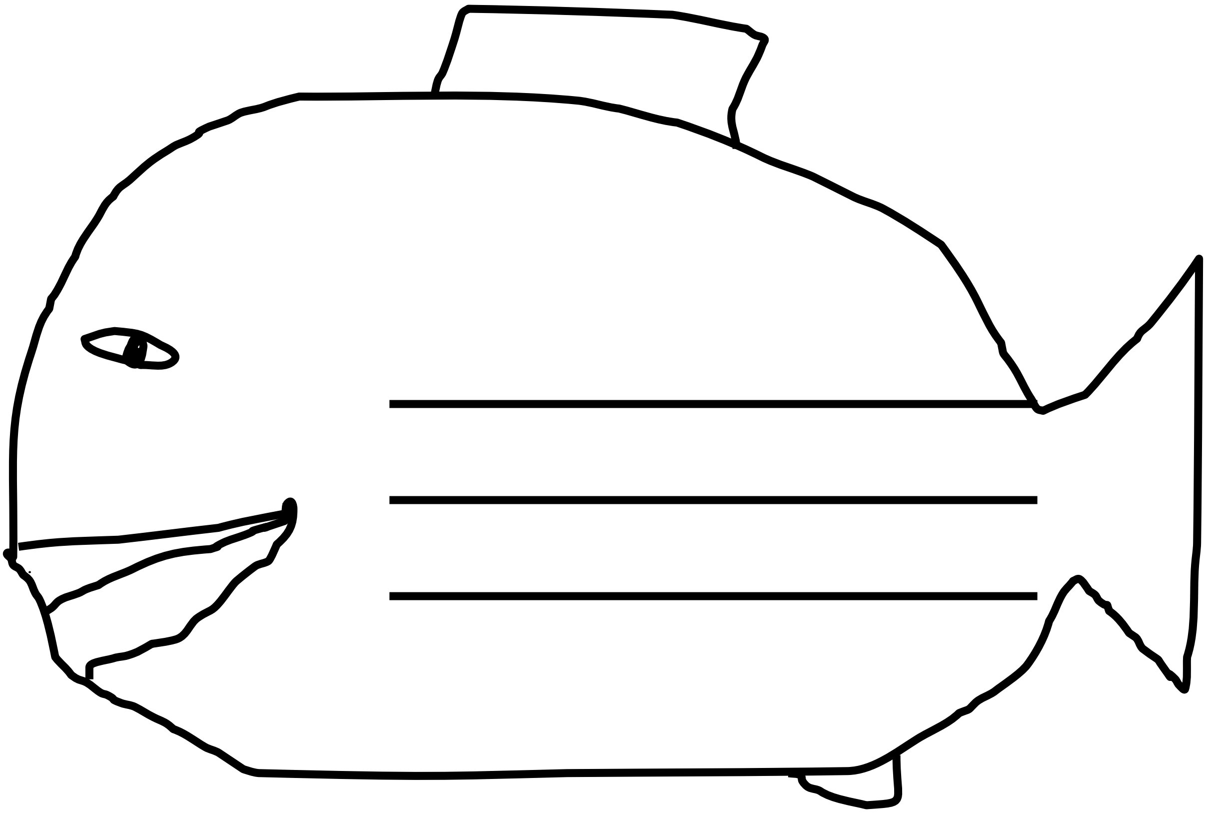
Energizers, icebreakers, warm up exercises etc. are brief playful tool that might be employed in engaging your participant, lifting their spirit, getting to know one another, but even in summarizing main points or in setting forth the basic thematic framework. There is a wide variety of them, we recommend from our experience that they are most successful if they are thematically related to the training content. They are most commonly used as introduction or at any time when spirits of participants are low, they appear tired, some are falling asleep...

Wish Fish

You might know the fairytale about the poor fishermen who once caught a fish of gold. The fish asked him to let it go and promise to fulfill three wishes of his in exchange. He returned the fish to the sea and went to consult with his wife who was rather upset that he'd let go of such a large piece of gold. She sent him back to the shore immediately to request a huge house with a garden and nice flowers. He went to the sea, wished his wish, came home, the wish having been granted, yet by the time he returned his wife was unhappy again and sent him back to ask for a bigger house with a large park and servants and... he went back to the fish of gold again and the same repeated over and one more time over. When he returned the third time, they were just as poor as in the beginning, their house falling apart, nothing to eat. I always felt sincerely sorry for him at this moment, for I would not want to be there to hear what she's told him then...

For our purposes, the point in the story is not that who wants more and more and is never satisfied ends up with nothing. But that all action, all plans and their implementation – and all fundraising – begin with a vision, with a dream. Fundraising is not about getting money for the sake of money, it is not about applying learned techniques and know-how to make people support what they never wanted to support – this discipline has a different name, it is called "marketing". Fundraising has to be based and firmly rooted in a vision, in a dream that you have and you share with others whom – through your fundraising – you offer the opportunity to help make this vision or dream come true. Without that fundraising is an empty exercise and people you ask for support will soon recognize that.

This ice-breaker develops this idea and is a nice workshop opening. Each participant gets a worksheet with his or her "Wish Fish" and is asked to write down their vision. The task should be formulated according to the audience. Directors may be asked where they see their organization in five years, fundraisers how they ideally imagine their fundraising achievements, or ideal donors or ideal types of support in three or five or even ten year depending on the stability of the environment. When people are done, they present their wishes to the group. Thereafter the trainer engages them into a discussion about their dreams, participants providing feedback to one another. The trainer has to make sure that the discussion never evaluates the "achievability" of people visions and dreams: "Oh, this is nice what you wrote, but it cannot be done, not in our country..." Watch out for that and stop it on time. To summarize place the "Fishes" on the walls or elsewhere in the training room and wrap up the important points from the discussion. You may also want to include some on the above points into your summary.



Expectations

“Expectations” have become a standard feature of most trainings. The point is to sum up what people expect from the training, note it down and at the end of the particular session or the entire training to use them as evaluation criteria or a checklist showing that the trainer covered all the issues desired by participants. It may also happen that you will reorganize your workshop on basis of expectations of participants, for you will find out that they expect something totally different from what you thought or the contractor communicated to you. In such a case, it is very important to apply this method, in other cases – when you did your research and preparation well – it should be more of a brief check-up if everything is as expected. The trouble with “expectations” is that people come to a training to learn something. If they knew what it was they wanted to learn and they could have formulated it, they would not have needed to come to the workshop. And the truth is that a workshop that provides participants only with what they expected was probably rather boring. So be careful, sensitive and reasonable when working with participant’s expectations. Do not use them to manipulate them into thinking that they’ve gotten just what they wanted... it is not fair. Employ them to make sure that what you are about to deliver is what participants are after and then deliver far beyond their expectations...

The “Wish Fish” exercise can also be combined with an expectations check-up. Simply ask participants – in addition to their vision or dream – to fill in the single most important thing they want to learn during this training that would help them achieve they dream. This nicely links the emphasis on mission, vision and values to practical skills and tools that most of the workshop will be about. Expectations thus gained should be recorded separately (different flip-chart paper as participants read them) and posted up for the rest of the workshop. If you decide to work with expectations, do not forget to get back to them and to summarize or to wrap up on their basis.

Introductions

Expectation may also be incorporated into introducing participants. When people are introducing themselves you may device different way of getting them to think and to share their expectations. Particularly when running a brief workshop or being generally short on time or when having a numerous group, you may ask participants to make introductory posters, including their expectations, photos, drawings, characteristics, favorite colors, flowers, music, childhood dreams and what not, that may be presented to others or simply posted up in the training room. It is a good way of raising more thoughtful expectations, yet be careful not to jump to quickly into the specific theme. People need time to adjust, so it could make them uneasy and uncomfortable. Training is not a conference presentation – people need to tune in to be active and to gain as much as they could. Also, do not forget to introduce yourself properly.

I’m down Here for Your Soul

Introductions can also range from the simple one-by-one “circle” to specific tasks and playful activities that also serve as icebreakers, making people loosen up and lowering the level of self-awareness.

One that we offer is entitled “I’m down Here for Your Soul”. The point is that every participant is handed out a list of criteria (see bellow) and when asked they all begin moving around “hunting” people who fit one of the criteria. You may either limit the time (allow approximately 10 minutes) they have to do so or their task may be to fill out at least one example for each criteria. They should not be allowed to fill out more than one line with one other participant at a time. Thereafter, participants are seated down again – best in a circle and the floor is passed around – each participant simply says his / her name and the others provide information they discovered about him / her during the previous activity. Trainer may also participate in this activity. During the presentation session trainer has to make sure that this part does not get too lengthy and repetitive.

✍ I'm down Here for Your Soul (– example list)

Search for someone who:

1. Learned something new recently (what?)

....

2. Achieved something recently or was successful in something (what?)

....

3. Had terrifying dreams (what about?)

....

4. Plays a musical instrument (which?)

....

5. Celebrated something recently (what?)

....

6. Felt sad recently (why?)

....

7. Met someone interesting recently (who?, where?)

....

8. Exercises regularly

....

9. Speaks a foreign language (which? say a sentence)

....

10. Helped someone (who, how?)

....

11. Disappointed someone (who, how)

....

12. Felt happy recently (why?)

....

13. Got recently angry (why, with whom?)

....

14. Can whistle loudly (whistle to prove it)

....

And so on and so forth...

Puzzle

This activity serves both as a warm up and introduction. As opposed to the previous ones, it focuses on introducing organizations rather than individuals, on networking, on what people have in common, on the potential of sharing, even working together in the future. It is somewhat more demanding in terms of preparation. You have to cut up a large cardboard into pieces of a puzzle that are all the same – two neighboring bits projecting out and two in, i.e. every piece fits into every other. You hand these pieces out to participants (one to each) and it is their task to put the puzzle together by finding links and similarities between their organizations. This means that if you want to put you piece next to another piece or pieces in the puzzle you have to find one or more similarities (in every direction, except diagonally) you share and note it down on either of the adjacent sides of the puzzle piece. Such similarities or links may be very different – if you need to give examples, be creative: similar thematic focus, charismatic director, hard-to-remember name, great website, amateur looking logo, same donors, similar structure, similar target groups, good reputation, poor PR and so forth.

When the puzzle is all together, discuss the links and similarities. What was surprising? Where you had hard time finding something to share? Was it because you feel exclusive or because you truly are so vastly different? – the point of this discussion is that there are usually more similarities and issues in common than we think and you should make the participant feel that. NGOs generally – and in particularly in countries in transition where they have often enough grown from the dissent or from some sort of intellectual opposition – tent to feel exclusive and closed. Without a doubt, they are an elite, but this should not stop them from realizing that they have a great deal in common – even if not the themes they address – and that they can help one another, learn from one another, share solutions and support.

This activity may be deployed throughout the course of the training, in the beginning or for instance in the segment dealing with networking or partnership development (chapter four).

Amazing Andy

This simple ice-breaker / energizer also focuses on introductions. It sounds rather silly, but try it out – it has never failed us so far. Participants stand up in a circle, trainer/s start/s. One by one – following trainer's example – participants step forward into the circle and say their name accompanied by any characteristic they can think of, the only rule being that the characteristic has to start with the same letter as their name, e.g. amazing Andy, joking Jane, punctual Peter, satisfied Susan. All other participants echo as a choir. When each participant has spoken, let the word go round again, only this time, participants – following trainer's example – accompany their introduction (the same as the first time) with a characteristic movement or gesture. The rest of the participants again repeat after the participant in the circle, this time including the gesture.

This exercise is surprisingly up-lifting. You may use it to open the training up, but also at any point when you need to recharge people with energy – for instance first day after lunch, when not sure that people remember each others' names or the second training day in the morning to remind everyone (and yourself) of their names etc. It's disadvantage is that is has no direct link to the training theme – so be careful when using it to say clearly that it is just to move around, to remember peoples' names, to recharge... – otherwise participants could find it confusing: "I came to learn about fundraising, so why do I have to think of a stupid characteristic that start with the same letter as my name. You are lucky I did not show you a different gesture..."

Dividing into Groups

Group work is a training format that you will use almost for certain – very likely in many different ways and variations. This workbook avoids most theory, just remember two things:

- First describe the task, then split into groups – if you do it the other way around, people will no longer listen to you when defining the task. Only if each group receives written instructions, it is advisable to first split participants into groups and then give them the written instructions / prepared flipchart papers etc. to work with in their group, so that they can consult with the written material as you deliver the task.
- Be creative when separating into groups – people need to engage in different types of activities in order to remain focused and involved; dividing into groups may naturally bring about such opportunity – i.e. you do not have to explain why people should "jump around now", make it part of dividing them into groups and nobody will question it.

There are countless options of dividing participants into groups, from simple and fast methods to more creative ways that also serve – as suggested above – to energize, to recharge and to revive the group. Here come few examples for your inspiration:

- Simply split them up as they are seated;
- Divide them by theme of focus (it may be advantageous sometimes, but for the most part it turns out better to mix people up);
- Tell them to split up however they want to (careful, it may make actually make people uneasy for some people feel that wanting to be in a working group with someone means demonstrating affinity or showing how I feel about a person – and, well, it is that way);
- Give participants numbers (1,2,3,...) according to the number of groups you want, going round as they are seated – all Nos. 1 make one group, all Nos. 2 make another and so forth;
- Ask participant to make a line in the training room – according to the color of their hair, of their eyes, their cloths etc. from lightest to darkest, according to their age (this might be sensitive) or according to their birthday in the course of the year (that is age neutral); in alphabetical order of their first names and what not – and then separate them into as many groups as you need by just splitting the line up into threes, fours, fives etc.;
- Ask participants to position themselves within the room from "totally agree" by one wall to "totally disagree" by the opposite wall in accordance with a statement you write (or have prepared) on flip-chart. It is recommended that

you use a theme-related statement, such as: “Fundraising is NGO marketing.” or “Most people do not support NGOs because they do not trust them (or do not care about issues they address).” etc. The line or clusters of participants may then easily be divided into the desired number of groups;

- Sort them by several statements – which one they fell applies to them the most. Again, we suggest that you use theme-related statements, such as: “To me, fundraising is like – dancing tango, attending a garden, bungee-jumping from a bridge, selling hot-dogs, going to a dentist, deer-hunting ...” or “Donors most commonly give money to NGO because – it makes them feel good, they have dark conscience, they want to improve their public image, they are asked, they are thanked, they can lower their taxes, they have personal experience with the theme, they trust the NGO and its work...” (the number of statements = number of groups, exercise may be complemented by a discussion as to why participants chose this particular statement).
- Cut up several magazine pictures (number of pictures = number of groups; number of total pieces = number of participants), mix them up, hand them out to participants. Participants have to find where their piece fits into, there by forming the groups.
- And so on and so forth...

Chapter One

Grassroots Fundraising

This introductory section of the Handbook is quite long, providing much general information. Your objective in the training should not be to go over it all – participants can read that at home or in the evening – but to draw their attention and to make them clearly realize several fundamental points. So be careful not to go overboard with your presentation – it is easy and tempting to sound very well educated and “in” when quoting averages of support to NGO in different countries and so forth. Every number or example you use should be used for a purpose other than sharing the actual percentage or amount. If you, for instance, say that 80 % of philanthropic support to NGOs in the US come from individual donors, it is not the number that is important, it is the overall trend and the dominant significance of individual support that you need to stress, it is the context and interpretation that a good trainer has to be after – anyone can read numbers and some people can even remember them.

Fundraising Fairytale

Having gone through the introductory basics, you may use the storytelling discussion technique. Tell participants the following “fairytale” or another story of your liking that is illustrative of your main points, note down main figures or events on the flipchart and discuss the potential roles and links to the world of fundraising (in lights of what you already discussed previously – depending on how advanced the group is; in advanced groups of experienced fundraisers, you may even open with this exercise).

This is how the story we usually tell goes (it is a simplified version of James Thurber's *Thirteenth Clocks*). A young prince disguised as a minstrel (medieval traveling singer) leaves his parents and kingdom to gain experience and a wife. He arrives to an island ruled by the Ice Duke and is told in a local pub that his nephew Saralinda is extremely pretty, but that everyone who tries to marry her ends up chopped to pieces by Ice Duke's nasty sword for no one can fulfill the assigned task. He falls in love immediately. Prince is brought to the Ice Duke, asks Saralinda's hand and Ice Duke agrees as long as he delivers to him 1000 precious stones within ninety nine hours – should he fail to do so, he would be sliced to bits – the usual fairytale fair deal. Prince leaves the palace, stunned and helpless: he has no precious stones on him and there are none on the island (except in the Duke's treasury). At this point he meets Golux, lost and confused individual who – nonetheless – insists that he might be able to help, if he remembers why he came and where he is going. Prince bets on him and describes his situation. Golux thinks for some time and then recalls hearing of a lady – Yaga – who used to live some miles off in a deep dark forest and when she cried, she shed precious stones in stead of tear. They set of for their journey immediately, they actually find Yaga, but she no longer cries, in fact she hasn't shed a single stone for several decades. People used to come to her and told her sad stories and she cried and cried, but after some time, there were so many that they stopped making her feel sorry and so she stopped crying and nothing touched her. Prince is helpless again. Luckily, Golux gets an idea – if she does not cry when told a sad story, lets make her laugh so hard that she will cry of laughter. They sing her a funny song, it works, they collect 1000 precious stones, thank her, return to the palace on time, the Ice Duke bursts to pieces from anger, prince reveals himself, they marry and live happily ever after.

At this point you have noted 5 names on the flip-chart:
Prince
Ice Duke
Saralinda
Golux
Yaga

Ask participants to discuss who they might be or represent in the world of fundraising. The discussion is usually very lively, many options are discussed, usually ranging as follows:
Prince – is the fundraiser or the NGO director one who is motivated, who has a vision, dream, mission, goal, one who rises to a challenge, one who desires that a particular change happened etc.
Ice Duke – is the obstacle, the issue that needs to be changed, sometimes the government, a law or a state institution, residential care establishment, hospital, house for senior residents or for the handicapped etc.
Saralinda – is the theme, the challenge, the target objective, the prize, the desired change, sometimes the client who needs better quality care, community care etc.
Golux – is (and participants usually disagree most in this respect) a typical consultant: he is confused, does not remember why he is there or what he should do, but he does save the day with an inspirational idea or two, perhaps incidentally, but who knows, perhaps he is just a skilled consultant who knows that prince must feel at all times that he did it himself – not that someone did it for him or in stead of him. After all, he is the one who risks being sliced into bits. Participants sometimes insist

that prince is the director of an NGO and Golux is the fundraiser. It is apossible way of looking at it, though more advanced managers will know that such a set up would be rather uncommon and likely hard to sustain.
Yaga – is the donor, the exhausted, cynical, too many times approached donor, who nonetheless responds to creative and authentic asks.

Following this brief discussion, ask participants what basic principles and important points of fundraising they see in the story. There are very many: fundraising is not about money but about the issues, about the mission and vision – it is not the precious stones that the prince is after, it is Saralinda he wants. A fundraiser has to be motivated, he/she has to know what they have to raise to achieve their objectives. Fundraiser has to be flexible and creative – when discovering that the usual method (telling a touching story) does not work, he/she tries something else, something new and innovative, in stead of resigning. Fundraiser should not feel that he knows everything – when he/she is short of a solution or idea, ask around, learn from others, go to experts, etc. Fundraiser cannot get scared away by the size or power of the donor or their opponents, nor by the challenge. Never forget to thank your donors. You will not get what you do not ask for and so on and so forth. All of the above and many other can be illustrated on the story. Write them down, possibly reformulate what participants have said and summarize in the end. This activity may take place in the entire group, or split people up in smaller groups and have them write down the potential roles and then you can bring them back together to discuss the principles – either way work fine.

In advanced groups, you may also want to discuss what prince as fundraiser did wrong. For instance: he bet his life on one source only, the level of risk was inadequately high, he did not make a proper plan, including time-line for this campaign, he could have raised more from this donor, but he asked only for what he needed for one particular task without considering future needs and operational costs etc.

Sources of NGO Income

The following brainstorming exercise may help you to summarize local funding sources. Draw the following table on the flipchart:

	National sources	International sources
Private sources		
Public sources		

Divide participants into group of 3 to 5 and have them write down all the potential sources of income available to their organizations they know. When presenting their outcomes to others, note the sources on a new flipchart, make sure that they are in the right boxes, suggest placing them in different categories and sometimes you might want to develop subcategories – or later headings for several representatives of a single category – for instance UNDP and UNICEF falling under one category “UN” in the public/international sources box.

When done you may discuss / possibly complete the outcomes. You may also want to ask participants to check with a color marker 1, 2 or 3 most important sources their organization has been raising support from. Are there some clear common sources? What are they? Are there some that no one regards as important? Why? What are the connotations? What are the standards or averages in other countries? What advantages and disadvantages are attached to the four types of sources? What would they like their composition of sources to be in the future? What are they going to do about it? What sources they have to develop most? How? What has prevented them from doing so earlier? What still prevents them? etc.

24 hours

This simulation task links to the model of donor distribution. You may use it to summarize this model after presenting it, but it usually works even better to lead in with this exercise and then summarize with the theoretical model. Present the participant with a simple case study. Devise one that suits well local circumstances and is realistic. Groups of 3 to 7 participants will represent the staff of a local NGO operating in a middle sized town. Something sudden and unexpected happens (hotel in which you are supposed to hold an international conference starting tomorrow morning burns down, you CEO has an accident and is waiting in a hospital for a life-saving surgery, you lose a lawsuit with a local businessman ...). No matter what you come up with, the point is that you organization who has no reserve fund, has to come up with a considerable sum of money – say about half a year of an average salary and has 24 hours to do so. The task will be to come up with a proposed set of step or action to raise this amount – you cannot borrow it and having a promise is not sufficient. You have to have cash in your hand. Divide participants into groups and give them a clear time frame (10 to 15 minutes).

When time is up, have participants present their proposed solutions to each other without commenting on them. Then they can discuss what solutions seem best, most realistic, achievable, smart etc. The point of the exercise is to bring participants to ideas expressed by the “donor composition model”, i.e. that fundraising starts from the very heart of every organization, not from some distant company whom we try to ask for support just because it has got a lot of money. That is not a good reason and no motivation to give. Fundraising is based on a network of supporters you raised over time and its heart beats with your staff and board and then with people who you know, who are close to your organization, who understand you and trust you. This exercise – following a discussion that sorts out all “first hand”, “easy solutions” (such as bank loans or support from the mayor himself) as unrealistic – participants usually agree that the only realistic solution is to approach your friends, supporters, current individual or corporate donors, even families for one-off support. Stress to participants the asking for a loan takes just as much time and energy as asking for a gift and that later you will have to pay back anyway – only then, you will have no clear and evident case for support.

Priority List

The following exercise examines donor preferences, or better yet focuses on the fact that they are usually very different. Participants may work this exercise out individually or in groups, depending on the previous dynamics of the training. Hand them out the list of topics bellow that usually apply for support (adjust to local circumstances). You may either ask participants to score the top 5 topics (5 to 1 points), possibly complementing the table by two columns – me and others (i.e. what are the top five for you and what you think the top five are for "the public" which usually is an interesting comparison), or you can tell participants that they have a million US$ and they have to distribute it between the topics on the list – without any further limitations. Have individuals or groups report back, note outcomes on the flipchart, discuss and summarize.

Example List of Topics/Activities/Services:

- Marginalized groups of people
- Equal opportunities
- Social services to senior citizens
- Social services to people with disability
- Social services to people with mental illness
- Children and youth
- Drug abuse prevention
- HIV / AIDS
- The environment
- Education
- Culture
- Culture heritage, monuments and sights
- Sports and leisure
- Humanitarian aid and support
- Churches
- Healthy lifestyle
- Domestic violence
- Trafficking in women and workforce
- Human rights abuse
- Lobbying national and local politicians and legislators
- Anti-corruption and transparency
- Vegetarianism
- Development of NGO capacity and professionalism
- Spiritual life
- Support to undemocratic regimes, etc.

Socio Drama

Variations of this discussion technique may be used at any appropriate point in the training. We do not recommend employing it too early in the training, yet it is simple and effective. You present a controversial statement to participants and ask them to form 2 to 3 groups in the room (similarly to when dividing into groups, according to the level of agreement or disagreement with the statement presented – “agree”, “disagree”, “partly agree, partly disagree”, etc.). When divided the trainer ask the participants to follow simple discussion rules (let people finish their thoughts, ask to speak by raising your hand etc.) and to play defendants of the statement (those who agreed), opponents of the statement (those who disagreed) and members of the third group to argue for and against. Trainer should carefully facilitate the discussion to prevent a real conflict, yet keeping the discussion going by asking provocative questions to each group. As long as the discussion runs smooth, it is fruitful. Do not allow the discussion to extent past the point when people start repeating themselves, only the last four loudest people speak up or participants beginning to feel that there is nothing else interesting to be said. Usually, such a moderated discussion does not run productively for over 15 minutes.

It is also rather inspiring if you ask the group that agrees with the statement to oppose it and vice versa, so that people are forced to think through the issue from a different perspective.

Do not forget to summarize and to wrap up. What were the most convincing arguments? What were the most convincing counter arguments? Was it easier to argue being a member of an “extreme group” or not? Did you change you mind with respect to some partial theme in the course of the discussion? What was the level of identification with your group? What made you identify with it? How you felt during the discussion? Did you want to “win”? Do you think you did? Have you lost then? How so? etc.

Example statement focused on donor motivation:
“*Most people give money because they want to gain something for themselves or their family or company (service, advantages, advertisement, etc.) Joy of giving is so rare among people today that we may regard it as being extinct.*”

Money in the Middle

This simulation game also focuses on donor motivation, but as it is more advanced, it brings into play other themes and phenomena. This simulation is played for real money, so make sure that participants want to engage in it. From experience, it is about fifty-fifty and if more than one or two people do not wish to play, you should cancel the entire activity – in other words, have a different activity ready to replace this one.

Tell participants that most of them will lose a certain agreed sum (1 to 5 dollars – it should not be a sum that is not worth the bother and it should not be a sum that people will really feel sorry for the rest of the training), but that one person will walk away with it all. They usually want to hear the rules before deciding whether to play or not. Tell the rules briefly and if they agree to play, collect the money from everyone – trainer contributes double the bet of a participant, lay them on a tray or in a cup in the middle of the room and repeat the rules to them loud and clear.

1. You will have 5 minutes for each of you to develop your cases, i.e. some theme or activity that the collected amount of money (USD 20 – 100) may support – in your organization, in your personal life or elsewhere.
2. You will have 5 minutes to decide on the rules of your discussion-making.
3. You will have 20 minutes to make your decision (allow approximately 2 minutes per participant, so this time depends on the group size), i.e. to select one "project" (one participant) that you will collectively support with this sum of money.
4. Everyone has a veto, i.e. if one person says: I am against supporting this cause or project, the group has to search for other. No one is allowed to give away their veto right – if agreed as a decision-making rule, it is invalid. If you fail to agree to whom the pot goes within the time limit, the trainer takes it all.

The trainer does not participate with his or her project, nor facilitates their discussion. Observe them, make notes and keep time – that is all. Following this part, pass the money to the winning project representative and summarize. Why participants selected the wining project? What other projects they considered? Why? How they felt making the decision? What was most difficult for them? What they liked in other presentations? What they did not like? What they did not like about their own presentation? What was the last time they supported any NGO activity? Why? What was the last time they refused to support any NGO activity when asked? Why?

This simulation may also be used in corporate giving segment, for it also simulated decision-making of a group of people who have to arrive at a shared decision, representing a variety of interests (usually each having "their" project they would like to see supported and have to argue on its behalf). You may stress this aspect of the activity even when used as a donor motivation exercise.

REMEMBER: Any simulation or exercise without a wrap up has been a waste of time and a lost opportunity!

Chapter Two

Individual Giving

When explaining the Donor Pyramid – concept devised back in the 80s at the Indiana University School of Fundraising, probably by one of its best known mentors Henry Rosso and his team – do not forget to stress few other important point that may not be so clear from the description in the Handbook.

1. You will annually lose about 20 % of you donors at every level – no matter what you do or how well you treat them. That is the true reason why you have to keep recruiting new donors (prospects) through the pyramid base (i.e. using special events, telephone and mailing campaigns) and strive to develop them up through the pyramid.
2. There are donors who come in at a higher level, i.e. not all donors grow with you from the first small gift to an endowment gift twenty years later. Latest trends show that an increasing number of donors skip the bottom levels and come in at the mayor gift level. It happens, but do not count on that! The bulk of your fundraising still has to be based on individualized work with recruited prospects who start small and grow with your successes and your care.
3. To bring a donor up the first three layers, it usually takes about 2 to 5 years, to bring them to the top usually takes 10 to 20 years, even a lifetime. When you look at the reverse “money” pyramid, it is clear that fundraising begins to pay off significantly after 2 to 3 years. Same goes for a fundraiser – it would be a mistake to expect a fundraiser to be able to raise his/her salary at least the first year. Plus, no one else in the organization has to raise their own salary in order to do their work, why should a fundraiser?
4. To sum this up: if you start with fundraising, you can never stop, it is a long-term commitment/ investment into your future and yet it is the only viable way of future independence and sustainability. Plus, if you do not start at a time when you have relatively enough, you might never have the opportunity of getting your fundraising off the ground at all.

Special Events Design

Prepare very brief descriptions of an NGO (yet realistic and to custom-tailored to local situation) who plans to organize a special event with a given objective or set of objectives. Divide participants into groups of 5-7 and have them propose a solution their specific cases (max. 15 minutes depending on how advanced the participants are). Report back (1 to 2 representatives form each group) and ask participants to evaluate after every case solution report. If you want to structure the activity more, you may help participants by giving them a list of questions they should answer in proposing their solution:

What / what special event they want to organize	
Name of the event	

When / specific time, beginning and end	
Where / the venue	
Who / who will attend, target groups, participant, including estimated number	
How much / the ask, price of the ticket etc./ how much the participants will be asked to pay	
Resources / to organize the event	financial:
	human:
	material:
Proposition / what values will the organization be associated with on basis of such event	
How will you promote the event	

Example cases:
A.

Organization's focus	radical environmental organization
Description of the organization	well known from and controversially perceived by the public, for its major campaign is against building a new chemical processing plant near the medium sized town in which it operates; budget of USD 100,000 raised mostly from foreign private foundations
Management and staff	1 CEO and founder, 3 staff
Donors and supporters	3 foreign foundations, 20 volunteer university students
Objectives of the special event	1. to gain 10 small individual donors
	2. to gain 30 contacts to local prospects
	3. to raise sponsorship support from 3 local companies

B.

Organization's	leisure time activities of children and youth

focus	
Description of the organization	little known, but hard working and successful organization with close ties to local government administration, schools and sport clubs in a large city; major activities – summer camp, sport events, tournaments, hobby clubs etc.; budget of USD 200,000.
Management and staff	1 CEO, 5 staff, 40 volunteers
Donors and supporters	mostly from local government and from fees paid by parents of participating children
Objectives of the special event	1. to double the volunteer base
	2. to attract at least 25 donors
	3. to attract attention of the media

C.

Organization's focus	mother center
Description of the organization	unknown mother center in a small town serving approximately 7 to 10 local mothers at a time; all is voluntary, no budget, no donors, no formal structures, but the time has come to change that for it may no longer continue on voluntary basis only
Management and staff	volunteers
Donors and supporters	10 members, no member fees
Objectives of the special event	1. to draw attention of local media to activities of the center
	2. to raise funding support from at least 10 mothers who used services of the center in the course of the part 8 years
	3. to meet and to lobby with local government representatives

D.

Organization's focus	community care service organization working with mentally disabled of all ages
Description of the organization	progressive, dynamic, young organization, very strongly mission-driven, introduces new type of social care in a medium sized town; opposition of both local and national governments is rather fierce, for they operate traditional, in legislation supported residential establishments for people with mental disability and do not like new ideas and too much attention brought to this field; annual budget: USD 500,000
Management and staff	2 founders and 8 young and enthusiastic service providers
Donors and supporters	2 foreign foundations, one UN health and development program
Objectives of the special event	1. to raise local awareness of the issue
	2. to make few positive / communicative contacts in the local government and at national level
	3. to attract attention of 2-5 local VIPs/ opinion makers and to gain contacts to 10 local volunteers.

E.

Organization's focus	library and local museum
Description of the organization	local NGO runs a village library and a local craft museum, it is very well known and the only active stakeholder of community life, from culture to local development; the local government finds it very competitive and refuses to cooperate; the NGO needs very little funding to operate, but the library needs renovation desperately
Management and staff	1 part-time employee in the library,7 volunteers on the board
Donors and supporters	few small local donors (mostly in-kind gifts)
Objectives of the special event	1. to raise 5 large (USD 500 and more) local donors – individual or corporate
	2. to raise 3 regional sponsors (corporations)
	3. to get local media to criticize the local government for not providing any support to the library

Having evaluated the individual solutions of the working groups, you should – with help of participants – summarize the lessons learned along with basis principles of organizing special events.

If you wish to lead them in on this, you may ask them to evaluate other groups' solutions based on the following criteria:

1. Does the event achieves all of its objectives?
2. Are all the estimates in the outline realistic?
3. Can this event be repeated? Does it have the potential of becoming a traditional?
4. Does the event advances the desired image of the organization? Does it make people see the organization the way it wants to be seen? Does it attract the outlined target groups?
5. Does the event have a clear profile? Is it obvious whom it is for and why it is organized?
6. Are most expenses ensuing from the event covered from donors and sponsors? Is the financial risk assumed by the organization reduced to a minimum?
7. Will there be enough time to organize this event?

REMEMBER: In case of special events, but also other techniques, it is very useful to deploy learning by doing. If you have the time and opportunity, have training participants to organize an evening event, an auction or concert or exhibit to local people or inviting local government representatives etc. It is fun to do and very valid in terms of learning. If you decide to do so, consult and organize the group during the entire preparation phase, help them during the event proper and allow enough time to evaluate the following morning. The trainer should be "in" on this with participants as a more or less equal partner, to share both successes and failures.

Direct Mail Samples

Find and bring samples of real direct mailing letters (as much as you can, but at least three). Have participants (in groups) select the best=most attractive and appealing to them/ one they would support and the worst=the least attractive and appealing to them / one they would never support under any circumstances and write down three reasons WHY for each (best and worst) and in the case of the “best” also note down target groups that could be best approached with this letter. Report back, compare, discuss, wrap up and summarize the basic principles of direct mail.

✍Special Offers to our Members - Worksheet

Each participant fills the following worksheet for their organization.

1. How many members we have?

---

2. How many members we could potentially have?
in 1 year

in 5 years

---

3. What we can offer to our members?
in 1 year

in 5 years

---

4. What else we can offer to our members that we do not offer to anybody else?

in 1 year

in 5 years

---

5. Where do we recruit our members – what target groups?
in 1 year

in 5 years

---

6. How we approach them? By what means? In what manner? How offten?
in 1 year

in 5 years

---

7. What would make anyone want to be a member of our organization?
in 1 year

in 5 years

Depending on how much time you have, ask several participants to present their notes to others (perhaps those who have currently most members), discuss, comment, wrap up. Then, based on their notes and comments, you can summarize all the things you can “offer” to your members in order to attract them and to maintain them, i.e. potential features of a membership program or campaign. Do not forget to stress that any such campaign has to be carefully targeted to a specific audience and adjusted to all other specifics of the organization.

Pledge Form

This exercise focuses on the experience of giving, from feelings to administration. Hand out the “Pledge Forms” bellow to participants and ask them to move around freely, trying to find someone who might consider giving them something (funds, in-kind donations, services, know-how, volunteer time, etc). If they agree, they fill out the form and give it to the recipient – i.e. the donor gives his filled form to the recipient. Thus, some people may end up with several gifts, some with none. When giving gets to slow in the group, stop the exercise, see what gifts people raised, have participants report back and discuss: How they felt giving a gift? How they felt receiving a gift? What made them give? Was it more difficult to give or to ask? How are they going to make sure that the gift will be used in accordance with the purpose set in the Pledge Form (both donors and recipients)? How are they going to thank the donor? How are they going to let him/her know the benefits of his/her gift? How are they going to administer such a gift? Was it worth it, i.e. isn’t it too much trouble to receive such a small gift? etc.

Thank You, Thank You, Thank You!

You as the trainer can never stress enough how important it is to thank you donor. There are two useful exercises to keep this in mind.

Either you may give participants a simple case – such as: a company gives an NGO a van to transport handicapped children to a day care center and you want to thank them in a way that would make them remember. How do you do that for less than USD 5? Split participants into groups of 5-7 and have them come up with possible solutions. Report back, discuss and appreciate the most original one.

Or there is a more “ice-breaking” exercise you may want to employ, depending on the training dynamics: split people into pairs and have one thank the other for one minute non-stop (all at the same time) for the gift received in the Pledge Form (see above) of for what they have done during the training so far and then the other way around. You can sum up with a memorable statement that “experienced fundraisers know that a “thank you” is half of the next ask.”

One Minute with a Donor

This simulation moves toward making the ask. Tell participants that every fundraiser often finds him or her self in a situation when he incidentally meets potentially important donor and has but a very brief time to speak his / her mind. This happens during receptions, conferences, coffee breaks, after presentations, when invited to speak on the radio, during the break at the opera house, during a university lecture, in front of the ministry of environment, at the airport and so on and so forth. The point is, a good fundraiser has to be ready for such an occasion and not miss it when it emerges. If you are not ready for this, in fact, if you do not have several variants of how to go about it, you are much more likely to fail.

Describe a simple case to participants. You are attending an international fundraising congress in Amsterdam. You get on the elevator at your hotel on the 12th floor. On the 11th floor the lift stops, the doors open and in hurries.... (a recognized celebrity, a recognized donor – someone people like and would actually appreciate meeting and yet who is known for being a generous philanthropist and could really help your organization... you choose). It is just you and him / or her and you have exactly one minute before the elevator door opens on the bottom floor and you will most likely never meet that person again in your life. What do you do? What do you say?

Allow 5 – 10 minutes for participants to think this through (you may want to split them into pairs or threes, or do it individually). Then ask whoever wants to test it and act the scene out with them playing the celebrity or the big-shot donor. Do not allow comments after individual scenes, just make other participants clap to everyone who had the courage. After 3 to 5 examples, stop, calm participant down and ask those who tried how they felt doing it, what worked well and what failed them. Then you allow other participants to comment. You may use the fishbowl discussion technique to wrap this exercise up.

Video Killed the Radio Star

If you have the time and equipment available, it is a great idea to combine this exercise with video training. You need a VCR camcorder and a TV. Record the interviews and after the feedback, show them as a recap to participants and comment on them again. It is a "drastic" method, but extremely effective. Most people, however, are not used to seeing themselves, nor to hearing their voice, so make sure are supportive enough during these sensitive moments. The best way to do that is to have tried it yourself. In a way, if you have not been through this type of training yourself, do not test it on participants. This in fact is a useful general rule, if you want to keep on the safe side: involve participants only in exercises that you've been through yourself in another training or that you have previously tested with colleagues or friends.

Don't Just Do It! Do it right!

It is again a good idea – if you have the time and space, to learn directly by doing. You may ask participants to go out and to make a survey of 10 people each (modify as need be) about

1. What the respondents might consider supporting
2. What they would never support and why
3. How much they might consider giving
4. What would be the best way to ask them

Have participants summarize gained responses, report back to the group and you nicely summarize by comparing outcomes of their survey (you might even consider taking them to your room at night and making some simple power point charts on their basis – that is if you want to that industrious or have not had enough during the day...). Having summarized, do not forget to go over their feelings when doing the survey and to consider the lessons learned during this practical exercise.

Chapter Three

Corporate Giving

Business Birds

This complex activity has many variations. It is focused on researching, identifying your corporate donors and on preparing for, designing and participating in a face to face solicitation. This activity links specifically to the Fundraising Argument in the Handbook.

Gather pictures so that you may assign one to each working group. They should be at least A4 and color to evoke real character trades – we often use pictures of birds (from a pigeon to rain forest birds) or animals (both are unacceptable in Muslim areas), you may also use pictures of real figures (but this is rather advanced, so be very careful when doing it, people are more diverse than you usually think) or simply illustrative photos from magazine covers.

Hand out one picture to each group and ask them to write down a characteristic of that businessman (including his of her characteristic as a donor). It is good to include:

- name
- age
- nationality
- marital status
- children
- name of the company
- his position in the company
- what business he/she is in
- hobbies / leisure
- favorite book / favorite music
- what NGO activity he/she supported in the past, if any

Each group then presents to others “their” businessperson, posting them up in the room. After that, the same groups brainstorm a real project / thing / product / sum they might try raising from one of the businesspeople. Having selected one project and one donor, they apply the Fundraising Argument and on the Face to Face sections from the Handbook specifically to the selected imaginary business person, designing a solicitation interview. When all groups are done (give them a time limit:

10 minutes to brainstorm, 10 minutes to prepare), ask those who want to try in to step up (sending two representatives) and test their solicitation interview in front of others.

Select the appropriate picture along with the characteristic, tape it to a side of desk where the business person shall be seated and give participants up to 10 minutes time for one interview. You may act the businessperson to them yourself, or ask another participant, which is usually better, but may sometimes surprise you with how difficult or easy participants actually make this task to one another. Allow no comments after each interview, just clap to those who dared to try.

Having tried out 2 to 3 interviews (it tents to get boring if you make it run longer, for it becomes repetitive), stop the exercise, have first people who tried comment on their successes and failures, on what surprised them, what was easy, what to watch out for etc. and then allow the rest to join the discussion – what specific features they liked, what worked, what needed better preparation, whom they would give, whom not, why etc. You may also engage other participants in the show – receptionist, making a coffee, you may call the businessperson on their cellphone in the middle of the interview to disrupt it... be creative, make it fun, yet keep focus on the interview and its content. When the discussion grows slow, wrap up and summarize the main points of a face to face solicitation, stressing the importance of thorough preparation for such interview.

You may complement this exercise by another feature. Have the groups remember, what projects / things / services / cooperation etc. they considered during their brainstorming. Write down 1 or 2 others aside from the one selected for the interview. “Ok, now you tried with imaginary people... If this was for real, what three businesses would you approach asking for each of the selected purposes? - Brainstorm, write them down and come up with a specific reason or better yet reasons why you think this corporation might want to support you on this.

Report back to others, sharing your reasons, comment, discuss, summarize. Do not allow much discouragement “Oh no, we tried that corporation, they wouldn’t even talk to us.” Well, no one has time to talk to everybody...

Video Killed the Radio Star

If you have the time and equipment available, it is a great idea to combine this exercise with video training. You need a VCR camcorder and a TV. Record the interviews and after the feedback, show them as a recap to participants and comment on them again. It is a “drastic” method, but extremely effective. Most people, however, are not used to seeing themselves, nor to hearing their voice, so make sure are supportive enough during these sensitive moments. The best way to do that is to have tried it yourself. In a way, if you have not been through this type of training yourself, do not test it on participants. This in fact is a useful general rule, if you want to keep on the safe side: involve participants only in exercises that you’ve been through yourself in another training or that you have previously tested with colleagues or friends.

Formulating a Donor Strategy

This simulation focuses on corporate donor strategies, on selecting recipients, on corporate donor motivation and on how fragile group decisions regarding giving may be.

Provide participants with a brief description of a company and distribute briefly described roles in its management (on A5 slips of paper), such as (do not forget to custom tailor to local circumstances):

Example corporation:
GIME, ltd. is a multinational company with an independent national branch in your county. Responsibilities of the national branch include decision making regarding the corporate donor strategy, including sponsorship and other forms of cooperation with NGOs.

GIME, ltd. has 7,000 employees in your country, its main seat is in the capital, there are 12 distribution centers throughout the country and 4 production plants in four medium sized towns. The company produces, imports and distributes ice-cream, frozen meat, butter and marjoram, cleaning and beauty products.

They have not previously specified their interests in NGOs.

Example management:
John Justin, CEO
He initiated this meeting, for during his visit to another subsidiary in the UK he was inspired with how they cooperate with NGOs and how their staff responds to it. He has no idea, what NGOs there are in this country, but there must be some, so let us find some good ones and be among the first who support them and can boost about it.

He is a young ambitious businessman, generous, but requires professional treatment, rational thinking and fair relationships. He is single.

Susan Sharp, Senior In-house Legal Counselor
She does not like NGOs and sees no reason to work with them, not to speak of supporting them. A company is here to make money, if people want to give to charity, they can do it from their own income.

She lives a quiet family life with her husband and two grown children (high school and college)

Peter Grass, PR Manager
Outgoing, dynamic manager in mid 40s, well educated; sees partnership with NGOs as an open opportunity that could bring positive outcomes if managed and communicated properly – it is certainly not a necessity though.

He lives with his girlfriend her 6year old daughter from her first marriage in a large loft in the city center.

Robert Cash, Marketing Manager

Slick young self-made man, does anything the CEO wants him to, he lacks good taste but he is extremely hardworking and knows no leisure or rest. He does not care about NGOs, but he was a scout troop member and is very proud to have been recently elected to sit on the board of trustees of their regional organization.

He lives with his mother and sister, his mother is retired, his sister studies to become a nurse. He supports them both financially.

... And so on. Other positions (according to the number of participants may include: the HR manager, the distribution manger, the production manager, the import manager, the financial manager, etc. Make them diverse and with some specific interest/point of view regarding cooperation / partnership with NGOs.

Having distributed the roles to individual participants, you simulate a company meeting where the new donor strategy is to be discussed and agreed upon (in an outline). The meeting has been convened by the CEO and is presided by him. He should also set forth the objectives of this meeting (what outcomes are expected). Allow this simulation to run for up to 20 minutes (approximately), take notes of interesting points and arguments.

When the time is up or the group has achieve some tangible outcome, stop the simulation, break the “meeting” format of the group, return to normal training setting, discuss and share feedback: How they felt? How they felt in their roles? What makes a corporation to give? What arguments they consider? What works? What does not? What is their main motivation? What they need in order to make a decision? Was it difficult to keep the meeting running effectively? Can you imagine such a meeting in reality? How should one prepare in advance for such a meeting? What are the prerequisites of success? Or in other words – what prevented agreement and consensus? What would be an ideal outcome of such a meeting? Is it achievable? What are the lessons learned? etc. When discussion and feedback begin to slow down, sum up and wrap up.

REMEMBER: If you can invite a special guest to your training – a corporate donor who is willing to talk to NGO representatives about why they give and how and what works and how they make their decisions... and openly answer questions, it is an excellent way to make participants believe or realize that you are not talking fairyland. If you have trouble finding an active local corporate donor, shop around among foreign corporations, embassies may help you. Do not waste participants’ time by inviting a stiff businessman who will recite the corporate social responsibility policy anyone can read on the web – i.e. meet with them in advance to see whether they are worth inviting.

Chapter Four

Building Strategic Partnerships

This chapter is focused specifically to building partnerships with the government, thus being rather country specific. Think carefully of everything we suggest for this chapter whether it fits local circumstances and modify. You may find a working format only after several trainings. Otherwise you will expose yourself to a great risk of loosing participants' trust. If they begin feeling like: "What does he know about this!" or "It is easy for him to say!" you are in trouble.

Hugs and Kisses – XOX

This strategic game focuses on cooperation. Split participants into two groups (this time in advance), show them the table bellow (you prepared on a flipchart) and tell them the rules of the game.

1. Each team will have 5 minutes to agree their strategy and fixed order of players; all team members must participate equally; after the game starts, team members may no longer communicate with each other (nor with members of the other team) – no speaking, no sounds, no signals, no gestures (except perhaps occasional "come on, move it"), no writing.
2. Trainer selects a team to start and gives each team one color marker and one symbol – X or O to play with. First representative of the starting team comes to the flipchart and makes their sign (X or O) into one box on the flipchart; as soon as he / she leaves first representative from the competing team steps up and puts down their sign in a box on the flipchart; this repeats until it makes sense – i.e. there is room to score. There is always just one person by the flipchart.
3. A team scores 10 points if they succeed in placing 5 of their signs (X or O) in a row (horizontal, vertical, diagonal). Mark the scoring row up (outline the scoring boxes with a third color) – marked signs may no longer be used to score.
4. Clearly, the purpose of the game is to score as many points as possible.

This is what the game board looks like:

At the end of the game, add up all the points for each team, declare that one team scored this much and the other scored that much and that you congratulate them. Break the teams up, return people to their seats and ask them whether now they think they selected a good strategy, what they would do differently having played, what mistakes they made, how they feel about it... if it does not come up, it is now time to say that the purpose of the game was to score "as many points as possible". No one said that the purpose was to prevent others from also scoring which is what happens nearly every time (never failed us so far) : teams being to compete with each other, trying to score without allowing the other team to score (should it happen, and it might in more advanced groups, that people get the right "cooperation" strategy, i.e. just divide the board in half, from the start – praise them for it and stress that it is extremely unusual...).

Their scores (usually about 10 to 30 points, but sometimes none at all) look very different all of the sudden – count their points together and summarize that they could have scored a total of 200 points (both team together). Then open the discussion again, summarizing the advantages of a cooperation strategy, agreement, clear division of tasks, roles and “territory” etc. It is also good to say (and to make participants realize) that if they had split the game board in half in the beginning, it would have been rather boring to play... none the less, it is the truth that a competitive strategy is in the end very inefficient for all parties, thought it might be a lot of fun in the process – well, participants should not worry, it is never that clear cut in reality... Sum up, wrap up, move on.

REMEMBER: If you can invite a special guest to your training – a national or local government representative who is willing to talk to NGOs about cooperation, support, working together, experiences, selecting their NGO partners etc... and openly answer questions, it is an excellent way to make participants get an idea of what they are about to face and work with. Do not waste participants’ time by inviting a stiff official who will recite the official government policy on working in partnership with NGOs anyone can read on the web – i.e. meet with them in advance to see whether they are worth inviting.

Case Study

There is one detailed case study in the Handbook, participants may read it in advance or during training and you may base a discussion around it. It is focused more on advocacy and different communication and lobbying tools. The following exercise may be used prior to employing the full case study or after using it, as it focuses on straight forward partnership development with local government officials.

Describe the following case to participants, modify according to local circumstances and environment. You are an NGO trying to provide community care services to people with psychiatric diagnosis in a large town (100,000 inhabitants, i.e. your estimated target group is approximately 1,000 people). You have existed for about 4 years, are capable to provide quality day care, work rehabilitation programs, group therapy, art therapy and other alternative therapeutic programs, to limited degree also respite sheltered living and crisis intervention. You have 10 staff and 2 managers. You annual budget of approximately USD 150,000 has been insofar provided from foreign private foundation sources. Municipal representatives have no idea what “community care” means, they are not used to dealing with NGOs – not being openly negative, but rather very careful and reluctant to develop any closer contacts. The mayor recently said on the radio that “No one voted for NGO people and yet they come and want to make changes to legislation and the system of public services... It is not legitimate. Politicians were elected in free and regular elections by majority of citizens to take care of the public sphere and so it should be – they are the only ones who have a clear mandate.” The lady who heads the Department of Social Affairs at the Municipality is quite nice, yet very slow and reluctant to learn new things. The City Manager is a young ambitious man, yet he studied abroad for some time, he is quite communicative and clearly action/result oriented with no prejudices. The Deputy Mayor is an old-school guy, former high-school teacher in his 60s, bright, well educated, fair, but as if “emerging” from some distant time and galaxy ... You should finalize further specifics according to the real situation, national legislation, public attitudes and the current state of affairs regarding this type of work.

Thereafter, split participants into groups of 4-6 and ask them to propose a set of specific steps they would take in developing partnership with the municipality. After a given period of time (10 – 15 minutes), ask them to look at the steps they proposed and to make a simple action plan from them – including specific objectives they want to achieve, specific steps and a time-line of up to three years (another 10 – 15 minutes).

When they are done, ask participants to report back to the group. After that, you can either discuss and provide feedback, or you may want to try to combine the “best” ideas, objectives and solutions and all together design a joined action plan that seems like it could really work. The trainer should facilitate this process – do not allow one or two participants to take over at this point.

In more advanced groups, when you are done with all of the above, ask participants how much energy and resources were invested into developing local partnerships with the government. Was it worth it? The point of this discussion is that “networking” and “partnership building” is often regarded as a “spell” word and as a must for NGOs – particularly because foreign donors like it and fund it. Nonetheless, the truth of a matter is that not every NGO needs partnerships, local government support or networking or experience sharing. Most cannot succeed without it (at least long term), but some do not need it at all. If it is your case, forget about partnership building and do not waste a single dollar of your donor money on it.

Another exercise you may use is a simulated facilitated discussion based on another case study. In this case (again: please modify to real situation), there is a small but frequented and well stocked library in a medium sized town (30,000 inhabitants). Everybody “wants” it, but no one is willing to assume full responsibility and care for it. Local cultural NGO convenes a meeting where all appropriate stakeholders should try to agree about the future of the library (use, responsibilities, funding, operation, staff, etc.). The following people came to the meeting (adjust to local circumstances of the number of your participants):

- Mayor
- Deputy Mayor
- Head of the Department of Culture of the Municipality
- Head of the Zoning Department of the Municipality
- Representative of the Regional Government
- Representative of the Ministry of Culture
- Director of the local NGO dealing with culture
- Program director of the local NGO dealing with culture
- Administrative staff of the local NGO dealing with culture (to take minutes)
- Independent facilitator invited by the hosting NGO
- Local high school director
- Current librarian
- Local resident 1
- Local resident 2
- Local resident 3

...

Bring in slips of paper with roles written on them and have participant to pick a role randomly. Each gives him/herself a name, writes it on an A4 paper along with his/her function to be folded in half and place in front of everybody visibly on the tables. Facilitator should open the meeting, people engage in discussion enacting their roles. The role of the facilitator can be rather demanding in this case. If you have somewhat difficult group of participants (or even just a few troublemakers in the group), do not assign this role to one of the participants and keep it to your self (or assign it to the worst troublemaker of the group).

Keep track of time, allow the group to arrive at a first tangible agreement and stop the session. People like getting into this exercise, but the lessons learned do not grow with time in this case – 20 minutes are plenty enough. Break the group up from the "meeting" format, calm it down, discuss and feed back: How they felt? How they felt in their roles? How the facilitator felt? Was it difficult to keep the meeting running effectively? Can you imagine such a meeting in reality? How should one prepare in advance for such a meeting? What are the prerequisites of success? Or in other words – what prevents agreement and consensus? What would be an ideal outcome of such a meeting? Is it achievable? What are the lessons learned? etc. When discussion and feedback begin to slow down, sum up, wrap up and take a break.

Chapter Five

Planning a Fundraising Campaign

You may have noticed, that as we progress through the agenda, activities keep becoming less structured, more based in simulations, role playing and practical try-outs. It is only natural. The more complex activities cannot be learned through simple exercise, but require more complex thinking, employing the basics learned in the previous sections.

Do not forget, however, that even during longer and looser simulations, participants need good and comprehensive summaries and wrap-ups and that trainers generally tent to neglect them at this point feeling like: "There is no need to comment on this – everybody here know that..." Do not be mistaken and make sure you provide plenty of that to participants at this point in the training.

Also, do not forget about ice-breakers and energizers. Even at this more advanced training phase, people need to move around, to stretch, to catch a breath, to relax... Use splitting in groups, discussion formats and other features described hereinabove for this purpose. They may be much better suited for this purpose at this time. In addition, we tend to underestimate or altogether skip regular evaluation, for at this stage "we understand one another, right?" Not true or it may easily turn out not to be that way. Evaluate both the day (or the previous day) and the important "experience based" sessions: Is the workshop still going the way participants wanted it develop? Is it still engaging and inspiring for them? Or are they stunned and feel somewhat misplaced?

Plain Plan

Split participant into groups of 4-6. You may return to the “Wish Fish”, should you have applied that exercise. Each group should brainstorm which organization (whose wishes) they want to work with. After they agree (5-10 minutes), have everyone agree that all they will find out during this exercise will be kept strictly confidential – it may seem like a formality, but it is important for people to realize that they are gaining valuable insight and know-how and that they should treat it with respect. It adds to the ethos of professionalism of the entire training. Then, have the representative of the selected organization give others all the details and information regarding their organization and above all their sources of funding and how they would like to change them, develop them in the future, others asking questions and making notes (another 5 – 10 minutes).

When done, ask one representative of the each group (someone else than the representative of the selected case organization) to present to others what organization they are going to make a plan for. Other members of the group may supply additional information and participants from other groups may ask follow-up questions (allow approximately 5 minutes for each group).

Following this phase, ask the groups to make a one-year plan for the selected organization. This plan should be structured in four steps:

1. The fundraising target – how much funding the organization needs for the year?
2. The fundraising strategies – from what sources you plan to raise the needed funding (specific amounts from each source you wish to target; you may break down your donor categories to corporations, individuals, domestic foundations, foreign foundations, public budgets etc. or even further – if appropriate – specific companies, specific foundations, specific government agencies, etc.);
3. The fundraising methods – ascribe a specific method of raising the required amount from the selected source (special event, face-to-face solicitation, writing a project proposal etc.; or even further to saying what event, giving some characteristics of the mailing campaign and so on);
4. The time table – timing of implementing the selected methods throughout the year, including resources required (financial and human).

Allow up 40 minutes to 1 hour for this. The point is to realize that fundraising is lot of work and in order to be successful, it has to be carefully planned and timed throughout the year. Work and efforts related to fundraising may play off, complement and support one another, if carefully designed, or it can drain out much energy and resources without adequate effect. In more advanced groups, you may also want to bring in the issue of cash-flow, but if you suspect that this would make the exercise hard to access to participants, stay away from it and do not include this point of view at all.

When participants are done, discuss how they felt during this work, what they found difficult, what was easy... only then have them report back, comment, evaluate, consider, make suggestions and finally wrap up and summarize lessons learned. It actually often turns out best – provided the length of this exercise – if you time it to have a lunch or coffee break after groups finish their work. And then return to the follow up phases. You may also choose to include an energizing exercise between the two phases of this exercise.

If you have the time and equipment, you may allow participant extra time to prepare a nice presentation from their outcome plan (flipchart or PowerPoint), designing a simple dramaturgy of their presentation (involving more people, different formats, different action and so forth). By doing so, participants will not only practice their presentation skills (which you can later discuss), but the peer pressure of the upcoming “formal” presentation will also ensure that they will be precise and thorough in the plan design and structure.

It may happen that some participants are uncertain of what is expected of them in this simulation. Trainer should keep moving between groups and if need be consult and steer the groups to aims for more or less comparable outcomes. Be supportive and try to be very sensitive to group dynamics at this stage, for small groups will have been intensively working together for quite some time. They should not notice, but make sure that even the more quite and introvert participants adequately participate in designing the plan.

If you are working with emerging and small NGOs, you may want to use an example of an imaginary organization in stead of a real case. In such eventuality, you may, for instance, further develop one of the cases briefly described in the section on special events, providing more details and the specific sum the organization needs to raise. Choose example with more diversified sources of funding (or add that up into the example).

REMEMBER: It is very useful, if you can gather and bring some sample plans to show the participants. People generally tend to think that a “plan” is something terribly complicated that no one but top business expert can “make it right.” It may be a breaking experience for some to see that they have just made a very good and relatively thorough annual plan (perhaps with some shortcomings in the accuracy of data they have been working with). Most convincing are business plans, yet they are usually the hardest to come by.

Chapter Six

Long-term Resourcing

"*In dreams begin responsibility*", as William Buttler Yeats, an Irish poet wrote early in the 20th century. It is 100 % true; and 200 % true in the NGO sector. Your objective in this segment of the training will be to bring participants to come to see that on their own. By this point in the training, the trainer should realize that he/she is asking participants to produce strategic and analytical thought with a perspective of 3 to 5 years and that in order to do so (and for participants to "mean it", i.e. to assume responsibility for such a vision/plan), he/she must empower them as much as possible. The ownership and responsibility for the training content and dynamics should be shared with participants as much as possible at this stage – they should be told and should actually feel it. Nonetheless, it cannot be a sudden move, a decision that would surprise them. Ideally, it is something they (and you) were nearing step by step throughout the entire training.

We would like to again remind you of what we summarized in the opening paragraphs of the previous chapter: summarize, wrap-up, evaluate, energize. As the exercise format array grows narrower with the training theme growing wider and more complex, training dynamics become more important than ever: change rhythm, design clear peaks and make sure to support them adequately, use energy of active participants as much as you can, yet be emphatic and carefully monitor adequate engagement of all, opt for more facilitative roles whenever you can etc.

The long-term resourcing planning process is quite similar in structure (even content) to fundraising campaign planning addressed in the previous chapter, only its outlook is longer – 3 to 5 years. In transition countries which are usually characterized by a quite dynamic and rapidly developing NGO sector, a 5 year outlook moves altogether into the realm of reading from a crystal ball, the prospective of 3 year being distant enough, yet not loosing all touch with the real world. Over time, it may turn out that 3 year ahead will no longer be enough for your organization. You can extent at that point. You do not have to force yourself into 5 years from the start. In your presentation you may use the previous chapter to recap. In the Handbook, this chapter is complemented by some more advanced issues – evaluation and ethical questions and by more tools of situational analysis.

Analytical Exercises

In preparing for the following exercises focused on vision formulation, you may want to go through some analytical tools and their use and application with the participants. SWOT and STEEP/PEST analysis, even the Stakeholder Map may be ran through either in small groups + reporting back and summarizing, or in a brainstorming session with all participants at once + summarizing (choose according to group dynamics, changing the format for each analysis). Thematically, focus each exercise according to participants and the level of their advancement. You may analyze the fundraising of the NGO sector in the country as a whole, a specific part fundraising (SWOT analysis of fundraising from local corporations, from individuals etc.) or a specific group of NGOs (... fundraising of NGOs providing social services...). Do not use imaginary cases or organizations to practice analysis. Participants would lack enough information and the analysis would become a meaningless exercise with no results.

STEEP/PEST analysis is concerned with “our organization and organizations like ours” in the real world, so choose the training analytical theme accordingly (e.g. local watchdog and advocacy organizations, local environmental organizations, organizations working on volunteer basis, networks and umbrella organizations etc.). You may proceed similarly if you choose to try out the Stakeholder Map as well (e.g. relationships of the NGO sector as a whole to other stakeholders or relationships of a particular segment of NGOs).

Heaven and Hell

You may use this exercise in many variations. The point is to specify what you see happening to your organization and its fundraising in 5 years from now, drawing out limitations or staking out a field in which you envision your organization to operate.

Activities based on this principle range from very simple (A) to more sophisticated (B).

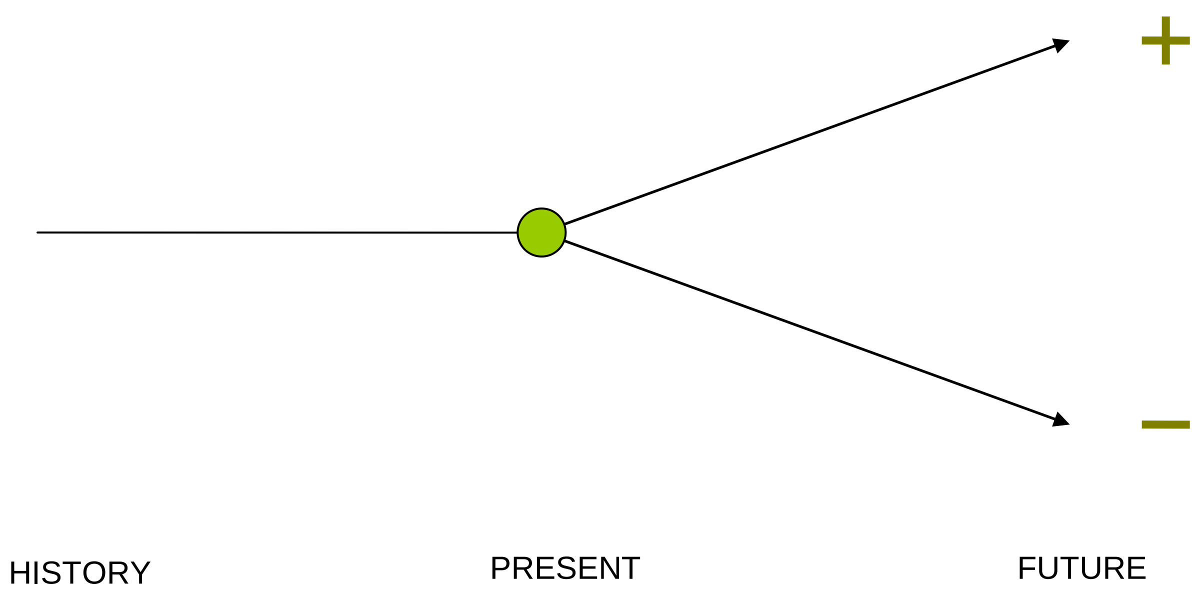
(A). Split participants into two groups and give them 10 minutes to brainstorm. One half brainstorm the “heaven” of the local NGO sector in 5 years from now, i.e. what the NGO sector might be like in an ideal case scenario (do not get into impossible or totally unrealistic options, yet do engage in “dreaming”; in other words “all NGO managers drive Ferrari” is not OK, but “most NGOs have stable staff who is paid regular wages exceeding national average.” is just fine) and the other brainstorms the “hell” of the local NGO sector in 5 years from now, i.e. what the NGO sector might be like in the worse case scenario, provided that it still exists.

Having done that, report back and discuss. What is realistic looking at the two extremes? Are we closer to heaven or to hell? What will decide which way we will develop? What are the key decisive factors? What can we do about them? Following this discussion and before you summarize, try to formulate a “realistic” vision. What is the current trend, tendency, tangible course that participants can agree on? Summarize and wrap up.

Collage

(B). Bring as many newspapers and magazines to training as you can gather (you may also ask participants to supply them), you will need scissors for each participant – or they can just rip pictures out. Tape two flipchart papers together and draw the following backbone diagram on it.

Ask participants to use any picture from the magazines and newspapers – which you or they brought – that in some way characterizes or is reminiscent of some phase of local NGO sector development. They may attempt to mark out important milestones, to capture the turning points or to simply describe the “everyday” reality and how it has developed.



At first, you may want to ask the participants to glue only pictures at the appropriate place in the chart, without writing notes and comments to it. The two branches into the future are similar to the “heaven” and “hell” exercise, only they may be presented in a more moderate fashion in this care – rather like the “positive” case scenario and the “negative” case scenario (what will happen if everything goes right and what will happen is everything goes wrong). We are talking 5 years into the future again. When done (i.e. when paper is more or less full – trainer should stop participants when the chart is beginning to be crowded), participants sit back down and make comments on pictures they posted up, explaining why and complement pictures with texts (or the trainer may do so on basis of their comments – choose according to the advancement of the group). Gradually, allow (or encourage) others to make further comments, allow space for discussion.

Following this group effort, you may ask participants to do the same for their own organization. In this case, they use pictures and text at the same time. Encourage them to make their collages colorful and attractive to look at. When done (allow up to 30, even 40 minutes, if they really get into it), you may either have them present the most important features of their collage one by one (this may take too long and become too repetitive – it is bearable with up to 10 participants / 3 minutes each, no more), or you can employ a looser format, posting their output up like posters in a conference, all participants moving around, looking at each other’s work and discussing it in pair or in small groups. When people start talking of other things too much, stop this activity, return to the original training format and discuss lessons learned from this activity thoroughly.

If time allows you, you may want to ask participants to individually use outcomes of this exercise and from the main exercise described in the previous chapter on Fundraising Campaigns and to draft (at least an outline of) their 5 (or 3) year strategic plan with particular emphasis on their fundraising and resources.