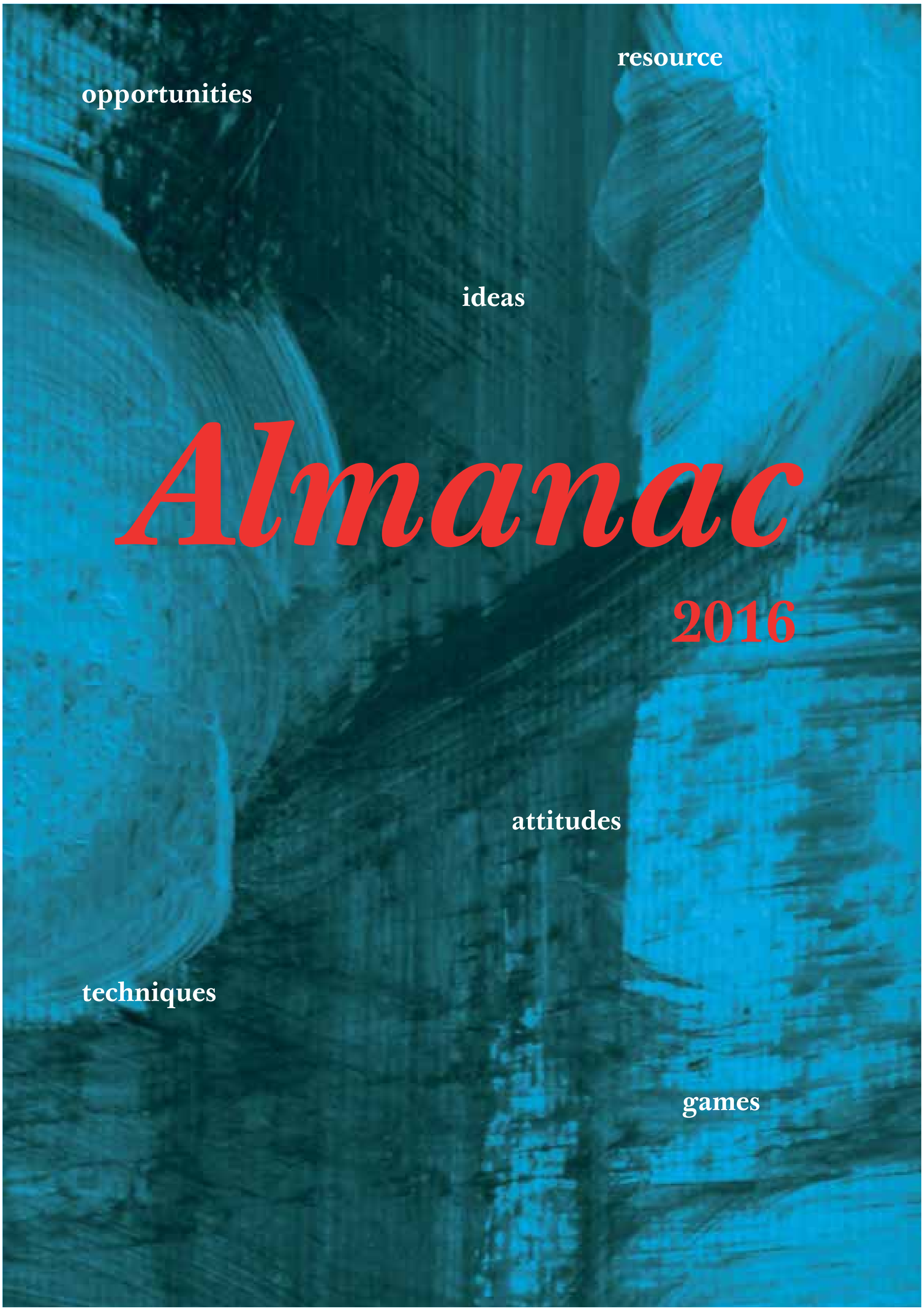

resource

opportunities

ideas

Almanac

2016

attitudes

techniques

games

resource

opportunities

inspiration

creativity

success

ideas

POINT Almanac 2016

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attitudes

techniques

games

“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

This Almanac has been developed by the POINT trainers and consultants for all who have the ambition to deliver and help to develop the information, experience, skills and attitudes of managers and fundraisers of non-profit organizations.

POINT is the Platform for Opportunities and Ideas in Non-Profit Training program provided for members of this network of resource mobilization professionals in the CEE region in order to modify, disseminate and 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 conducting merely by replication by different trainers, in different circumstances (national or other) and for different audiences.

We also believe that no matter how accustomed 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 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 Almanac – techniques, ideas, tips, games, simulations, role-playing, authentic learning exercises, learning by doing exercises and so forth. This was done in order to provide POINT trainers with all the ammunition needed for a successful training of their own style and choice regarding this broad theme.

The author team represents Czech, Slovakian, Hungarian, Moldovan, Bulgarian, Ukrainian, Georgian and American experience with effective training. Feel free to 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 Almanac. 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 ideas for 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.

„That´s the point"

Jana&Jan

	INTRODUCTION, WARM UP	NAME GAME	EXPECTATION	DISCUSSION	CASE STUDY	ROLE PLAY	SIMULATION	STRATEGIC GAME	FUNDRAISING	INDIVIDUAL GIVING	CORPORATE GIVING	FUNDRAISING PLANNING	NETWORKING AND PARTNERSHIP BUILDING	STRATEGIC PLANNING	COMMUNICATION SKILLS
TREE	x		x	x									x		
WISH FISH	x		x						x	x		x		x	
HUMOR IN THE AIR	x								x	x					x
TARGET	x		x						x	x		x	x	x	x
NONVERBAL WALK				x					x						x
FIND A COMMON POINT		x							x	x					x
THE MYSTERY PERSON													x		x
HUMAN BINGO		x							x	x	x				x
MEETING MEDDLERS									x	x	x				x
HUNTING PEOPLE		x							x	x	x		x		x
NAMING THE BLANKET		x							x	x	x		x		x
NAME DROPPERS	x	x										x	x	x	x
DIVIDE SMALL GROUPS WITH STRING				x									x		x
PUZZLE				x					x	x	x	x	x	x	x
BLIND CAFÉ				x					x	x	x	x	x	x	x
PRIORITY LIST				x		x			x	x					x
FICTIONAL PHILANTHROPY				x									x		x
FUNDRAISING FAIRYTALE				x					x	x					

	INTRODUCTION, WARM UP	NAME GAME	EXPECTATION	DISCUSSION	CASE STUDY	ROLE PLAY	SIMULATION	STRATEGIC GAME	FUNDRAISING	INDIVIDUAL GIVING	CORPORATE GIVING	FUNDRAISING PLANNING	NETWORKING AND PARTNERSHIP BUILDING	STRATEGIC PLANNING	COMMUNICATION SKILLS
PLEDGE FORM				⊗			⊗		⊗	⊗					⊗
DON'T JUST DO IT! DO IT RIGHT!							⊗		⊗		⊗	⊗		⊗	⊗
UFO					⊗	⊗			⊗	⊗	⊗		⊗		⊗
THANK YOU, THANK YOU, THANK YOU!	⊗					⊗			⊗	⊗	⊗				⊗
ONE MINUTE WITH A DONOR	⊗					⊗			⊗	⊗	⊗				⊗
DIRECT MAIL SAMPLES					⊗					⊗					
BUSINESS BIRDS				⊗		⊗	⊗				⊗				⊗
REAL STORIES						⊗	⊗		⊗	⊗					
SPECIAL EVENTS DESIGN					⊗		⊗		⊗	⊗	⊗				
PLAIN PLAN							⊗					⊗		⊗	
FUNDRAISING READINESS CHECKLIST							⊗		⊗			⊗		⊗	
COLLAGE							⊗	⊗	⊗			⊗		⊗	
HUGS AND KISSES – XOX								⊗					⊗	⊗	⊗
24 HOURS							⊗		⊗	⊗	⊗	⊗			
FORMULATING A DONOR STRATEGY							⊗		⊗		⊗				
MONEY IN THE MIDDLE				⊗			⊗		⊗	⊗	⊗				⊗
WHAT WILL NANCY DO?					⊗		⊗							⊗	
THERMOMETER			⊗						⊗	⊗	⊗	⊗	⊗	⊗	⊗

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PDCS o.z.
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www.pdcs.sk

Fundacija Banku Ochrony Środowiska
BOS Foundation
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www.fundacjabos.pl

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České centrum fundraisingu
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www.fundraising.cz

PROJECT POINT IS COORDINATED BY:

The Czech Fundraising Center
Is a leading non-profit in resource mobilization and civil society leadership development serving the CEE region and other countries in transition.

Vision
To live a good life means to be able to live it with other people. To be able to live with other people means to share and to also have common values, dreams, and interests. Common values, dreams, and interests are created in communities in what is nowadays commonly referred to as the civil society. We want to see an authentic, healthy, and vibrant civil society in the Czech Republic, in the CEE region and in other countries in transition.

Mission
We help civil society and community leaders within the Czech Republic, the CEE region and other countries in transition to acquire the capacities, skills and confidence necessary to succeed in their role and to meet the challenges of freedom.

Action
The Czech Fundraising Center promotes freedom and institutional capacity of civil society organizations by assisting them to develop their financial independence. We offer up-to-date relevant information, we cultivate ethical fundraising and fundraising as a profession, we educate leaders, managers and fundraisers, and we offer opportunities to share experiences and to network.

The Czech Fundraising Center

- provides top-quality and affordable training, consulting, and assistance services to civil society organizations, corporations, and government institutions;
- promotes sustainability and resource mobilization of CSOs as a way to achieve independence, thereby developing authentic civil society;
- organizes the International Fundraising Festival and operates the Club of Professional Fundraisers
- in order to support ethical practice and to share
- knowledge, learning, and skills in resource mobilization;
- carries out research and provides top-quality information about resource mobilization to all relevant stakeholders.

Project POINT is supported by the Visegrad Fund

Training Design

Jana Ledvinová, Training Design, Czech Fundraising Center, Prague 2014

TRAINING CONTENT AND FORMAT

The training impact is primarily driven by participants' expectations. However, there are more criteria, which should be taken into account to prepare for effective training. Different methods and strategies should be combined to keep participants' awareness and enhance the learning process.

When preparing the training design, several questions should be answered first:
• Which knowledge and information should be delivered?
• Which skills should be learned and practiced?
• Which abilities should be enhanced to support the implementation of the topic in real life situations?

Every training should follow and fulfill participants' expectations in both content and training formats. For identifying the best format, these questions should be answered:
• Are participants ready for interactive learning?
• Are they willing to participate in discussions?
• Do they accept playing games?
• Do they accept outdoor activities?
• Would they mind programs including personal interactions and touch?
• Do they expect to work in the evening or would they prefer leisure time?

When preparing an agenda the following should always should be taken into account:
• time frame
• season and weather
• where the training will take place
• training room
• number of participants
• participant demographics including age, cultural aspects
• local conditions

OVERALL DESIGN OF THE TRAINING

Overall design is the first step in any training preparation. It helps to identify and clarify the conditions for the training and set up realistic goals before developing a detailed agenda, training handouts, games, etc. It can also provide effective feedback on the training's major goals and expectations, as well as allow the possibility to modify them according to actual conditions.

OVERALL DESIGN INCLUDES:

Time Frame: when the program starts/ends, breaks, meals, rest, sleeping time, transportation time, etc.

Major Program Sessions: based on the participants expectations. The length of each session has to take into consideration the local environment and participants' expectations. If there is not enough time, it may be better to reduce the number of topics rather then to squeeze them into shorter sessions.

Dynamics and Atmosphere Settings: can be deduced by: taking into consideration the basic human physiology and daily habits of participants (time of sleeping, eating, breaks ...); by attention to local natural conditions (weather, time of the year), group demographics (age, interests, shared experiences ...), and local cultural habits and rules.

When preparing the overall design it should be clear:
• Who are the trainers? Did they work together before?
• What are the technical and material conditions for the training?
• What written materials could be used for the training? Do we have copyrights?
• Who pays for the training, and are there any special conditions given by a benefactor

MORE ASPECTS
TAKEN INTO ACCOUNT

BETTER DESIGN

BETTER TRAINING

TIME FRAME

One of frequent forms for the overall design preparation is a simple table divided into major time sessions:

	MORNING SESSION	AFTERNOON SESSION	EVENING SESSION
1st day			
2nd day			
3rd day			

If only one or part day training is prepared, the day may be divided into shorter sessions to be sure that all of the topics can be incorporated:

GOAL OF THE TRAINING	
1ST SESSION 9.00 – 10.30	
10.30 – 11.00	BREAK
2ND SESSION 11.00 – 12.30	
12.30 – 13.30	LUNCH
3RD SESSION 13.30 – 15.00	
15.00 – 15.30	BREAK
4TH SESSION 15.30 – 17.00	

Major Program Sessions

Once the basic time frame is established, the space for the training can be developed. The space for the training itself will come out of the design:

	MORNING		AFTERNOON		EVENING
1st day	Participants Arrive	12.00 – 13.30 LUNCH	Training	18.00 – 19.30 DINNER	Training
2nd day	Breakfast& Training		Training		Cultural evening
3rd day	Breakfast& Training		Participants Depart		

Dynamics and Atmosphere Settings

Dynamics and atmosphere design can then be incorporated into the planning:

	MORNING		AFTERNOON		EVENING
1st day	Participants arrive	12.00 – 13.30 LUNCH	Participants will be tired after traveling and lunch; they will not know each other.	18.00 – 19.30 DINNER	After the first introductions, participants will became more open to the group. Positive atmosphere is expected.
2nd day	8.00 – 9.00 Breakfast Participants will be fully focused on the training topics.		Participants may become tired from the morning session. It may influence their ability to gather new information.		Cultural evening: Very open atmosphere; participants identify with the group; new partnerships and friendships are established.
3rd day	8.00 – 9.00 Breakfast Participants will be tired after a long night. Maybe also nervous before departure. Some may depart earlier.		Participants depart		

Overall Design

The final overall design will be created by incorporating the major program topics into the table. It should fully accept the dynamics, atmosphere settings and the time frame. Opening and closing sessions should always be incorporated, even if the training lasts several hours. You should also incorporate the short programs, which repeat every day/program session, which could include daily evaluation, after lunch discussion, tests, group rest, etc. If there are special guests or visitors to the training which have limited time to participate, you should incorporate them at the beginning too. The rest of the training time is filled by the actual training sessions according to the training goals and objectives. The table below can serve as an excellent summary to compliment a detailed agenda preparation.

	MORNING		AFTERNOON		EVENING
1st day	Participants arrive	12.00 – 13.30 LUNCH	Basic principles of fundraising	18.00 – 19.30 DINNER	Motivation of donors and fundraising argument – interactive session
2nd day	8.00 – 9.00 Breakfast Corporate giving		Individual giving		Cultural evening: Practicing individual giving – special event
3rd day	8.00 – 9.00 Breakfast Workshop evaluation		Participants depart		

Detailed Agenda

Detailed agenda is usually prepared for each day or session. Many training providers want a detailed agenda before the training. It usually includes:

- Training goals
- Detailed agenda of each session, divided by minutes
- Brief content of each session and major outcomes
- Methods or specific activities
- Trainers roles and division of responsibilities
- Detailed technical and material needs
- Training handouts and manuals

The main purpose of having a detailed agenda is for the trainer's personal use. With it, you can ensure that the workshop activities and flow will proceed without problems.

EXAMPLE:

An example of such an agenda can be developed from the following suggested design:

2nd Session – Basic Principles of Fundraising (2,5 hours)

Goal: Introduce basic FR principles and train participants to understand their interrelationship and rules

Partial topics:

- What is fundraising?
- Major donor categories
- FR methods and strategies
- Identification of donors

		METHOD	TRAINER	HANDOUT	M+T
14:30	Opening activity – "Money" (also helps to introduce participants to each other).	IB	JAK		Money box
14:45	What is FR – presentation – explain that FR is not about money but people, 3 FR golden rules, fundraising/friend raising fundraising model.	P	JAL	3 FR golden rules	FCH
15:00	Who are the donors – brainstorming, discussion, review and short presentation of basic D categories, table: division of resources for NNOs in the world.	BS D P	JAL	Donors Categories Statictics	PP
15:15	Basic FR methods and strategies – game "24 hours" – work in groups.	A	JAK	Case study handout	FCH
15:45	Game "24 hours" – participants presentations and review of the game, short presentation about FR strategies, role of individual intuition and proactive attitude for successful FR.	D P	JAL	FR methods	PP
16:00	Break				
16:15	How to research donors – onion rings – presentation and discussion, working with participant experiences as cases.	P CS	JAL	Onion Rings	FCH
16:45	How to approach donors –face-to-face role-play, preparing the background for the evening session.	RP	JAK	Meeting the donor	PP
17:10	"Hands and ears" – icebreaker, opening the atmosphere at the end of the session, final outcome: "Look, what people are willing to do, if you simply ask for it."	LA	JAL		
17:15	The End.				

Strange symbols at the end of the table are short messages, agreed by the trainer's team to make the process of creating the agenda more effective:

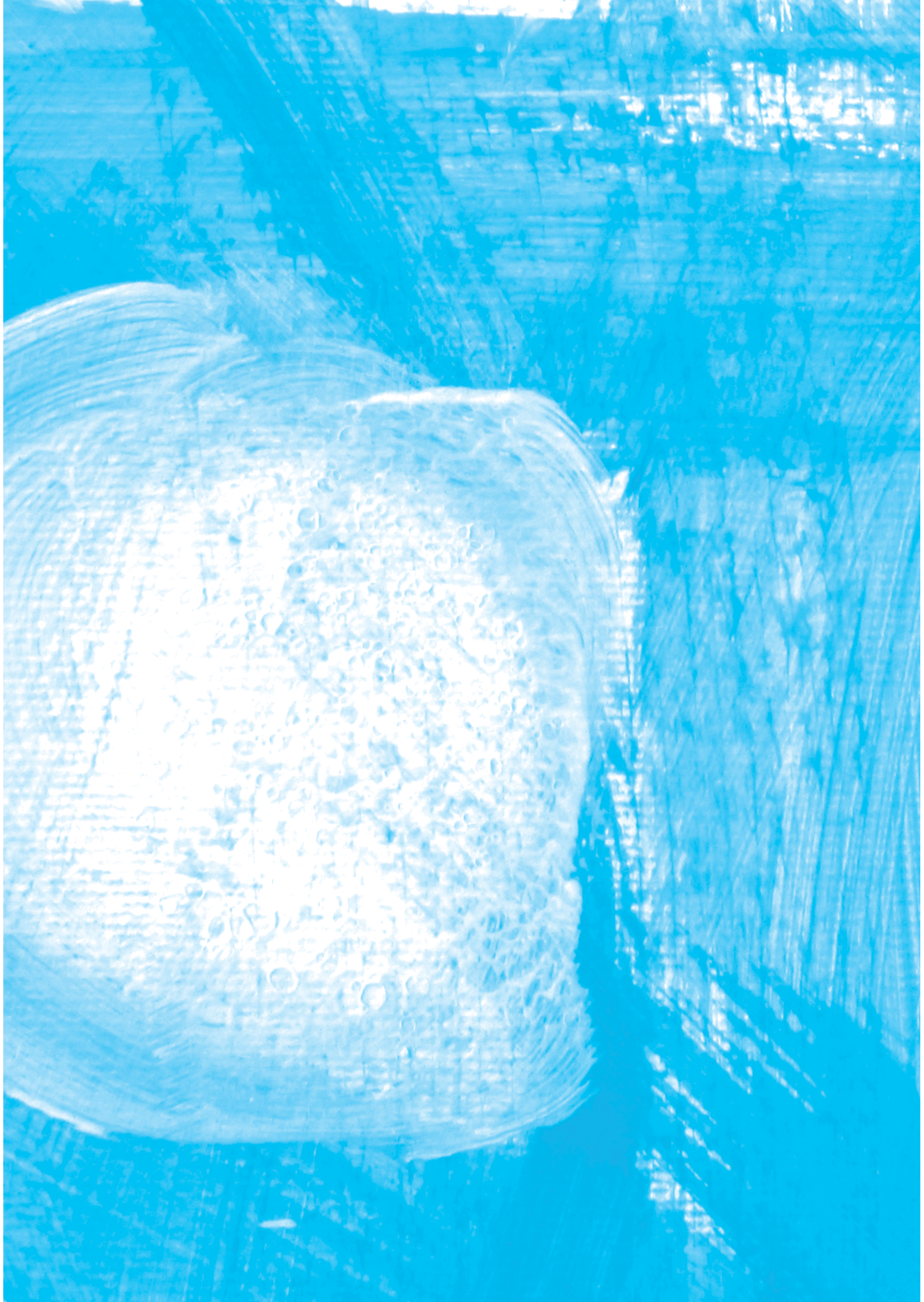
FCH – flipchart, PP – power point – LCD projector, JAL – Jana Ledvinová, JAK – Jan Kroupa ...

The symbols for methods used are important. Why do we need them? They can provide a feedback so that we do not overemphasis any one method and keep the workshop dynamics. After the training we can easily find why some sessions were more effective and some less and use the new knowledge for the next training. What do they mean?

IB – Icebreaker, P – Trainers presentation, BS – Brainstorming, D – Discussion, A – Activity (game), CS – case study, RP – role-play ...

Each trainer creates his/her own style of preparation during this time. The process is very individual. Experienced trainers can prepare the overall design and detailed agenda in half-an-hour on one sheet of paper. They are able to adapt their training experiences quickly, even during the training sessions. Those who have not enough experience may prepare even more detailed agenda with written presentations and flipchart models beforehand. However, in any case…

…THE TRAINING HAS TO BE PLANNED AND PREPARED TO REACHED ITS GOALS AND BE SUCCESSFUL



“Fundraising for NGOs – it is possible!”

WORKSHOP DESIGN

Lenght:	2 day workshop + webinar used for introduction and needs assessment
Authors:	Pavleta Alexieva and Luben Panov
Country:	Bulgaria
Training goals:	• To convince participants that fundraising is important in order to achieve sustainability of the organization (awareness raising) • To increase and systemize the knowledge about fundraising (experiential learning); • To motivate participants to start fundraising after the training (call to action).
Participants target group:	A group of 20 participants, who are representatives of NGOs, with little to no experience in fundraising. Level of representatives: directors, program directors, PR officers, fundraising officers, project development officers.
Training topics:	• Sources of NGO Income; • Preparing and presenting Case for support; • Fundraising from corporations; • Fundraising from individuals.

Training structure:

Webinar – The webinar is organized at least 1 week prior to the start of the training and focuses on presenting “what is fundraising and why we need it”. Its purpose is to clearly distinguish between project proposal writing and donations from individuals and corporations. The webinar is 15 minutes and it is presented by Luben Panov, BCNL. It includes the following:

Presentation on Fundraising basics (some ideas): (10 minutes);

Different sources for funding NGOs;

Main principles for achieving financial sustainability of NGOs;

Presentation of the case for support matrix.

Homework (5 minutes): “Case for support” - each participant to prepare a case for support for one of the causes of his/her NGO. Cases should be sent back to BCNL before the training.

		METHOD	TRAINER	COMMENT
DAY 1: Fundraising Basics (morning) & Fundraising from corporations (afternoon)				
10:00	Registration and coffee	The purpose is to gather people a bit before the actual start so that we are not late.		
10:30	Introduction session, participants’ expectations (writing an expectation with one word on sticky note), program presentation (putting the expectations on the program parts written on a flipchart) and establishing rules	D	Luben	FCH; Post it notes
11:30	Fundraising basics: “Case for support”/ Donor argumentation Notes: Three volunteers read their homework; the trainer asks the rest of the participants to donate for their favorite case (a symbolic amount from their own money); general feedback from the public and summary from the trainer (advice on preparation of cases for support)	A	Luben	You need 3 boxes for the donation
12:30	Lunch			
13:30	Main steps for fundraising from corporations: Notes: Icebreaker before the start of the session; Presentation of the main motives of corporate donors to donate to NGOs and the main forms of corporate partnership with NGOs; Discussion of participants’ own experience	IB, P, D	Krassi, BDF	PP
14:30	Role-play – dividing participants in groups – the company, the NGO and observers - getting in contact and meeting the donor; presenting the case for support;	RP	Krassi, BDF	FCH
15:40	Discussion – each group shares their observations about the RP and the trainer provides feedback	D	Krassi, BDF	FCH
16:00	Coffee Break			
16:15	Communicating with corporate donors – basic tips	P, D	Yana	PP
17:00	End of Day 1			

		METHOD	TRAINER	COMMENT
DAY 2: Fundrasign from individuals				
9:30	Donors Pyramid	P	Pavelta	FCH
10:15	Methods for individual fundraising Notes: Participants are divided in 4 groups and are given time to identify various fundraising methods that they know. Each method is listed on a flipchart. A competition between the 4 teams is organized.	A	Pavelta	FCH; Post it notes, 1 chocolate
11:00	Coffee break			
11:15	Methods for individual fundraising - continued Role-play: 3 groups of participants; each group has the task to fundraise a certain amount of money for a specific case for support (real one without names) through a certain type of campaign (crowd funding, fundraising event, DMS). The task: to outline the main steps/ elements of the campaign, to present it and to outline the main steps forward (Thank you notes! and reporting before the individual donors).	RP	Pavelta, Yana	FCH
12:30	Lunch			
13:30	Preparation of campaigns for fundraising from individuals Notes: The main steps in organizing different types of fundraising campaigns explained through presentation of the real stories.	P, D	Pavelta, Yana	PP
15:00	Coffee break			
15:15	Wrap-up session and evaluation Summary and get back to the expectations shared at the beginning Evaluation forms Certificates Group photo	D	Pavelta	PP
16:00	The End			

Symbols used:
FCH – flipchart
PP – power point
LCD projector

IB – Icebreaker
BS – Brainstorming
P – Trainers presentation
D – Discussion
A – Activity (game)
CS – case study
RP – role-play

Technical and material needs:
Flipchart; Laptop and multimedia projector; Markers (various colors); Flipchart papers; Post-it notes; Badges for participants; Bluetac (to stick papers on the wall); Room with natural light for at least 25 people in roundtable format.

Training handouts:
• Case for support matrix
• Presentations of trainers;
• Companies and NGOs: Cooperation, Giving and Investing (CFC & BCNL) http://www.bcnl.org/uploadfiles/documents/analyses/corporations_pdffinal_02.pdf
• The Donor’s Perspective. Motivation of Individual Donors, (Via, BCNL, CFC and PDSC) http://www.bcnl.org/uploadfiles/documents/analyses/donors_perspective_final.pdf

How to Design an Effective and Efficient Training

QUESTIONS WE MUST ANSWER TO BE EFFECTIVE.

Aliona Badiur et al., Centrul de Instruire şi Consultanţă Organizaţională (CICO), Chisinau, 2016

Before we begin our instructional design, we must have a solid foundation of information. Not only must we assess the needs of our group, we must understand the politics and dynamics that will impact our training. We must also consider the ergonomics of the learning environment. Answering the following questions will help us design an effective and efficient program.

WHY
- Why did this group form?
- Why are they seeking interpersonal skills?

WHO
- Who will be facilitating the group?
- Their skills, strengths.
- Their role (s).
- Who will be participating in the group?
- Number in group.
- Ages and Sex.
- Role(s), Titles.
- Needs, concerns, personal issues.
- Who requested the group (the client)?
- Reason for request.
- Expectations of the group.

HOW
- How much can you offer?
- Time, Energy, Effort (quality will be affected)
- How will you meet?
- Needs?
- Concerns?
- Personal Issues?
- Expectations?
- Demands?

WHEN
- When does the group meet?
- Frequency (weekly, daily, etc.)
- Length (for 6 weeks, one day, etc.)
- Time (one hour 5-6 pm, three hours 8-11 am, etc.)
- When is the lesson plan due?
- When do the facilitators meet to prepare (best if right before group)?

WHERE
- Where does the group meet?
- Same or new place each time?
- Back-up place if weather or construction interferes
- Location size
- Amenities and resources (bathrooms, water, electricity, chairs, etc.)
- Safety concerns

WHAT
- What are you supposed to teach (participants)?
- What are the participants actual needs (group members)?
- What are you proficient at doing?
- What are you expert at doing?
- What are your objectives?
- What will you be teaching/facilitating?

SKILLS
- Aspect of each skill
- What will you do?

TRAINING PLAN (WHAT RESOURCE:)
- Do you have?
- Do you need?
- Do you want? (do not be afraid to ask)

Ask yourself these questions, write down the answers, and develop your training plan based on the answers. The following areas should be completed to create an accurate training plan.

The training plan

Aliona Badiur et al., Centrul de Instruire și Consultanță Organizațională (CICO), Chisinau, 2016

Title
The title of your training should be informative, describing a skill and what aspect of that skill the training covers. This will assist other facilitators or trainers in selecting this training plan in the future.

Objectives
YOUR GOALS, THE PARTICIPANTS' GOALS SHOULD BE:
- Observable- will you know if the objective has been achieved?
- Desirable- do the group members want to accomplish this objective?
- Measurable- after the group is over, could you say with certainly that the objective was attained?
- Achievable - do the members of the group have the abilities, skills and knowledge to successfully achieve the objective? What are their limitations? How do you overcome them?
- Realistic – is this a realistic objective for this group and/or its members?
- Transferable– the most important component of any objective. Can the objective be used outside the group in the participants' "real world"?

Welcome
The power of the welcome is frequently overlooked. It should be used to establish a regular expectation that the group is about to begin. The welcome should put each participant into "group mode". The most effective welcomes create positive expectations by being consistent, personal, and warm. Try meeting every participant at the door and greeting them happily by name. This makes you the first person to have arrived, someone who appreciates their attendance and you have comforted them by touch and name.

Icebreaker
An activity that furthers the setting of expectations put oneself into the "group mode". The icebreaker opens up the participants to the necessity of focus, involvement and openness. All icebreakers must be fun. It often sets the tone for how successful you activity will be. Create a name for each icebreaker that is fun and meaningful to each specific group.

Activity
The activity can be fixed one but must also be flexible. The group must be "ready" during the welcome and icebreaker to allow for modifications. The trainer should also anticipate an alternative plan.

Follow-up questions
Always be prepared with questions that process the experience of activity in a meaningful and effective manner. Observe the group interactions and efforts to make verbal comments, give feedback or to derive follow-up questions that may be added following the activity. Questions resulting directly from each groups' specific experience are always the most meaningful and effective.

Closure
The group closes with a positive activity that prepares the participants to leave and creates the expectation of existing "group mode". Closure usually solidifies the lesson and may be the same activity every time. Participants should be using what they learned, appreciated, grew from or plan to improve.

Resources used
The resources need to be listed on each training plan. Include where resources came from, contacts and phone numbers, or physical copies of printed matter attached to the training plan. Stories, handouts, etc. are easily duplicated later if needed.

AFTER THE GROUP IS OVER, ASK YOURSELF IN RETROSPECT, "DID THIS ACTIVITY MEET THE OBJECTIVE OR SHOULD IT BE MODIFIED OR DISCARDED NEXT TIME?"

Designing and using handouts

Aliona Badiur et al., Centrul de Instruire şi Consultanţă Organizaţională (CICO), Chisinau, 2016

Handouts are the materials you give to participants at a brief presentation, such as a workshop, seminar, training or speech. Handouts usually consist of fewer pages than a workbook and present information in a wider variety of formats. Handouts materials are often very important in terms of participants' learning from a training event. It is these materials that participants can refer to again-and-again, at their own pace. Such materials can also help you make best use of the face-to-face opportunities that a training event provides.

Plan to use handouts to save having to tell participants things.
Some participants may already know them. It is much quicker for everyone to scan a handout than to listen to you explaining everything in person. When part of your training event is intended to tell participants things, see how much you can put into handouts materials.

Make sure you have sufficient copies.
There are often of couple of unexpected participants – and some may want to have an extra copy to give to an absent colleague. It pays to be ready to give anyone or everyone copies of anything that is relevant to the aims or objectives of your training event. Make handouts look attractive. Use publishing software to give your handouts the look of professionalism and style. The medium is the message- scrappy handouts (however good their content) will devalue your message. Graphics can also help to make your handouts look better and more memorable.

Make handouts interactive.
Build in tasks and activities; so that anyone looking again at your handouts can relive the experience of being at your training event. The most important dimension is what participants may do when trying the tasks and activities you built into your handout material.

Send handout material in advance.
Send participants handouts containing the things that your training event is going to be based upon. Therefore, when they arrive to participate in your training events, they will all have a similar level of knowledge or expertise.

Include space for participants to make the handouts their own.
When participants write their own comments, reactions or answers to questions onto their own copies of handout materials, they immediately gain a sense of ownership of the materials. They are no longer just pieces of paper they were given during the training event.

Specify the aims and objectives of your training events on handouts.
This helps participants to link your agenda to theirs, and to know exactly what the purpose of your training event may be.

Include "Further Reading" list in handouts.
There is nothing better than an "Annotated Bibliography". Give your own comments to help participants to know what they should aim to extract from the sources you list.

Put your handout materials onto the computer disk.
Any and every handout benefits from the experience you gain each time you use it. When your materials are on disk you can continually update and improve them.

Include a "feedback sheet" in your handouts.
A simple questionnaire can give you a range of ideas to incorporate into the next issue of each handout. Do not forget to ask "what is missing?" from any edition of a handout.

Introductory and Icebreaker Activities

Icebreakers and warm-up activities are start-up exercises that help participants feel at ease in the group.

? OPENING SESSION

- Introductions
- Goals and objectives
- Needs Assessment/Expectations
- Agenda
- Rules for the Training

? WARM-UPS CONVEY TO THE GROUP

- Your philosophy of training
- Your style of working with groups
- Your attitudes toward the participants as learners
- Your enthusiasm about the program

? THREE TYPES OF ACTIVITIES

- Introductory exercises
- Expectations exercises
- General warm-ups

Introductions

Expectation may also be incorporated into introducing participants. When people are introducing themselves you may devise different ways 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 possible. Also, do not forget to introduce yourself properly.

Breaking the Ice and Warming up

Energizers, icebreakers, warm-up exercises etc. are brief, playful tools that might be employed to engage your participants, lift their spirits or get them to know one another, even to summarize main points or set forth the basic thematic framework. There are a wide variety of them, and 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 an introduction or at any time when spirits of participants are low, they appear tired, some are falling asleep, etc.

Expectations

"Expectations" have become a standard feature of almost any 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 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 the 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, perhaps when you did your research and preparation well, it should be more of a brief check-up that everything is as expected.

The trouble with "expectations" is that people come to a training to learn something. If they knew what it is they wanted to learn and could formulate it, they would not need to come to the workshop. The truth is that a workshop that provides to participants only what they expected was probably very boring. So be careful, sensitive and reasonable when working with participants' expectations. Do not use them to manipulate them into thinking that they've got 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.

Authors: Monika Jelinko
Country: Hungary

TREE

introductory   expectation

Activity purpose:	Creating the team rules
Best for topics:	Creating the team rules
Preparation time:	10 min
Trainer needs for preparation:	Trainer needs for preparation: a flipchart and colored markers to draw. Draw a big tree on the flipchart, dividing the paper into 2 sections. On the top is a tree with fruits on it and under the floor are the roots.
Materials needed:	Flipchart paper, markers, post-its, pencils
Duration of the activity:	20 min
Number of instructors for the delivery:	1-2
Number of participants:	8-20
Location:	Indoor
Best time of the day:	Morning
Overview:	Prepare the flipchart with the tree drawn on it. The tree with fruits represents the things participants would like to take home from the training, and the root represents things they brought with them and can use to support the topic/workshop. Explain the aim of this activity to the group, give them post-its and ask them to write as many ideas as many they want. They need to work individually. After they finish they can go to the flipchart and stick the post-its at the appropriate places. As soon as everyone is finished, the trainer then summarizes the expectations and the supportive ideas.

Setting/Logistics: Chairs in circle, flipchart, flipchart paper, markers, post-its, pencils

Introduction/ Motivation/Legend: This exercise aims to show the participants' expectations and wishes concerning the workshop/training.

Sample Instructions: "Here you can see a nice tree. The top of the tree is full of fruits that represent your wishes, the things you would like to bring with you home from here. At the bottom, you see the root of the tree. This represents the things you can support our training with. I will give you each some post-its. You can write as many ideas on the post-its as you want. After you are finished, please go to the flipchart and stick them to the appropriate places. Take your time.

Main roles/instructions for trainers: Prepare the materials, introduce the exercise, give materials to participants, summarize the results, clarify the conclusion.

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

WISH FISH

icebreaker   warm up

Activity purpose: Supporting ability to create powerful vision and mission, and be driven by that.

Best for topics: Strategic planning, Fundraising

Preparation time: 30 minutes

Trainer needs for preparation: 1

Materials needed: A4 sheet of paper with a picture of a wish fish for each participant

Duration of the activity: 15 min (30 min if you want to go deeper to visions during the review)

Number of instructors for the delivery: 1

Number of participants: 10 - 30

Location: indoor

Best time of the day: any time of the day

Overview: The point in the story presented is not that who wants more and more and is never satisfied ends up with nothing. The point is 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.

Setting: The best setting is the circle of chairs, possibly with tables, to support the group spirit.

Motivation/Legend:

Sample Instructions:

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 told him then…

Instructions and logistics: Each participant gets a worksheet with his or her "Wish Fish" and is asked to write down their vision. When people are done, they present their wishes to the group. Thereafter the trainer engages them in a discussion about their dreams, participants providing feedback to one another. 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.

Main instructions for trainers: 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.

Possible Modifications: The task can 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 years, depending on the stability of the environment. 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 their 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 to summarize or wrap-up later on.

HUMOR IN THE AIR

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Country: Moldova

icebreaker **energizer** **warm-up**

Activity purpose:	To make a friendship and show a unique way of surprising participants
Best for topics:	Fundraising
Preparation time:	15 minutes
Trainer needs for preparation:	1
Materials needed:	enough sheets of 8 ½ x 11 papers in various colors, for each participant
Duration of the activity:	5-10 minutes
Number of instructors for the delivery:	1
Number of participants:	8-20
Location:	indoor and outdoor
Best time of the day:	evening
Overview:	The on-your-own part of this activity takes place over a day or two. Then, in the group session, the second part of the activity takes 5-10 minutes.

Instructions:

A day or two before the group session, give each participant a sheet of the colored paper and ask them to find a clean joke, a humorous anecdote, a funny picture, etc. Participants can use something they have heard, look in a joke book, ask a child, search the Internet or find it somewhere else. Anything goes, as long as it will make people laugh and will fit on a sheet of paper. Participants should copy their humorous tidbit onto the paper and then bring it to the group session.

At the group session, whenever it's time for an injection of energy and humor, ask everyone to take his or her piece of paper and make a paper airplane into the air. Yell out, "One-two three!" Once all the paper airplanes have been flown, everyone should pick up one that is a different color from his/her own. One-by-one, have participants unfold the airplanes and read what is written or show the picture.

Authors: Mónika Jelinkó
Country: Hungary

TARGET

introduction

Activity purpose:	getting more background information about participants' knowledge.
Best for topics:	any topics
Preparation time:	7 min
Trainer needs for preparation:	target questions to be prepared in advance; find a subject to be the center of the target
Materials needed:	subject (can be anything, for example, a plastic bottle)
Duration of the activity:	5 min
Number of instructors for the delivery:	1
Number of participants:	8-16
Location:	can be played indoor-outdoor
Best time of the day:	any time, preferably used as an introductory game or before a session, to gather background info from participants
Overview:	Preferably used as an introductory game or before a session, to gather background info from participants. It can be used for any topics, including getting to know each other better or gathering information about participants' experiences in fundraising. Start with general sentences, then points connected to the topic, at the end you can use something funny .

	Example questions for fundraising: I like the ice cream. I have already heard about fundraising. I know what fundraising is. I already did fundraising. I am good at asking. I am good at teamwork. I came here to learn. I am hungry.
Setting:	No chairs are needed. The participants should have enough space to stand in a big circle. Introduction/Motivation/Legend:
Instructions:	Please stand up and in a circle. Imagine we stand in the outer circle of a target. I will place a plastic bottle in the middle of the circle. I will read aloud sentences. If you agree with that sentence, if you feel it is true about you, please go as close to the middle as you believe reflects how true it is about you. If you think it is false, stay in your place. If you agree but not totally, move only few steps to the center. For example: I like the chocolate ice cream. After each sentence, please move back to your original place.
Logistics:	No chairs are needed. The participants should have enough space to stand in a big circle.
Main roles/instructions for trainers:	Questions to be prepared, one trainer reads the sentences. Other trainer can follow the movement of the participants.

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Country: USA

NONVERBAL WALK

icebreaker energizer warm-up

Activity purpose:	To recognize the importance of stereotypes
Best for topics:	Fundraising, finding donors
Preparation time:	5 minutes
Trainer needs for preparation:	1
Materials needed:	paper and pencil (optional)
Duration of the activity:	20-30 minutes
Number of instructors for the delivery:	1
Number of participants:	not specified
Location:	indoor or outdoor
Best time of the day:	morning, recommended 1st day
Overview:	Participants should develop, either mentally or on paper, five impressions of each of the persons they observe.
Setting:	Participants should walk around in the room.

Instructions:

For approximately five minutes, the participants have to walk around the room observing other participants without speaking. They may use gestures, eye contact or other facial expressions: smiles, winks, frowns, but they may not talk. When five minutes are up, form groups of five-seven to discuss first impressions and allow for any corrections of misperceptions. When impressions are shared with all members observed within one group, they may move to another small group and share impressions with them.

If time allows, when participants have shared with everyone in the small group setting, regroup and discuss the exercise.

Main roles/instructions for trainers:

The trainer will ask during the discussion:
Were most first impressions accurate?
Why? Why not?

Were any accurate clues given nonverbally?
Facial expressions? Clothes? Hairstyle? Posture?

Did you find it difficult not to talk? Why?

Would you have been more comfortable if allowed to talk?

FIND A COMMON POINT

Authors: Mónika Jelinkó
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introductory activity   name game

Activity purpose: getting to know each other.

Best for topics: getting to know each other; body language.

Preparation time: 0 min

Trainer needs for preparation: no preparation is needed.

Duration of the activity: 10 min

Number of instructors for the delivery: 1

Number of participants: 8-60

Location: can be played indoor-outdoor

Best time of the day: beginning of the day

Overview: It is a short introduction game. It can be played with small or bigger groups. This game can be played with participants who don't know or do know each other. If you play it with bigger groups, it can take longer, but you can stop the game any time.

Overview: No chairs. Space is needed that allows participants to be able to walk and have a quick chat easily.

Introduction/Motivation/Legend: The aim of the game is to know more information about each other. It does not matter whether you know each other or not.

Instructions:	Please stand up. Visit with every participant in the group. It does not matter whether you know each other or not. The aim of the game is to learn more information about each other. So find a person, shake hands, tell each other your name and find a common point in your life. It can be something you like or dislike. For example: I like walking in the forest, do you? You should keep shaking hands until the end of your conversation. It takes only a few seconds. Then go to another person in the group and repeats.
Main roles/instructions for trainers:	One trainer who provides instruction, watches the time and ends the game.

THE MYSTERY PERSON

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Country: Moldova

energizer **icebreaker** **warm-up**

Activity purpose:	For breaking the ice and creating a warm and friendly atmosphere
Best for topics:	Building relationships
Preparation time:	5 minutes
Trainer needs for preparation:	1
Materials needed:	cash prizes
Duration of the activity:	as desired
Number of instructors for the delivery:	1
Number of participants:	8-20
Location:	indoor
Best time of the day:	morning, afternoon
Overview:	To encourage newcomers and "old-timers" to make new acquaintances, and get them to mix with other participants.
Setting:	Sometimes at large trainings, conferences and meetings, new attendees are often left alone and may have difficulty in getting to know others.

Instructions:

In order to encourage participants to be more outgoing with others, designate (in advance and secretly) someone as Mr. or Mrs. Mystery Person. Prior to, and during the first few sessions, promote the exercise by publicizing, “Shake hands with the Mystery Person. He/She will give you $1.” (Or every 5th person gets $5, etc.) Properly publicized, this exercise can be both fun and rewarding.

Main roles/instructions for trainers:

During the review you may ask the following questions: Why are we often hesitant to meet new people? (Each newcomer is a challenge to “sell” him/herself and learn about others). What are some useful conversation-openers that can help us overcome our reticence?

Authors: Mónika Jelinkó
Country: Hungary

HUMAN BINGO

introductory activity · name game

Activity purpose: Introductory activity

Best for topics: getting to know much better each other

Preparation time: 20 min

Trainer needs for preparation: Trainers should write 10+1 sentences, of which on one or more sentences might be true. (eg. She/he plays guitar. Her/she has already jumped bungee-jumping). There must be made as many copies of the 10+1 sentences as participants you have in the group.

Materials needed: copies of the 10+1 sentences; small prize for the one who wins (e.g. a chocolate)

Duration of the activity: 10-20 min

Number of instructors for the delivery: 1

Number of participants: 8-16

Location: best played indoors

Best time of the day: anytime you want to have an introductory game

Overview: The aim of the game is to know each other better. It does not matter whether the participants know each other or not. Through this exercise the participants will receive brand new information about each other.

Setting: Comfortable place, chairs, music. You should provide area in case participants want to stand or walk.

Instructions: Form a list of 10+1 sentences. The task is to find one person in the group to whom the statement is true. You need to write only one name next to each sentence. The person, who will first have a completed list will be the winner and receive a price. At the end of the game you can review the results together.

Logistics: Comfortable place, chairs, music. You should provide area in case participants want to stand or walk.

Main roles/instructions for trainers: One trainer who gives instructions and, at the end, checks results.

Modification: Each participant receives a questionnaire with 25 questions. He/She should find group members who respond "Yes" and write their names under each question. The winner is the one who completes a line, column or diagonal on the questionnaire. The same name cannot be used more than once. The winner says "BINGO" and brings completed chart to the trainer.

WHOSE NAME CONTAINS MORE THAN 7 LETTERS?	WHOSE AGE IS LESS THAN 23?	WHO HAS TRAVELED MORE THAN 3 TIMES BY AIRPLANE?	WHO DANCES LATINO-AMERICAN DANCES?	WHO CAN TOUCH THEIR OWN NOSE WITH THEIR TONGUE?
WHO IS IN CZECH REPUBLIC FOR THE FIRST TIME?	WHO IS AFRAID OF LARGE LOCUSTS?	WHO SPEAKS MORE THAN 4 LANGUAGES?	WHO DOES NOT LIKE BEER?	WHO HAS MORE THAN 3 SIBLINGS?
WHO HAS TAKEN A PICTURE WITH A POPULAR STAR?	WHO CAN MOVE HIS OWN EARS?	WHO IS THE BIGGEST CHILD IN THEIR FAMILY?	WHO USES ONLY APPLE DEVICES?	WHO HAS TRAVELLED TO MORE THAN 3 CONTINENTS?
WHO IS AFRAID OF HEIGHTS?	WHO HAS AQUARIUM FISH AT HOME?	WHO CAN PLAY THE GUITAR?	WHO HAS JUMPED BY PARACHUTE?	WHO LIKES COOKING?
WHO HAS BEEN A TRAINER OUTSIDE OF HIS/HER OWN COUNTRY?	WHO LIKES BIKING?	WHO LIKES SLEEPING IN A TENT IN THE MOUNTAINS?	WHO IS THE ONLY CHILD IN THEIR FAMILY?	WHO DOES NOT HAVE A DRIVING LICENSE?

MEETINGS MEDDLERS

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energizer **icebreaker** **warm-up**

Activity purpose:	Increasing group dynamic
Preparation time:	5 minutes
Trainer needs for preparation:	1
Materials needed:	printed paper of roles for meddlers
Duration of the activity:	This game takes place during an already scheduling meeting. No additional time is required, except for a 2-minute debrief at the end.
Number of instructors for the delivery:	1
Number of participants:	10-25
Location:	indoor
Best time of the day:	morning, afternoon, evening, night
Overview:	Before the activity, the trainer(s) secretly gives some participants specific roles to play. Each of which can help to make the meeting a more positive experience than it would otherwise be.
Setting:	Take a little time to decide which participants would be best suited to play each of the Meeting Meddler roles. Once you have decided, ask each person individually if he or she is willing to play the role. Be sure to tell them that nobody else should know that any meddling is taking place.

PRINTED PAPER OF ROLES FOR MEDDLERS:

Make a copy of this page and cut out the various roles. Secretly give each role to one of the session participants

Your role during the session:
AT LEAST TWICE DURING THE MEETING, PRAISE SOMEONE (FOR OFFERING AN IDEA, FOR BEING WELL-SPOKEN, ETC.)

Your role during the session:
USE ONLY POSITIVE VERBS. AVOID SUCH WORDS AS CAN'T AND WON'T. INSTEAD, PHRASE THINGS POSITIVELY (CAN, WILL, ETC.)

Your role during the session:
BE AN ENTHUSIASTIC PARTICIPANT. FIND OPPORTUNITIES TO MAKE EMPHATIC STATEMENTS SUCH AS "WE CAN DO THAT!" OR "THAT WOULD BE GREAT!"

Your role during the session:
EVERY TIME SOMEONE LOOKS AT YOU - SMILE

Your role during the session:
BRING AN UNEXPECTED TREAT - COOKIES, CHOCOLATES, FRESH FRUIT, ETC.

Your role during the session:
BEFORE THE MEETING, WITHOUT BEING SEEN, CLEAN AND TIDY THE ROOM. PUT SOME FLOWERS IN A CENTRAL LOCATION IN THE TRAINING ROOM.

Instructions:

Make plans to reimburse those meddlers who are bringing something material (treats, flowers, etc.) to the training.

During the training, give positive reinforcement to the meddlers, as appropriate, but do not let on the there is a conspiracy underway. At the end of the meeting, ask all participants if they felt that anything seemed different than usual. Solicit answers and then let everyone know that you had previously conspired with a few of the participants to make the meeting more positive and upbeat. Point out that although some of the communication was contrived, this did not make the meeting any less effective or undermine the initial purpose of the meeting. Depending on the general personality of your group, you may or may not want Meeting Meddlers to identify themselves and tell everyone what role they played during the meeting.

Main roles/instructions for trainers:

Expand the debrief session to ask participants what else they would like to see happen during the session.

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

HUNTING PEOPLE

introductory activity   short team building exercise

Activity purpose:	Introduce each other and develop participants' communication skills and self-consciousness.
Best for topics:	fundraising, partnership building
Preparation time:	30 min
Trainer needs for preparation:	1
Materials needed:	Worksheet with questions for each participant
Duration of the activity:	20 minutes
Number of instructors for the delivery:	1
Number of participants:	8-20
Location:	indoor or outdoor
Best time of the day:	any time
Overview:	Every participant is handed a list of criteria and when instructed they all begin moving around "hunting" people who fit one of the criteria.
Setting:	Best in a circle and the "floor" is passed around

Instructions:

Every participant is given a handout with the list of criteria and, when instructed, 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 for more than one participant at a time. Thereafter, participants are seated down again. Each participant states his/her name and the others provide information they discovered about him/her during the activity. Trainers may also participate in this activity.

Main instructions for trainers:

During the presentation session, the trainer has to make sure that the activity does not get too lengthy or repetitive.

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 angry recently (why?, with whom?)
14. Can whistle loudly (whistle to prove it)

And so on and so forth…

Authors: Mónika Jelinkó
Country: Hungary

NAMING THE BLANKET

name game

Activity purpose: name game

Best for topics: getting to know each other's names

Preparation time: 2 min

Materials needed: blanket

Duration of the activity: 10-20 min

Number of instructors for the delivery: 1

Number of participants: 10-20

Location: best to be played indoors

Best time of the day: anytime you want to have a name game

Overview: The players are put into two teams. A blanket is held up between the groups so that teams cannot see each other. Each team places someone next to the blanket. When the blanket drops, each has to call out the other's name. The one who is last to do this loses, and has to join the other team.

Setting: No chairs are needed, but much space should be provided.

Instructions: The players are put into two teams. A blanket is held up between the groups so that teams cannot see each other. Each team places someone next to the blanket. When the blanket drops, each has to call out the other's name. The one who is last to do this loses, and has to join the other team.

Logistics: No chairs are needed, but much space should be provided.

Main roles/instructions for trainers: explaining instructions, enforcing the rules, closing the game.

NAME DROPPERS

Country: Moldova

name game · introduction

Activity purpose: Working in small groups, participants use the letters of their names to come up with a range of words and phrases.

Best for topics: Networking, increasing productivity, creativity

Preparation time: 10 minutes

Trainers needed for preparation: 1

Materials needed: One copy of the handouts for every four participants, pens, scratch paper, prizes to present to the winning team and to others. Put the example ("THOMAS" and "BARBARA") on a flip chart or white board.

Duration of the activity: about 10-15 minutes

Number of instructors for the delivery: 1

Number of participants: 12-20

Location: indoor

Best time of the day: morning

Overview: Using all capital letters, write the first names of the four people on your team on the line. Then move all the letters around to come up with as many standard words or phrases as you can in 10 minutes. For each new word or phrase, you can use each letter only once. You do not have to use every letter every time. Names of people do not count as words, but names of countries and places do.

Instructions:

Divide participants into groups of four. Distribute one copy of handouts to each group, and go over the instructions. First, all members of each group will write their first names on the lines provided. They'll then have 10 minutes to use these letters to come up with as many words and phrases as the can in 10 minutes. They do not have use every letter every time. They will probably want to designate one person on the team to be scribe (the other can participate orally).

Main roles/instructions for trainers:

Review the examples on the flip chart or white board:

THOMAS BARBARA

RAT BAR MAT RAM
TAR BAT SAT HAT

Let participants know that the groups will be competing with one another. Allow 10 minutes for them to play, and then ask the group for its results. Congratulate all participants for their creativity and quick thinking, and give out prizes if you have them. Give additional prizes for words of four or more letters, and/or for the longest word or phrase that a group develops. After the game, ask if any of the groups developed a special technique for quickly coming up with new words and phrases.

Possible Modifications:

Alternatively, the participants can each use scratch paper first and then combine lists onto the handouts.

Dividing into group

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 is it advisable to first split participants into groups before giving them the written instructions / prepared flipchart papers etc. to work within their group. This will allow them to consult 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. But they always should energize, recharge and revive the group.

EXAMPLES:

Splitting: simply split participants up as they are seated.

Thematic: divide them by theme of focus (it may be advantageous sometimes, but for the most part it turns out better to mix people up).

Voluntary: tell them to split up however they want to (careful, it may make actually make people uneasy; some people feel that wanting to be in a working group with someone means demonstrates affinity or showing how they feel about a person – and, well, it is that way).

Counting: 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.

Ranking: ask participants to make a line in the training room – according to the color of their hair, their eyes, or their clothes 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 by their first names, etc. Then separate them into as many groups as you need by just splitting the line up into threes, fours, fives, etc.

Positioning: 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.

Statements: sort statements by which ones they feel 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 NGOs because – it makes them feel good, they have a guilty 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 cause, they trust the NGO and its work..." (the number of statements = number of groups; exercise may be complimented by a discussion as to why participants chose this particular statement).

Puzzle: 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 in, thereby forming the groups.

And so on and so forth...

DIVIDE SMALL GROUP WITH STRING

Authors: Mónika Jelinkó
Country: Hungary

divide participants into small groups

Activity purpose:	divide participants into small groups
Best for topics:	when you want to create small groups
Preparation time:	7 min
Trainer needs for preparation:	ropes to be prepared in advance.
Materials needed:	ropes
Duration of the activity:	1 min
Number of instructors for the delivery:	1
Number of participants:	8-10
Location:	can be played indoor or outdoor.
Best time of the day:	anytime, when you want to divide into small groups
Overview:	Prepare the strings, according to the number of the participants in the small groups. If you want to have groups of 2 participants, use 1 piece of string. If you want to create a group of 4 participants, knot in the middle 2 strings, etc.
Setting:	Only a small area is needed, where the participants can quickly pick the strings. Introduction: Now we will create small groups in a very interesting way.

Instructions: The trainer holds the strings in his/her hand (pre-prepared according to the number of people in the group you want to create) right in the middle of the string, holding the knots if there are any. The aim is that the participants don't see where the end of the strings they hold in the beginning are. Please pick only one string. When all the participants are holding the end of one piece of string, the trainer lets go of the strings and who are in the same groups are determined.

Logistics: No chairs are needed. Only a small area is needed where the participants can pick the strings.

Main instructions for trainers: Prepare the strings and tell the participants what to do.

Discussion
Techniques
Principles

Training of Trainers, Jordan, May 2013 (c) Jan Kroupa, Jana Ledvinová, The Czech Fundraising Center, 2013

LEADING DISCUSSION
- Make a good beginning.
- Remember that good discussion means participation.
- Use good questions.
- Good discussion should be progressive.
- Different points of views should be presented.
- Don't wear-out points of discussion.
- Give occasional summaries.

MAINTAIN CONTROL OVER THE SEMINAR
- Side conversation should not be allowed.
- Long-winded talks should be tactfully avoided.
- Friendly arguments may not be avoided if they give better understanding of the topic.
- Have members speak up.

DEVELOP SPORTSMANSHIP AMONG PARTICIPANTS
- Never take sides in any discussion.
- Correct and keep the right atmosphere for discussions.
- Do not expect complete agreement on all points.

AVOID AN "AUTHORITARIAN" ATTITUDE TO OPINIONS AND IDEAS
- Refrain from setting yourself as an expert or final authority.
- Allow the group to make the decision.
- Use unanswered questions as a basis for another discussion.
- In restarting questions or contributions, try to use the same phrasing used by the participant.
- In rephrasing use the simplest words possible, make it brief and be sure it expresses the view of the individual who contributed the idea.

MAKE A GOOD ENDING
- Never prolong the discussion just to fill in time.
- Leave the group with something to think about after the discussion is over.
- A final summary is very important. Do it or let the group come up with it.

Authors: Jan Kroupa, Jana Ledvinová
Country: Czech Republic

PUZZLE

discussion technique

Activity purpose:	This activity is focused more on introducing organizations rather than individuals, on networking, on what people have in common, on the potential of sharing and even on working together in the future.
Best for topics:	fundraising, strategic planning, networking and partnership development
Preparation time:	1 hour
Trainer needs for preparation:	1
Materials needed:	It is somewhat more demanding in terms of preparation. You have to cut up a large cardboard (A3) 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.
Duration of the activity:	20 – 30 minutes
Number of instructors for the delivery:	1
Number of participants:	9 - 24
Location:	indoor
Best time of the day:	any time

Overview: The task for the group is to complete the whole puzzle. If you want to put your piece next to another piece or pieces in the puzzle you have to find one or more similarities. 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.

Setting: Best in a circle with the table in the middle for the puzzle.

Introduction: 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, tend to feel exclusive and closed. Without a doubt, they are 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.

Instructions: Hand puzzle 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 your 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. When the puzzle is completed, discuss the links and similarities.

Main roles/instructions for trainers: During the review you may ask questions like: What was surprising? Where did you have 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.

Possible Modifications: You can also use this puzzle for the division of the group. In that case, the task may be to create a puzzle not from all pieces, but from 4/6/8 … Then, when participants create them, you take the holders of one picture as a group.

BLIND CAFÉ

Authors: Mónika Jelinkó
Country: Hungary

discusion technique

Activity purpose:	discussion technique/activity
Best for topics:	any topic, can touch sensitive topics
Preparation time:	45 min
Trainers needed for preparation:	2-3
Materials needed:	chairs, curtains, music
Duration of the activity:	60-90 min
Number of instructors for the delivery:	1
Number of participants:	15-30
Location:	indoors
Best time of the day:	night
Overview:	This is a very special and unique discussion technique, can be used for any topic, but best when you used for sensitive topics.
Setting:	**ROOM:** The training room should look like a blind café. The room must be totally dark - cover the windows, do not let light in. Make small groups of chairs in a circle. Each group should have 4 chairs. Play some very calm and cozy music. **SENTENCES:** Prepare 7-10 sentences which are really provocative and divide opinions (eg: Women are

not able to work as a boss, they have to stay at home). Start with an easy one and from sentence to sentence go deeper.

RULES: Write the rules on a piece of paper and hang it on the entrance door to make it more mysterious for the participants.

PREPARATION: Very important! Do not tell participants in advance what is going to happen in the evening. Just tell them it will be unforgettable, called blind café, and who enters the room once the activity starts, cannot leave it till the end. Stay mysterious.

Instructions:

Prepare the room, but do not let the participants enter. Close the door and have them wait outside. Leave it dark inside and turn some relaxing music on.
2-3 trainers are needed to lead this activity. Go to the entrance, close the door and tell participants the rules:

- Who enters the room, cannot leave till the end.
- When you enter the room, you must close your eyes and stay like that till further notification.
- You are not allowed to talk; you may only after you receive permission.
- You are not allowed to say your name during the session.

If everybody agrees, each trainer will lead 2 participants in the room and sit them in chairs. When all the participants are sitting, and all the 4-chair groups are full, the session can start.

Turn down the music and instruct participants: I will tell you sentences during the session. After each sentence you have 5 minutes to talk within your group. Exchange and share your ideas. Do not forget the rules.

After 5 min, have participants stop talking. There is silence again in the room. Now turn on the music and tell some of the participants to move to another chair.

Then move some of the participants, mix the groups to create new ones. After everybody is sitting, turn down the music and tell the second sentence and encourage people to share their ideas on the topic.

You can continue until you see it is getting boring for participants. 5-6 sentences are usually enough. At the end of the session, you can switch on the light and talk about experiences.

This is a very, very good exercise. It must be well--prepared and very mysterious to be successful. Participants will definitely like it .

Logistics:

The training room should look like a blind café. The room must be totally dark - cover the windows, do not let light in. Make small groups of chairs in a circle. Each group should have 4 chairs. Play some very calm and cozy music.

Instructions for trainers:

Prepare the room, questions and rules; speak the sentences, guide the participants, evaluate the session.

Authors: Jan Kroupa, Jana Ledvinová
Country: Czech Republic

PRIORITY LIST

discussion technique   role play

Activity purpose:	The following exercise examines donor preferences, or better yet, focuses on the fact that they are usually very different.
Best for topics:	fundraising, individual giving
Preparation time:	15 minutes
Trainer needs for preparation:	1
Materials needed:	flipchart or A4 worksheet for each participant/group
Duration of the activity:	20 minutes
Number of instructors for the delivery:	1
Number of participants:	12 - 24
Location:	indoor
Best time of the day:	any time
Game Overview:	Participants select topics for support according to their personal preferences.
Setting:	circle setting of the room

Instructions: Hand participants a list of topics that represent typical areas where support is requested (adjust to local circumstances). You may either ask participants to score the top 5 topics (5 to 1 points). You may also split the table into two columns – Me and Public. Me, a list a top five for themselves and, Public, a list of what they perceive are the top five are for others, which usually is an interesting comparison. An additional option is to instruct participants that they have $1 million USD and they have to distribute it between the topics on the list – without any further limitations. Regardless of the method you choose, have individuals or groups report back, note outcomes on the flipchart, discuss and summarize.

Logistics: Prepare the list of topics – use the flipchart or one A4 copy for each participant/group. Participants may complete this exercise individually or in groups, depending on the previous dynamics of the training.

Possible Modifications: 1. You can use real cases from participants' organizations especially if you have an advanced group of fundraisers.
2. You can give participants/groups different roles and ask them to support topics according to preferences specific to their role (e.g. owners of companies, elderly people, young families, managers ...)

? **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
- Cultural heritage, monuments and sights
- Sports and leisure
- Humanitarian aid and support
- Churches
- Healthy lifestyle
- Domestic violence
- Human trafficking of 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 against undemocratic regimes, etc.

Giving Task Instruction

? INTRODUCTION – RATIONALE
- Why and what exactly are we going to do?

? EXPLAINING THE TASK
- Ask participants to “list”, to “identify”, to “solve”, to “rank”, etc.
- Do not ask to “discuss”, “go over’, “think” or to “talk about”.
- Ask participants to define the quantity and/or quality expected: list the most important, identify the most frequent, etc...

? DEFINING THE CONTEXT
- How we are going to accomplish the task?
- Size of working units.
- Composition of the subgroups - if any.
- Amount of time given for completing the task.

? EXPLAINING WHAT IS TO BE REPORTED
- Ask for sharing of their learning/experiences as well as the reasons behind it.
- Ask for the processes that worked within the group.
- Ask for reporting information generated from subgroups.

Keep in mind that the intent is to help participants to expand, integrate and generalize learning from their individual or group work. Only when participants see a personal benefit from completing the task will they be ready to accept the assignment.

FICTIONAL PHILANTHROPHY

Authors: Vasudha K. Deming
Country: Moldova

discussion   simulation

Activity purpose:	This is an inspiring, thought-provoking activity in which participants come up with ideas for their own functional charity or nonprofit organization.
Best for topics:	networking and partnership development
Preparation time:	15 minutes
Trainer needs for preparation:	1
Materials needed:	A flip chart, markers, one copy of handout(s) for each participant. You may also want to gather information on a variety of actual philanthropic and nonprofit organizations to give participants ideas.
Duration of the activity:	40-50 minutes
Number of instructors for the delivery:	1
Number of participants:	8-25
Location:	Location: indoor
Best time of the day:	afternoon

Overwiev

The activity gives participants an opportunity to reflect on their values and interests. It also gives trainers a unique insight into participants' character.

Prior to the session, write the following on a flip chart:

? **POSSIBLE CAUSES FOR YOUR PHILANTHROPY:**
- Families, children or women
- Housing
- Health care
- Education
- Peace and justice
- Civil rights
- Spiritual life
- The environment
- Financial solvency

Instructions:

Tell participants that they are going to be given the chance to create a fictional philanthropic organization, the funding for which will come from an anonymous benefactor. Their task is to reflect on the social cause most important to them and to complete the handout.

Encourage the participants to be creative and to choose a cause that is close to their hearts. Once participants have finished, ask them all to make a brief oral report to you and rest of the team.

Main roles/instructions for trainers:

Ask participants (in small groups) to research a few actual charities, foundations or other nonprofit organizations. Give them copies of the handouts and ask them to report back once they have completed the form. Have participants work together to come up with a way to put their philanthropy to work within the selected organization.

You have been given the directive to start a foundation, charity or other nonprofit organization. You have also been given the money necessary to start the organization and to carry out its objectives for one year; assuming that the anonymous benefactor who gave you the money finds your plan worthwhile and reasonable. At the end of one year, your benefactor will decide whether or not to continue funding your organization.

What is the name of your organization?

What is the primary aim?

What segment of society benefits directly from your organization?

What specific action does the organization carry out?

Who will you choose to sit on your boards of directors?

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

FUNDRASING FAIRYTALE

storytelling discussion technique

Activity purpose:	To be able to identify the main characteristics, roles and behaviors of key actors in fundraising.
Best for topics:	fundraising
Preparation time:	15 minutes
Trainers needed for preparation:	1
Materials needed:	standard training equipment – flipchart, markers, tape
Duration of the activity:	20 – 30 minutes
Number of instructors for the delivery:	1
Number of participants:	15 - 30
Location:	indoor
Best time of the day:	any time
Overview:	Tell participants the “fairytale” 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.

FAIRYTALE

"A young prince disguised as a minstrel (medieval traveling singer) leaves his parents and kingdom to gain experience and a wife. He arrives at an island ruled by the Ice Duke. In a local pub he is told that the Ice Duke's neice Saralinda is extremely pretty, but that everyone who tries to marry her ends up chopped to pieces by the Ice Duke's nasty sword, for no one can fulfill the assigned task. He falls in love immediately. The prince is brought to the Ice Duke and asks for Saralinda's hand in marriage. The Ice Duke agrees as long as the prince delivers to him 1,000 precious stones within ninety nine hours. Should the prince fail to do so, he will be sliced to bits – the usual fairytale fair deal. The prince leaves the palace, stunned and helpless. He has no precious stones on him and there are none on the island (except in the Ice Duke's treasury). At this point he meets Golux, a lost and confused individual who, nonetheless, insists that he might be able to help - if he can remember why he came and where he is going. The prince decides to gamble 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. When she cried, she shed precious stones instead of tears. So they set of for their journey immediately to find Yaga. However, she no longer cries, and, in fact, she hasn't shed a single stone for several decades. People used to come to her often and tell her sad stories and she would cry and cry. But after some time there were so many that they stopped making her feel sorry, nothing touched her and she stopped crying. The prince felt helpless again. Luckily, Golux gets an idea – if she does not cry when told a sad story, let's make her laugh so hard that she will cry of laughter. They sing her a funny song, it works, and they collect 1000 precious stones. They thank her, return to the palace on time, the Ice Duke bursts to pieces from anger, the prince reveals himself, they marry and live happily ever after. "

(Simplified version of James Thurber's Thirteen Clocks)

Instructions:

Tell participants the "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 light of what you already discussed previously and depending on how advanced the group is. In advanced groups of experienced fundraisers, you may even open with this exercise).

At this point you have noted 5 names on the flip-chart:

PRINCE, ICE DUKE, SARALINDA, YAGA, GOLUX

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 who is motivated, has a vision, dream, mission, goal; one who rises to a challenge, one who desires that a particular change happens, 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.

Yaga: is the donor. The exhausted, cynical, too-many-times-approached donor, who nonetheless responds to creative and authentic asks.

Golux: is a typical consultant (participants usually disagree most on this item). 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 accidentally, but who knows. Perhaps he is just a skilled consultant who knows that the prince must feel that he did it himself, not that someone did it for him or instead of him. After all, he is the one who risks being sliced into bits. Participants sometimes insist that the prince is the director of the NGO and Golux is the fundraiser. It is a possible 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.

Main instructions for trainers:

Following the 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. Fundraisers have 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, instead of resigning. Fundraisers should not feel that he/she knows everything. When he/she is short of a solution or idea, ask around, learn from others, go to experts, etc. Fundraisers 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 others can be illustrated in the story. Write them down, possibly reformulate what participants have said and summarize in the end. This activity may take place with the entire group, or you may split people up in smaller

groups and have them write down their potential roles. Then you can bring the full group back together to discuss the principles – either way works fine.

Possible Modifications:

In advanced groups, you may also want to discuss what the 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.

Authors: Jan Kroupa, Jana Ledvinová
Country: Czech Republic

HEAVEN AND HELL

discussion technique

Activity purpose:	support the ability to dream and then turn the dream into the vision and real plan
Best for topics:	long-term resourcing, strategic planning
Preparation time:	15 minutes
Trainer needs: for preparation:	1
Materials needed:	nothing special
Duration of the activity:	30 minutes
Number of instructors for the delivery:	1
Number of participants:	10 – 25 (can be modified for more – conference style)
Location:	indoor
Best time of the day:	any time
Overview:	You may use this exercise in many variations. The point is to specify what you see happening to your organization and it's fundraising 5 years from now, identifying limitations and/or staking out a field in which you envision your organization operating.
Setting:	circle supporting the discussion

Introduction/ Motivation/Legend:

"In dreams begin responsibility", as stated by William Butler Yeats, an Irish poet from the early 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. Furthermore, 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.

Instructions:

Split participants into two groups and give them 10 minutes to brainstorm. One half brainstorm the "heaven" of the local NGO sector 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 Ferraris" is not OK, but "most NGOs have stable staff who are paid regular wages exceeding the national average" is just fine). The other half should brainstorm the "hell" of the local NGO sector 5 years from now, i.e. what the NGO sector might be like in the worst-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 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 or tangible course that participants can agree on? Summarize and wrap-up.

MAIN ROLES:

In preparing for the exercises focused on vision formulation, you may want to review some analytical tools and their use and application with participants. SWOT and STEEP/PEST analysis, even the Stakeholder Map, may be run either in small groups including reporting back and summarizing, or in a brainstorming session with all participants at once and summarizing. Choose according to group dynamics, changing the format for each analysis. Thematically, focus each exercise according to participants and their 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 (i.e. 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.

Create
a Role-play

? CREATING A ROLE-PLAY

- Identify the issue or situation you want to deal with and the learning objective you wish to attain.
- Decide whether the role-play will use a known, familiar setting or an unfamiliar one

? GIVE ENOUGH DETAILS SO THAT THE SITUATION SEEMS REALISTIC:

- Decide what the roles will be.
- Determine whether participants will be playing themselves – members of a real citizens group; or whether they will have general titles – e.g. corporation president, mayor, etc.; or whether they will have detailed role descriptions.

? PREPARE ROLE DESCRIPTIONS IF NEEDED:

- Write the roles on cards, which can be handed to each selected participant.
- The role description could include the person's:
    1. Position or job title.
    2. Background information, including social or economic status.
    3. Position on the issue in question, possibly including suggested statements that the person might have.
    4. Personality traits, habits or communication style.
    5. Relations to others in the role-play.

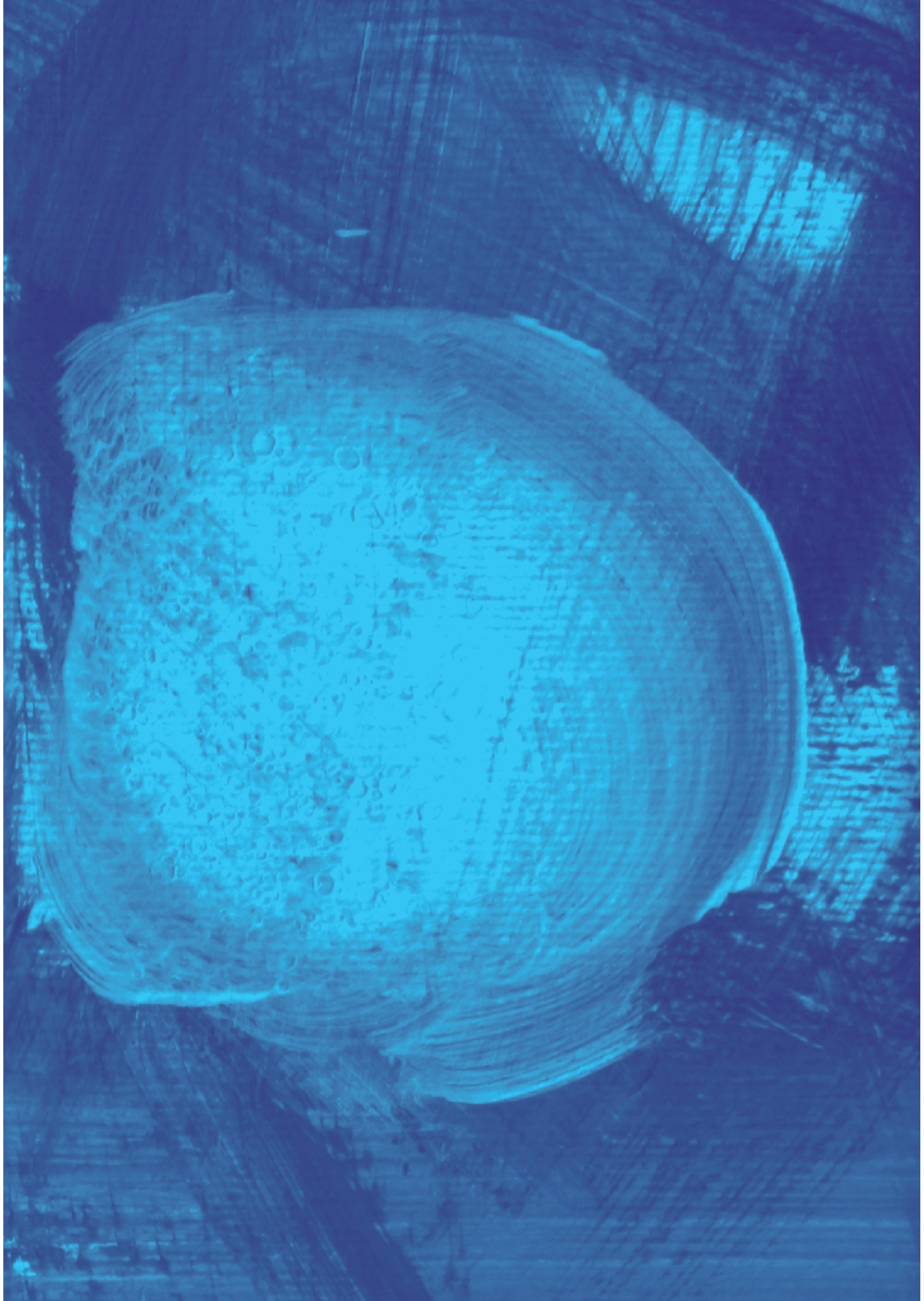
? IDENTIFY THE DRAMATIC SITUATION/ACTION WHICH WILL HELP THE GROUP IN DEALING WITH THE ISSUE:

- Decide on any touches of realism, which you may want to add.
- Use news, telegrams, newspapers, etc.

? PLAN QUESTIONS FOR THE FOLLOW-UP DISCUSSION TO HELP GROUP MEMBERS REVIEW AND CONSOLIDATE WHAT THEY HAVE LEARNED

? REVIEW YOUR PLAN

- To see whether the description and instructions are complete and adequate, whether the situation is possible and whether the activity addresses the issue and learning objectives.
- Has somebody else looked it over with you?



Authors: Richard Cook
Country: USA

PLEDGE FORM

simulation   learning by doing

Activity purpose:	This exercise focuses on the experience of giving, from feelings to administration.
Best for topics:	fundraising, individual giving
Preparation time:	15 minutes
Trainer needs for preparation:	1
Materials needed:	pledge forms (enough for everybody)
Duration of the activity:	20-30 minutes (depends on the length of the review)
Number of instructors for the delivery:	1
Number of participants:	12 - 100
Location:	indoor
Best time of the day:	any time
Overview:	Participants ask each other for a gift and administrate it on the pledge form.
Setting:	space for moving around and meeting each other

Instructions: Hand out the “Pledge Forms” below 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. 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.

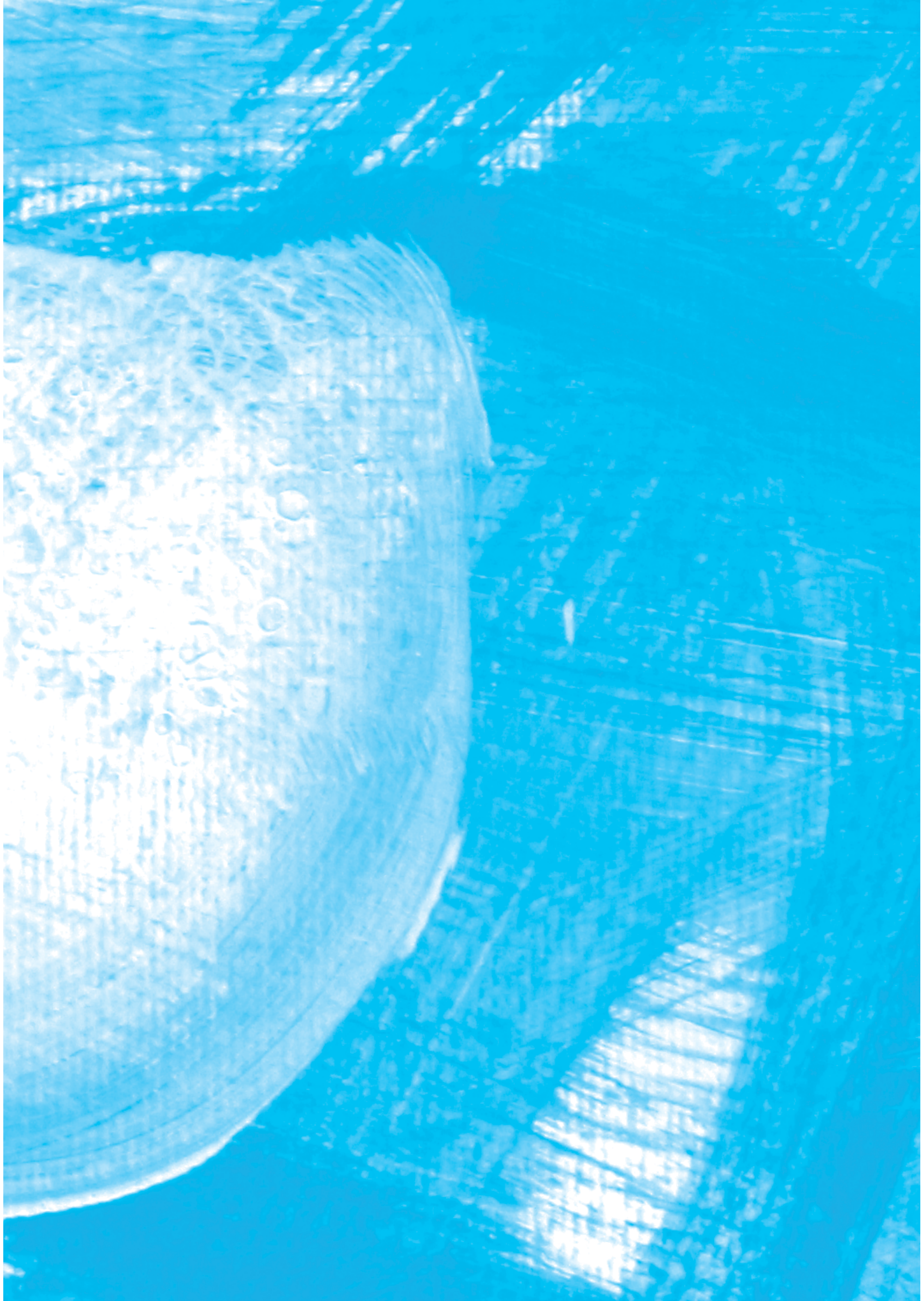
? **QUESTIONS FOR THE REVIEW AND DISCUSSION AFTER THE GAME:**

- 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.
- What can we do about them?

Possible Modifications: If there is no space for free moving around (conference, traditional classroom) you can ask participants to talk only to their close neighbors.

PLEDGE FORM:

Name of the donnor:	
Adress of the donnor:	
I am giving a gift of:	
The purpose of the gift is:	
Date:	**Signature:**



DON‘T JUST DO IT! DO IT RIGHT!

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

learning by doing **simulation**

Activity purpose:	develop the skill to find the answers for marketing questions in an effective and cheap way
Best for topics:	fundraising, marketing, strategic planning
Preparation time:	30 minutes
Trainers needed for preparation:	1
Materials needed:	set of questions for participants review
Duration of the activity:	30 – 45 minutes
Number of instructors for the delivery:	1
Number of participants:	15 -25
Location:	indoor and outdoor
Best time of the day:	anytime, not at the very end of the day or of the training
Overview:	participants are doing a real survey on the street.
Setting:	people gather around the training room or space
Motivation:	If you need something, the best way is to ask for it. If you need to better know your potential donors, the best way is to talk to them.

Instructions: Ask participants to go out and to conduct a survey of 10 people each (modify as need be) about:

?
- What respondents might consider supporting?
- What they would never support and why?
- How much they might consider giving?
- What would be the best way to ask them?

Have participants summarize responses and report back to the group. You can nicely summarize by comparing outcomes of their survey. Having summarized, do not forget to go over their feelings when performing the survey and to consider the lessons learned during this practical exercise.

Possible Modifications: You might consider taking the results from the survey to your room at night and make a simple Powerpoint chart/presentation on their basis. Then present the report to participants the next day in the morning as the results of a "professional survey".

UFO

Authors: Mónika Jelinkó
Country: Hungary

role playing   simulation

Activity purpose: clarify the meaning of important topics

Best for topics: any real topics can be used

Preparation time: 3 min

Trainers needed for preparation: get a flipchart and write on the top the topic of your training/session

Materials needed: flipchart paper, markers (1 marker, flipchart and paper per team)

Duration of the activity: 20 min

Number of instructors for the delivery: 1-2

Number of participants: 8-20

Location: indoor

Best time of the day: morning /afternoon/evening

Overview: This activity helps to clarify the meaning of the topic of the session/training in a creative and funny way. The activity requires teamwork and participants need to work in small groups. The more groups you have the better. Each group should have 4-5 people.

Setting: flipchart, flipchart paper, markers

Instructions: You will work in groups. The topic of your work can be "fundraiser" for example: What to do? Each group will have an empty flipchart paper and one marker. Instructions are to imagine a UFO is coming to the earth and has no clue what a fundraiser is, how she/he looks, what she/he does. Each group needs to draw a fundraiser, according to the group member ideas.

THERE ARE SOME IMPORTANT RULES

- During the activity you are not allowed to speak to each other, and also you cannot discuss what you will do before the activity starts
- Each participant need to take part in the exercise, and can draw only one line at once
- After drawing a line the marker is passed to another team member, who might continue the idea or start a new one
- The activity finishes when there are no new ideas from the team members

After all groups have finished their work, you can introduce drawings to the entire group together. It is a very funny activity and deep, meaningful ideas can be produced. At the end, the trainer summarizes the activity and provides a conclusion description of the fundraiser.

Logistics: enough area on the table/floor for the groups to draw together

Main roles/instructions for trainers: preparing the materials, introducing the exercise, giving materials to participants, summarizing the results, clarify the conclusion

THANK YOU, THANK YOU, THANK YOU!

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

ice breaker | energizer | warm up

Activity purpose:	develops a skill to thank for help frequently and properly
Best for topics:	fundraising, individual giving
Preparation time:	0 minutes
Trainers needed for preparation:	0 trainers
Materials needed:	0 materials
Duration of the activity:	15 minutes
Number of instructors for the delivery:	1
Number of participants:	1 - 100
Location:	anywhere
Best time of the day:	anytime, good for energizing the session
Overview:	participants practice their "thank you" abilities in different situations
Setting:	any setting
Motivation:	experienced fundraisers know that a "thank you" is half of the next ask

Instructions: 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 $5 USD? Split participants into groups of 5-7 and have them come up with possible solutions. Report back, discuss and recognize the most original one.

Instructions for trainers: be relaxed, and do not forget to thank participants for their participation properly!

Possible Modifications: If you want to use this exercise more as an "ice-breaking" tool, 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) or for what they have done during the training so far; and then the other way around.

ONE MINUTE WITH A DONNOR

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

role-play energizer

Activity purpose: develop flexibility, creativity and courage in communication with a strange person

Best for topics: fundraising, individual giving

Preparation time: 0 minutes

Trainers needed for preparation: 0 trainers

Materials needed: 0 materials

Duration of the activity: 30 minutes

Number of instructors for the delivery: 1

Number of participants: 15 -25

Location: anywhere

Best time of the day: anytime, good for energizing the session

Overview: this simulation encourages participants toward making the ask

Setting: circle with a space for performing participants

Motivation: Tell participants that every fundraiser finds him or herself in a situation where he/she incidentally meets a potentially important donor and has but a very brief time to speak his/her mind. This happens du ring 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 that 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.

Instructions:

Describe a simple case to participants. For example: 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/or is known for being a generous philanthropist and could really help your organization… you choose). It is just you and him/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 three's, or do it individually). Then ask someone to volunteer 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 ask other participants to clap for anyone who had the courage to volunteer. After 3 to 5 examples, stop, calm participants down and ask those who participated how they felt doing it, what worked well and what failed in their opinion. Then allow other participants to comment. You may use the fishbowl discussion technique to wrap this exercise up.

Possible Modifications:

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 video recording and playback equipment and a TV/monitor. 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 you are supportive enough during these sensitive moments. The best way to accomplish that is to have tried it yourself. If you have not been through this type of training yourself, you may not want to test it on participants. This in fact is a useful general rule for training exercises: if you want to keep on the safe side, involve participants only in exercises that you've been through yourself or that you have previously tested with colleagues or friends.

DIRECT MAIL SAMPLES

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

case study

Activity purpose:	developing skills and knowledge in direct mailing and marketing
Best for topics:	individual giving, direct mailing, membership campaign
Preparation time:	3 hours
Trainers needed for preparation:	1
Materials needed:	Find and bring samples of real direct mailing letters (as much as you can, but at least three)
Duration of the activity:	30 minutes
Number of instructors for the delivery:	1
Number of participants:	15 - 25
Location:	indoor
Best time of the day:	any time
Overview:	participants review direct mail samples as potential donors (representatives of the target group focused on by the mailing)
Setting:	any setting, best is a circle for supporting discussion

Introduction/ Motivation/Legend: Almost every day we receive some ask for help or support. Some of them we read, a few we support and most of them do not attract us enough to deal with them at all. Your ask needs to be the best in order to attract potential donors.

Instructions:

HAVE PARTICIPANTS (IN GROUPS) SELECT FROM SAMPLES:

- the best = most attractive and appealing to them/ones they would support
- the worst = the least attractive and appealing to them / ones they would never support under any circumstances

Have let participants 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.

Main roles/instructions for trainers: Be careful to ensure participants focus on the written material only, the sample itself, and not to the overall case and purpose of giving. When this does not happen, the discussion tends to be more about donor preferences for topics and cases, rather then about the content and layout of the material.

Possible Modifications: The same technique can be used with membership leaflets or web page appeals or any other visual media which should motivate potential readers and encourage donors to become interested in supporting the case.

BUSINESS BIRDS

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

simulation game · role playing

Activity purpose: supporting communication skills, negotiation skills and tricks

Best for topics: corporate giving, fundraising argument, communication

Preparation time: 3 hours

Trainers needed for preparation: 1

Materials needed: 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.

Duration of the activity: 1.5 hours (could be more or less according the selected steps of the game)

Number of instructors for the delivery: 1

Number of participants: 15 - 25

Location: indoor, circle setting supporting the discussion and collaboration within the group. Stage or special space for the role-play (+ basic equipment – table, chairs, office details…)

Best time of the day: any time, better in afternoon when participants tend to be tired

Overview: This complex activity is focused on researching, identifying your corporate donors and on preparing for, designing and participating in a face-to-face solicitation.

Setting: circle, or aisles for working groups

Instruction: Hand out one picture to each group and ask them to write down a characteristic of that businessman (including his or 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/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 specifically to the selected imaginary businessperson, 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 businessperson shall be seated and give participants up to 10 minutes time for one interview. You may act the businessperson role to them yourself, or ask another participant, which is usually better. However it may surprise you how difficult or easy participants make this task for one another. Allow no comments after each interview, just clap for those who dared to try.

After 2 to 3 interviews (it tends to get boring if you make it run longer, as it can become repetitive), stop the exercise.

Then have people who role-played comment on their successes and failures:
• what surprised them, what was easy, what to watch out for, etc.

Then allow the rest of the group to join the discussion:
• what specific features they liked
• what worked
• what needed better preparation
• to whom would they give, whom not, why, etc.

You may also engage other participants in the show – receptionist, making a coffee, call the businessperson on their cell phone 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 an interview.

Main roles/instructions for trainers: Report back to others, share your reasons, your comments, discuss and summarize carefully. Do not allow too much discouragement: Oh no, we tried that corporation, they wouldn't even talk to us; Well, no one has time to talk to everybody.

Possible Modifications: You may compliment this exercise with another feature. Have the groups recall 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 all down and come up with a specific reason or, better yet, reasons why you think this corporation might want to support you on this.

Authors: Pavleta Alexieva, Bulgarian Center for Not-for-Profit Law
Country: Bulgaria

REAL STORIES

simulation · role playing

Activity purpose: To develop knowledge on fundraising campaigns, to build up skills on planning, to change basic attitude that fundraising is impossible, to raise awareness on country examples of need.

Best for topics: Best for topics: Fundraising from individuals basics (types of mechanisms for fundraising from individuals).

Preparation time: 1 day (for each case study). It could take more time for preparation depending on the availability of information on actual fundraising cases.

Trainers needed for preparation: The number of trainers may vary on the types of fundraising campaigns (divided by the type of the main fundraising mechanism used within the campaign) that are planned to be covered and the level of difficulty of the exercise. Each of the trainers may be responsible for the preparation of one type of a campaign. During the training each of the trainers are responsible for giving feedback to the respective participant's group and presenting the real case.

Materials needed: Materials needed: case studies and action plan templates, flipchart, markers

Duration of the activity: 1 hour and a half at least depending on the number of groups/cases and how difficult they are. 25 minutes for work in small groups, 5 minutes for group presentation and 15 minutes for general feedback and presentation of the actual case.

Number of instructors for the delivery: 1

Number of participants: 3-7

Location: it could be done either indoor or outdoor.
Best time of the day: morning

Game Overview:

PREPARATION PHASE:

The trainer collects information on actual campaigns that have happened in the country and elaborate case studies. The collected information must provide answers to the following spheres minimum:

Basic profile of the NGO that has organized the campaign (mission, size, own resources – permanent staff, number of volunteers, partnerships with businesses and/or individual donors, main sources of funding, public communication status):

Basic information on the particular case for support of the fundraising campaign (what is the problem and how much money is needed to solve the problem)

Description of the particular campaign (how it happened, when it happened, where, what kind of fundraising mechanisms and tools were used, how much money was raised and how much was invested in the organization of the campaign, what were the advantages of the NGO and what were the challenges that they had to overcome).

Based on the collected information the trainers develop case studies that provide basic information so that the group should have in mind the particular circumstances present when planning the campaign. The case studies must also contain information on the particular task of the group (what kind of campaign they are supposed to plan and how much money the campaign is supposed to collect). Any key event that matters in relation to the campaign must be described, such as is it necessary to find an urgent solution or it could be a long-term plan, etc?

The trainers may provide the participants with templates of action plans with specific questions to be answered while elaborating the fundraising campaigns or put on flipcharts main questions to be answered by each group. The questions in the action plans should be designed depending on the types of methods that the participants should use in order to plan fundraising campaigns. For example: if the task is to organize a fundraising campaign that includes donation boxes the questions should include where the boxes will be placed, how they will be designed, is there a way to collect contacts of donors, how a certificate of donation will be provided to the donors, etc. In addition, the following should be reviewed: design of the campaign, timeframe, budget, fundraising team and division of roles, etc.

PERFORMING THE EXERCISE DURING THE TRAINING:

The participants are separated into groups. Each group receives its case study with a specific task: to plan a fundraising campaign using a particular method for fundraising (for example: fundraising event, on-line campaign, crowdfunding campaign, pay-roll campaign, etc.) Each group receives a template of action plan/questions on a flipchart for the particular type of campaign.

The groups work on the templates for 25-30 minutes. Each group presents its work before the rest of the participants. After each group, the trainer responsible for investigating the specific case on which the task is based provides feedback on the group work. After which, he/she presents the real case and how the campaign performed in real life, what was achieved, etc.

Impact of the exercise:

The fact that the case studies are based on actual campaigns is very important because the participants may compare their approach with the one used by the real NGO. One of the main conclusions should be that there are various ways to plan a campaign and there is no single way of being successful or unsuccessful. The exercise should indicate that a specific fundraising technique should be built in the campaign, but at the same time should not restrict participants from adding additional techniques. The only restriction should be the available budget for the campaign. When planning the budget for the campaign, participants will understand that they cannot do everything and should focus on particular techniques in order to use their resources in the most effective way. If not – the trainer should bring this to their attention when providing feedback.

Introduction:

Usually participants express mixed views when talking about fundraising campaigns. Some say that organizing such an initiative is difficult and takes time, requires team efforts and too much investments. Others say that it is easy. In order to overcome such attitudes and to help participants focus on more realistic expectations from fundraising, in order to balance the views of unbelievers and those who are too self-confident, the trainer may start with presenting the exercise as a way to see how difficult (or how easy) it is to organize a fundraising campaign. You may have a warm up open discussion on: “Have you ever organized/participated in a fundraising campaign?”, “Which part was the most difficult/easy?”, “How do you measure the success?”

After that and before giving the exercise the trainer(s) must present basic tips on using certain fundraising techniques when designing campaigns. Planning skills are important for fundraising. Knowing you own context is also important when choosing specific techniques.

Instructions:

The main instruction to participants should include that they answer succinctly in order to describe the campaign they are designing and be able to present in detail specifics of plan A, plan B, etc. They should also keep in mind issues that may arise such as: What if nobody comes to the fundraising event? What if nobody is motivated to donate by our public messages and appeals, etc?

Logistics:

To research fundraising cases and gather information about them in order to draft exercise cases and action plans for each of them (the action plans will be actually those that were filled in by participants). It is interesting for the participants to meet with a representative of the teams that had organized the real fundraising campaigns. Therefore, you may want to invest time in contacting them, and at the end of the exercise after the participants present their action plans, invite these representatives to tell the real story of how the case went.

Main roles/instructions for trainers:

Each trainer is responsible for a particular case study and elaborating the action plan/main questions, for giving feedback on the group work of the particular case study, and presenting the main tips for using the particular fundraising technique/tool that the campaign is based on.

Possible Modifications:

The activity may be combined with mentorship by a representative from a real NGO and the groups may be encouraged to test the elaborated plans during the evenings of the training.

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Country: Bulgaria

Association ‚'Bio B.E."

case study example | a small local NGO

Mission:

To fight against pollution of the environment, to increase the eco-consciousness of the community, improvement of the socio-economic situation of the community, development of rural and eco-tourism in the region.

Activities:

Implementation of projects aimed at finding solutions for the socio-economic problems of the community; educational courses for local children; local ecological projects that involve people from various age groups.

Case for support:

To clean up the region of the abandoned landfill on the bank of the river Chitak dere and on the natural landmark The Devil's Bridge – village of Borino.

Fundraising target of the campaign:

To fundraise a minimum of 4 000 BGN (2 000 EUR) donations in cash that will be used:

- To hire specialists – alpinists who will clean up the landfill due to the difficult and dangerous terrain
- To provide special types of equipment, necessary for the clean-up activities
- To pay for the special services necessary for transportation of the waste

The resources that you already have:

- one paid staff member, part time
- 1 000 BGN (500 EUR) budget in cash for the campaign
- 16 volunteers and members of the association
- Long-term partnerships with schools and the municipality, as well as with local farmers
- Two local companies (tourism and hotel) that are corporate donors (in-kind) and partners

Group Task:

Prepare a plan for organizing a special fundraising event that will have the potential to fundraise 5 000 BGN (2 500 EUR) donations. You have to think of answers to questions and comments from potential donors such as ‚‘On what do you plan to spend my money?”, ‚‘How can I help?“, ‚‘It does not make any difference if the landfill will be cleaned up, and besides that – this is the job of the municipality.“

Main questions or action plan templates:
- Name and design of the campaign
- When and where the campaign will happen
- Target groups of the campaign
- Particular fundraising tools for collecting donations to be used within the campaign (donation boxes, donation bank account, others?)
- Budget of the campaign (money, team, other resources depending on the design of the campaign)
- Communication plan of the campaign
- Timeframe planning of the campaign

SPECIAL EVENT NIGHT

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

simulation game   case study

Activity purpose: Special Events Design simulation is a good tool for teaching about special events major opportunities and obstacles.

Best for topics: fundraising, special events

Preparation time: 30 minutes

Trainers needed for preparation: 1

Materials needed: 1. Brief description of an NGO (yet realistic and custom-tailored to local situation) who plans to organize a special event with a given objective or set of objectives.
2. If you want to structure the activity more, you may help participants by giving them a list of questions/ worksheet that they should answer their solution proposition:

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, participants, 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:

Duration of the activity: According to the size of the group, 45 – 60 min

Number of instructors for the delivery: 1

Number of participants: 12 - 25

Location: indoor

Best time of the day: any time

Overview: Participants prepare a special event for a specific organization as well as a case/project.
Setting: chairs/table isles for the group work

EXAMPLE CASES:

Organization's focus	radical environmental organization
Description of the organization	well-known 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 $100,000 USD 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

Organization's focus	leisure time activities of children and youth
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.; $200,000 USD budget
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

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 the 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 past 8 years 3. to meet and to lobby with local government representatives

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 traditionally toward legislation supported residential establishments for people with mental disability and do not like new ideas or too much attention brought to this field; annual budget: $500,000 USD
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 to the issue 2. to make a few positive / communicative contacts in the local government and at national level 3. to attract the attention of 2-5 local VIPs/ opinion-makers and to gain contacts to 10 local volunteers

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 ($500 USD 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

Instructions for participants:

1. Present the descriptions of an NGO who plans to organize a special event with a given objective or set of objectives.
2. Divide participants into groups of 5-7 and have them propose a solution for their specific cases (max. 15 minutes depending on how advanced the participants are).
3. Report back (1 to 2 representatives from each group) and ask participants to evaluate every case solution report.

Instructions for trainers:

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

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

• Does the event achieve all of its objectives?
• Are all the estimates in the outline realistic?
• Can this event be repeated? Does it have the potential of becoming a traditional/annual event?
• Does the event advance 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?
• Does the event have a clear profile? Is it obvious who the event is for and why it is organized?
• Are most expenses of the event covered from donors and sponsors? Is the financial risk assumed by the organization reduced to a minimum?
• Will there be enough time to organize this event?

Possible Modifications: 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 organize an evening event, auction, concert or exhibition (consider 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 appropriately and allow enough time to evaluate the following morning. The trainer should be "in" on this with participants as a more or less an equal partner, to share both successes and failures.

PLAIN PLAN

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

simulation game

Activity purpose: analytical skills but also ability to discuss and accept compromises from the group.

Best for topics: fundraising planning, strategic planning

Preparation time: 2 hours

Trainers needed for preparation: 1

Materials needed: nothing special, just flipchart, markers, papers for participants presentations and tape for putting the results on the wall.

Duration of the activity: 1.5 – 2 hours

Number of instructors for the delivery: 1-2

Number of participants: 15 - 25

Location: indoor

Best time of the day: morning often turns out best. Provided the length of this exercise, 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.

Overview: Participants are working on real fundraising plans for selected organizations (from their own experience or on a case suggested by the trainer).

Setting:

Enough space to allow participants to work in groups (separate rooms is even better).

Instruction:

Split participant into groups of 4-6. Each group should brainstorm which organization they want to work with. After they decide (5-10 minutes), have everyone agree that all they will find out during this exercise will be kept strictly confidential. This 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 the details regarding their organization. Very importantly, this should include their sources of funding and how they would like to change them and develop them in the future. Others should be asking questions and making notes (another 5 – 10 minutes).

When done, ask one representative of each group (someone other 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 – pick a specific method of raising the required amount from the selected source (special event, face-to-face solicitation, writing a project proposal, etc.); or go even further and state what event, giving some characteristics of the mailing campaign and so on)
4. The timetable – 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 pay off, compliment and support one another if carefully designed, or it can drain much energy and resources without adequate effect. In more advanced groups, you may also want to bring in the issue of cash flow. However, if you suspect that this would make the exercise overly difficult for 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.

Main roles/instructions for trainers:

It may happen that some participants are uncertain of what is expected of them in this simulation. The trainer should keep moving between groups and, as needed, consult and steer the groups to aim 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 introverted participants adequately participate in designing the plan.

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

Possible Modifications:

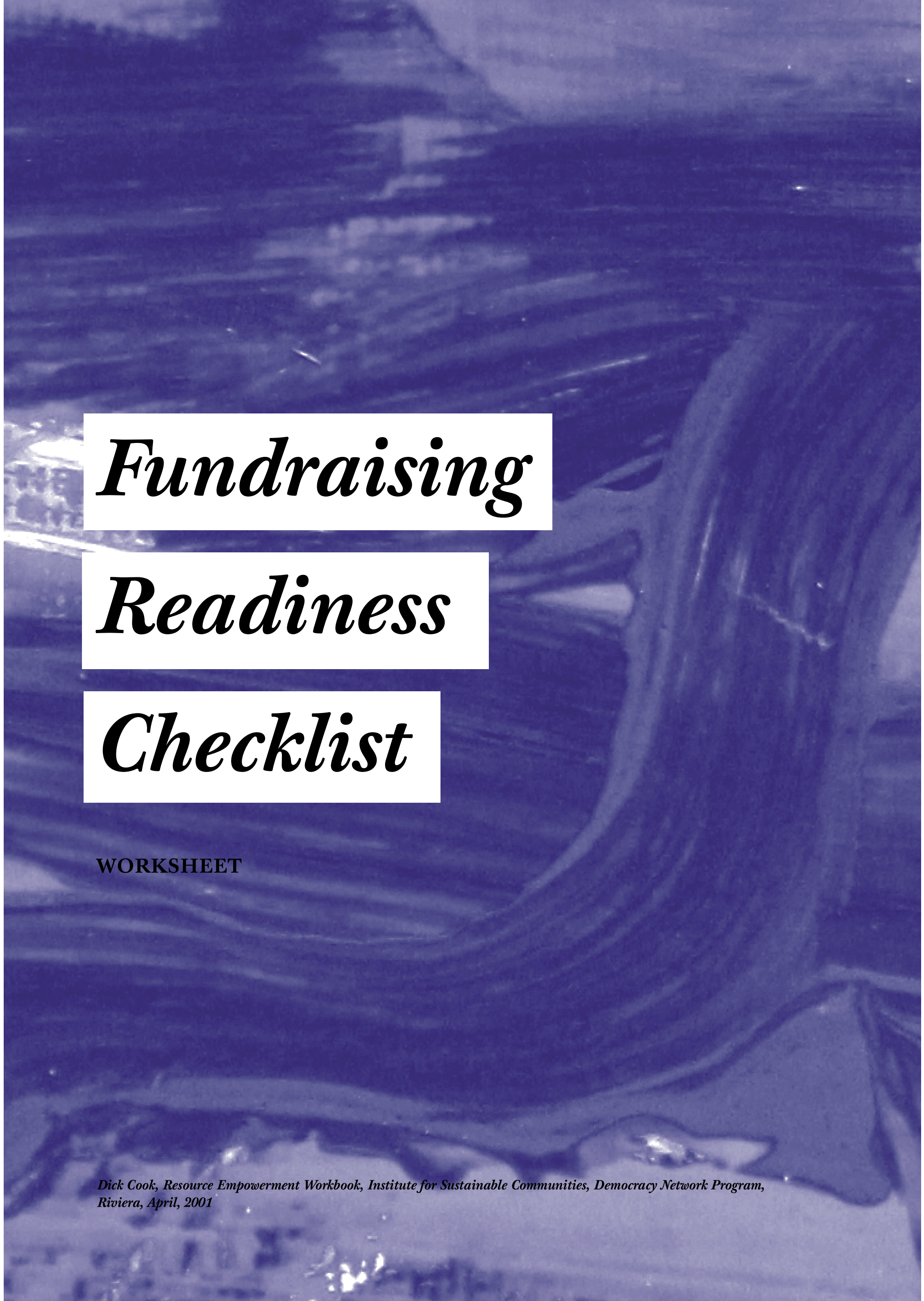
If you have the time and equipment, you may allow participants extra time to prepare a presentation from their outcome plan (flipchart or Powerpoint), including designing a simple dramaturgy of their presentation (involving more people, different formats, different action and so forth). By doing so, 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 their plan design and structure.

If you are working with emerging and small NGOs, you may want to use an example of an imaginary organization instead 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 an example with more diversified sources of funding (or add that into the example).

REMEMBER:

It is very useful if you can gather and bring sample plans to show participants. People generally tend to think that a "plan" is something terribly complicated that no one but top business experts can "make right." It may be an alarming 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.



Fundraising Readiness Checklist

WORKSHEET

Dick Cook, Resource Empowerment Workbook, Institute for Sustainable Communities, Democracy Network Program, Riviera, April, 2001

Answer the following questions about your organization to the best of your ability. Write YES, NO or NOT SURE in the space in front of each number. Add comments whenever you can.

1. Do we have a strong, effective, and committed Board?

- Board members each make major time commitments to our organization.
- Board members each make a financial contribution to our organization.
- Each Board member is able to articulate the mission and program of the organization to others in the community.
- Each Board member is active in recruiting new supporters for the organization.
- The Board effectively establishes the organization's long-term direction.
- Each Board member asks others for financial contributions to support the achievement of organizational goals.
- Each Board member understands the budget and its relationship to the program.

2. Do we have a broad base of supporters?

- A number that is large enough to move our program and fundraising forward.
- A number that is large enough to be significant to the community leadership.
- A number that is diverse and deep enough to enable us to be effective.
- People who are active and supportive enough to clearly identify themselves as our supporters.

3. Do we have a strong, effective and committed staff?

- An effective Chief Executive Officer who embodies and represents the organization both on and off the job.
- A staff that is trained and experienced.
- Clear staff goals, objectives, timetables and ways to evaluate and improve their progress.
- A staff that supports, trains and challenges the Board, committees and volunteers. A staff that looks for new ways to inject fun into the process of doing the organization's work.

4. Do we have an active and effective system for involving volunteers?

- An active system for recruiting and placing volunteers into organizationally-useful jobs.
- The system produces action and results.

- A system for training and supporting volunteers and for developing their leadership potential.

5. Do we have a clear, easily understood, relevant and effective program?

- A program that was developed out of a serious analysis of how to move the mission forward.
- A program that is clear and easy to communicate.
- A program that produces regular and visible results that demonstrate the organization's effectiveness.

6. Do we have effective communication?

- Regular communication of activities, results, needs and opportunities to our supporters.
- Effective communication of relevant information between and among the board, staff, committees, volunteers and members.
- Effective and regular use of the media to communicate with the broader public.

7. Do we have a realistic budget?

- Realizable in terms of income and enough expenses to carry out the proposed program.
- Realistic in that we have enough opportunities, experience and leadership to raise it.

8. Do we have a workable fundraising plan?

- The plan is prepared after an analysis of our organization's strengths, weaknesses and opportunities.
- The fundraising plan includes:

1) A listing of fundraising activities
2) An overall financial goal broken down into sub goals for each activity
3) Identified leadership and staff support for each activity
4) Identification of needed resources including financial costs, needed volunteers and other necessary resources
5) A realistic timetable for activities
6) Time set aside for celebration of accomplishments, for thanking and recognizing the people who helped and for evaluating the results of the efforts.

9. Do we have a system for identifying prospective donors, asking them for contributions and increasing their involvement?

• An active volunteer fundraising committee.
• A way to acquire names and addresses including adding them to our prospect list.
• A way for prospects to regularly be asked to contribute.
• A way for donors to be asked to increase donations.
• A way that donors can be grouped so that they can be asked in ways and for amounts, which are appropriate for them.

10. Do we have a sense of forward movement?

• A spirit of excitement and enthusiasm among Board, staff and volunteers.
• A generalized belief throughout the organization that it is moving forward toward its goals.

	TOTAL NUMBERS OF YES
9 – 10	Excellent preparedness to begin fundraising
7 – 8	Good preparedness to begin fundraising
5	Fair preparedness to begin fundraising
5	Needs work in order to prepare for fundraising
0 – 4	Needs work in order to prepare for fundraising

Playing Games Checklist

? MAIN PRINCIPLES AND LIMITS:

- What are my goals? What do I want to achieve by the game?
- Which game is the most suitable to achieve that goal?
- Is the game suitable for the participants based on their experience, age, etc.?
- Am I able to lead this game given my experiences and skills?
- What space do I have?
- What time do I have?
- What materials and equipment do I have?

? GAME MOTIVATION:

- What is the name of the game?
- Any legend or story that would support the game's success?
- Any role-play or theater performance that would spice up the game?
- What is the expectation of the game facilitator?
- Is the surrounding environment good for the game?
- What art or design of the room would help?
- Music?
- No motivation at all – is it the best for the game or am I only lazy?

? RULES:

- Are the rules precisely defined in advance?
- Am I ready to present them briefly, clearly and precisely?
- Did I arrange the rules well?
- What time should I give for clarification and understanding on behalf of participants?
- I will NOT change rules during the game (only if it is a part of the rules to be able to change them)!

? PLAYERS:

- What is the suitable group division according to the needs of the game?
- What is the best number of people in each group and their combination?
- Who are the leaders in each group?
- How I am going to record people in each group? Make a note who is playing with whom?

? GAME FLOW:

- Carefully observe the course of the game and be ready to support the players at any time!
- Respect players!
- Do not be nervous!
- Keep the time and stick to announced deadlines!
- Do not forget to set up the center-point of the game with results on a large paper!
- Be with the players all the time, do not leave!
- Make sure that the game is played by the rules!
- Support the atmosphere of the game!
- Make a good ending in accordance with the chosen game - celebrate and appreciate!
- Review, summarize, and wrap-up!!!

? NEVER:

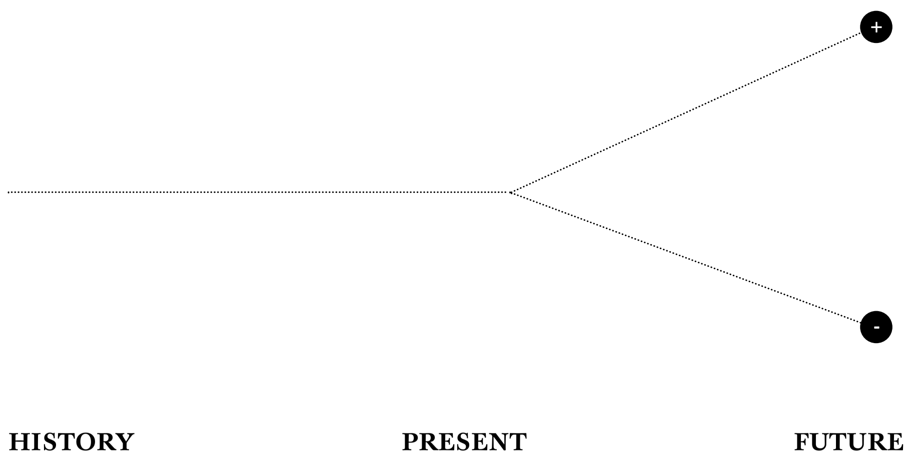
- Never direct participants. If they understood the game in a different way than you wanted – as long as they kept the rules – appreciate their creativeness.
- Never play a game without having a good reason to do so.
- Fight against mindless routine.
- Do not forget that the motivation and ending are the most important parts of the game.
- Do not make participants feel "silly".
- Do not try to fit a long game into a short period of time.
- Always think about the environment and the space available.

COLLAGE

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

team building

Activity purpose:	strategic thinking development
Best for topics:	fundraising planning, strategic planning
Preparation time:	1 hour
Trainers needed for preparation:	1
Materials needed:	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. Glue and markers will be also needed. Tape two flipchart papers together and draw the following backbone diagram on it.



Duration of the activity: 1 – 1.5 hours

Number of instructors for the delivery: 1 - 2

Number of participants: 5 - 25

Location: indoor

Best time of the day: any time, could be used in the afternoon to refresh the mood of the training

Game Overview: Participants are making a collage of the past, present and possible future scenarios for the nonprofit sector/their organization.

Setting: working tables for creating parts of the collage

Instructions: Ask participants to use any picture from the magazines and newspapers 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.

Logistics: 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. 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, explaining why and compliment 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 and allow space for discussion.

Main roles/instructions for trainers: 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 regard – 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).

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

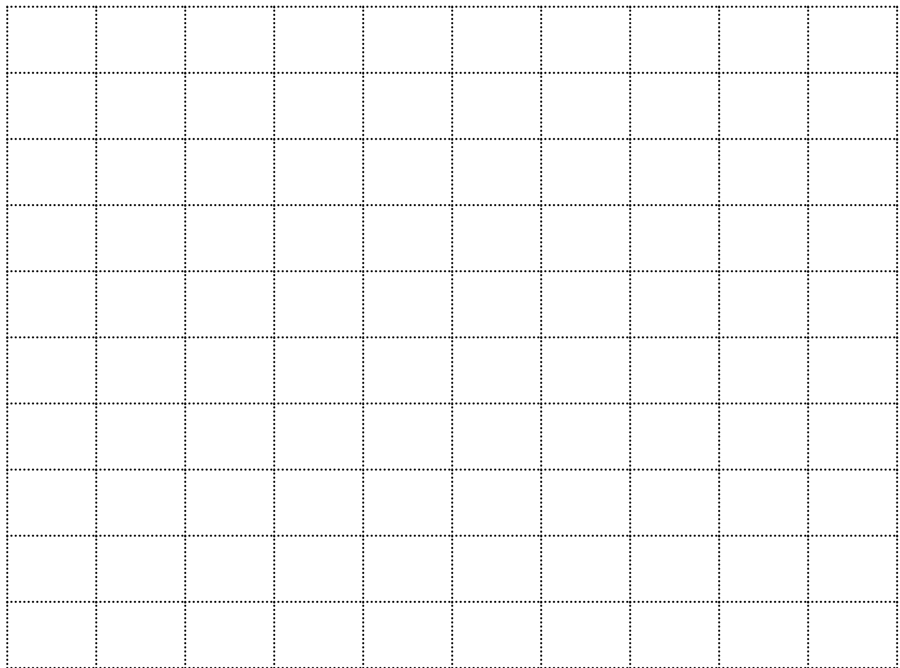
Possible Modifications: Following this group effort, you may ask participants to do the same for their own organization. In this case, they can use pictures and text at the same time. Encourage them to make their collages colorful and attractive to look at. When done (allow up to 30, even 40 minutes 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 like posters in a conference, all participants moving around, looking at each other's work and discussing it in pairs or in small groups. When people start talking about other things too much, stop this activity, return to the original training format and discuss lessons learned from this activity thoroughly.

HUGS AND KISSES – XOXO

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

team building

Activity purpose:	supports collaboration skills, clarifies prejudices and obstacles in networking, explains better what is and isn´t competition
Best for topics:	Best for topics: networking, partnership building
Preparation time:	30 minutes
Trainers needed for preparation:	1
Materials needed:	Prepare the game board on the flipchart or separate paper on the wall. It should look like:



Duration of the activity: 30 – 45 minutes

Number of instructors for the delivery: 1

Number of participants: 15 - 25

Location: indoor

Best time of the day: any time, not at the very end of the day or training

Overview: This strategic game focuses on cooperation and competition and collaboration

Setting: try to support the "competition" mood – separate isles for groups around the game board

Motivation: It is important to introduce this game very carefully. Divide the auditorium into groups. Give very clear instructions, rather more strict with less discussion about them. During the instructions repeat several times the goal of the game: "get as much as you can". Do not mention teams or the whole group! If participants ask about teams or groups, just repeat the goal again and do not specify further.

Instructions: Split participants into two groups (this time in advance), show them the table you prepared on the flipchart and tell them the rules of the game.

1. Each team will have 5 minutes to agree on a strategy and fix the 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") and no writing.

2. The trainer selects a team to start and gives each team one color marker and one symbol – X or O to play with. The first representative of the starting team goes to the flipchart and makes their sign (X or O) into one box on the flipchart. As soon as he/she leaves, the first representative from the competing team steps up and marks 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.

4. Clearly, the purpose of the game is to score as many points as possible.

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 then 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 will naturally 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, 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 teams 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, though it might be a lot of fun in the process. Participants should be encouraged not to worry, as it is never that clear cut in reality.

Summarize, wrap-up and move on.

Main roles/instructions for trainers:

This team building activity is, more than others, rather country specific. Think carefully of everything we suggest and whether it fits local circumstances and modify appropriately. You may find a working format only after several trainings. Otherwise you will expose yourself to a great risk of losing participants' trust. If they begin feeling: "What does he/she know about this!" or "It is easy for him/her to say!" you are in trouble.

Possible Modifications:

If you are able, consider inviting a special guest to your training who is willing to openly answer questions – a national or local government or business representative who is willing to talk to NGOs about cooperation, support, working together, experiences, selecting their NGO partners, etc.

24 HOURS

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

simulation game

Activity purpose:	The point of the exercise is to introduce 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. Fundraising is based on a network of supporters raised over time and its heart beats with firstly your staff and board and then with people who you know, who are close to your organization, who understand and trust you.
Best for topics:	fundraising, individual giving
Preparation time:	15 minutes
Trainers needed for preparation:	1
Materials needed:	flipchart and marker for each group
Duration of the activity:	45 minutes
Number of instructors for the delivery:	1
Number of participants:	12 - 24
Location:	indoor
Best time of the day:	any time

Overview: Groups of 3 to 7 participants will represent the staff of a local NGO operating in a middle-sized town.

Setting: circle setting of the room

Motivation: Something sudden and unexpected happens. (Maybe a hotel in which you are supposed to hold an international conference starting tomorrow morning burns down. Or your CEO has an accident and is waiting in a hospital for a life-saving surgery. Or you lose a lawsuit with a local businessman, etc.). No matter what you come up with, the point is that your 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 steps or action(s) to raise this amount – you cannot borrow it and having a promise is not sufficient. You have to have cash in hand.

Instructions: Present the participant with a simple case study. Devise one that suits local circumstances and is realistic. 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.

Logistics: You need to divide participants into groups and give them a clear timeframe (10 to 15 minutes).

Instructions for trainers: The 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 with this exercise and then summarize with the theoretical model.

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 family for one-off support. Stress to participants that asking for a loan takes just as much time and energy as asking for a gift and that later you will have to pay it back anyway – only then, you will have no clear and evident case for support.

Possible Modifications: You can use real cases from participants' experiences, especially if you have an advanced group of fundraisers.

FORMULATING A DONOR STRATEGY

Authors: Jana Ledvinová, Jan Kroupa
Country: Czech Republic

simulation game

Activity purpose:	develop strategic thinking, empathy and ability to compromise according to the "other side" preferences.
Best for topics:	fundraising, corporate giving
Preparation time:	2 hours
Trainers needed for preparation:	1
Materials needed:	printed roles and tasks for each participant

Example corporation:

?

- GIME, ltd. is a multinational company with an independent national branch in your country. Responsibilities of the national branch include decision-making regarding 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. During his visit to another subsidiary in the UK he was inspired by how they cooperate with NGOs and how their staff responds to it. He has no idea what NGOs there are in this country, but he knows there must be some and would like to find some good ones and be among the first to support them. He can boast 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, much less support 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 and her 6-year 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. 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 is studying 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.*

Duration of the activity:	1 – 1.5 hours
Number of instructors for the delivery:	1
Number of participants:	15 -25
Location:	indoor
Best time of the day:	anytime
Overview:	This simulation focuses on corporate donor strategies, on selecting recipients, on corporate donor motivation and on how fragile group decisions regarding giving may be.
Setting	Business meeting setting - table and people sitting around it, or just a circle setting
Motivation:	If we want to change something, if we want to improve the culture of charity, we have to start with ourselves. Dr. Gayer set important principles of motivation. The first rule is: you cannot motivate anybody. The second is rule: people are already motivated. The third is: they do things for their reasons, not your reasons. Often these reasons seem strange. If you want to understand the motivation of different donors, you cannot push them to change their mind but should try to understand what they want.
Instructions:	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 tailor to local circumstances):

Having distributed the roles to individual participants, 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 achieved 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 give?
- What arguments do they consider?
- What works? What does not?
- What is their main motivation?
- What do 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 for 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, summarize and wrap-up.

Possible Modifications:

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, what works and how they make their decisions. He/she should be willing to openly answer questions. This is an excellent way to make participants believe that you are not talking fairyland.

If you have trouble finding an active local corporate donor, shop around among foreign corporations and possibly embassies to 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.

MONEY IN THE MIDDLE

Authors: Peter Guštafík, Jan Kroupa
Country: Czech & Slovakia

simulation game discussion

Activity purpose:	Money in the Middle simulation game focuses on donor motivation.
Best for topics:	fundraising, individual giving
Preparation time:	15 minutes
Trainers needed for preparation:	1
Materials needed:	flipchart
Duration of the activity:	according to the size of the group 40 – 60 min
Number of instructors for the delivery:	1 (better 2)
Number of participants:	10 - 20
Location:	indoor
Best time of the day:	any time, not at the very end of the workshop
Overview:	Participants collect money from their own pockets and then decide who will take them to support his/her project.
Setting:	circle setting of the room
Motivation:	Tell participants that most of them will lose a certain agreed sum ($1 to $5 USD – it should not be a sum that is not worth too much 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.

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.

Instructions: Participants usually want to hear the rules before deciding whether to play or not. Explain the rules briefly and if they agree to play, collect the money from everyone – the trainer should contribute double the bet of a participant. Lay money on a tray or in a cup in the middle of the room and repeat the rules loud and clear.

- 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 ($20 – $100 USD) may support – in your organization, in your personal life or elsewhere.
- You will have 5 minutes to decide on the rules of your discussion-making.
- You will have 20 - 40 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.
- Everyone has a veto, i.e. if one person says: I am against supporting this cause or project, the group has to search for another. 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.

Logistics: Logistics: Trainer needs need to be ready to write down participants' cases and their preferences (votes) on flipchart and measure the time of presentations. Participants usually ask the trainer to help them by this.

Instructions for trainers: 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 the first part of the game, pass the money to the winning project representative and summarize.

- Why did participants select the wining project?
- What other projects did they consider? Why?
- How did they feel making the decision?
- What was most difficult for them?
- What did they like in other presentations?
- What did they not like?
- What did they 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?

Possible Modifications: This simulation may also be used in a corporate giving segment as it also simulates 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!

Authors: Jana Ledvinová, Petr Babouček, Lisa Frankel
Country: Czech & USA

WHAT WILL NANCY DO?

simulation game · case study

Activity purpose:	support participants negotiation skills, communication, strategic thinking and decision making
Best for topics:	strategic planning, leadership, human resource management
Preparation time:	2 hours
Trainers needed for preparation:	1
Materials needed:	written handouts with roles description, team members chart and questions to be answered for all participants.

Description of the team members:

NANCY

Nancy is married to Eddy. She is very skilled in fundraising, managing and representing the organization – she is in fact the leading spirit of the organization. The problem is that she has too much work for one person. Because the team is not functional and the members do not communicate with each other, she must play different roles and closely monitor the work of each employee. She spends too much time micro-managing and not enough time focusing on big picture issues for the organization.

JOHN

John recently left the organization because he was frustrated with the work itself, and with the strained relationships between the team members. He has a new job and is very busy. However, he has an agreement with the organization that he will help them with their financial management until they are able to train a new person to take on that responsibility . The organization has hired a new person, Randolph, but he is currently working more with public relations. The situation is especially complicated because John has recently left his wife Anet, and he now lives with Susan. This problem divides the team, as some team members have a loyalty to Anet and do not want to collaborate with him or with Susan.

PEGGY
Peggy is a very skilled program manager with a good long-term perspective. She defends Frank and wants to collaborate with him.

CHARLOTTE
Charlotte does not have good communication skills and frequently embarrasses the rest of the team. She wants other team members to help her with her projects, but she is not willing to help anybody else with theirs. She talks incessantly about everything, whether it be work-related or not, which greatly annoys other team members. However, she is doing her job well in terms of being very systematic and thorough. She vehemently dislikes John and Susan, and wants Nancy to fire Susan.

BOB
Bob has excellent organizational and crisis management skills. He is very dependable in terms of being able to acquire and organize things for different events, and he is able to solve many problems at one time. Bob is hired to do one specific project, but he is in love with Josephine and spends almost 70% of his work time helping her with her job. At the same time, they have frequent quarrels, which primarily affect Daniel, and also other team members. Bob is not empathetic to others so is not especially well liked. He has been informally speaking about the leaving the organization for more than one year, but when Nancy confronts him about it he is evasive.

EDDIE
Eddie is married to Nancy. He is extremely creative, but ineffective at seeing a task through to its conclusion. He has big problems with deadlines, his work style is extremely unorganized, and it is very difficult for other team members to collaborate with him. He has a lot of experience with public relations, he personally knows many journalists, and he is very creative in designing various activities and events.

ANET
Anet is in a crisis because of her recent break-up with John. She is unable to work at all with Susan. Because it is so difficult for her to see Susan and John, she tries to work from home as much as possible. In fact, she acts almost like an external consultant.

JOSEPHINE
Josephine is a very good worker in terms of her organizational and communications skills. However, she is extremely sensitive and is very upset about everything that is going on in the office in terms of the dysfunctional team. She needs to interact with everyone on a daily basis, but has many conflicts with Bob and Daniel. She also has conflicts with Susan, and wants Nancy to fire Susan.

SUSAN
Susan is good at organizing special types of programs. She is relatively inexperienced but has good technical skills, and these skills are important in terms of the organization's ability to fulfill its mission. She is able to effectively collaborate with Bob. Recently she has moved in with John and this situation has caused a great deal of tension within the team.

RANDOLPH
Randolph has many personal contacts with famous and known people. He is a nice person and is especially well-liked by the women in the organization. However, he does not take responsibility for his work and ignores deadlines. Also, he was hired to be the financial manager, and instead feels that it is more enjoyable and glamorous to work in public relations.

FRANK
Frank has many skills and is able to fill many roles in the organization. He is very supportive and helpful to others, however he is unable to say "no" when others ask for his help. He is also extremely busy with his voluntary activities in other non-profits, and sometimes he takes on so many additional responsibilities that he is unable to do his primary job. In fact, he is totally burned out and is often extremely tired.

DANIEL

Daniel is an office assistant who handles basic accounting and other office work. He is very responsible in terms of fulfilling his responsibilities, but needs strong direction from Josephine.

Major roles of the team members:

NAME	TEAM ROLE	COMMITMENT TO THE MISSION	YEAR SPENT AT THE ORGANIZATION	POSITION
NANCY	creator/advancer	strong	7	executive director
JOHN	refiner/advancer	strong	7	financial consultant
PEGGY	refiner/executor	strong	6	program coordinator
CHARLOTTE	refiner/executor	?	2	program coordinator
BOB	creator/executor	small	4	program coordinator
EDDIE	creator	strong	7	PR consultant
ANET	refiner/executor	small	4	program coordinator
SUSAN	executor	?	3	program coordinator
JOSEPHINE	facilitator/executor	strong	2	office work
RANDOLPH	advancer/executor	small	0,5	financial and PR manager
FRANK	facilitator/executor	?	0,5	computer and PR assistant
DANIEL	refiner/executor	no	0,5	office work (civil servant)

Duration of the activity: 1.5 hour

Number of instructors for the delivery: 1 - 2

Number of participants: 15 - 25

Location: indoor

Best time of the day: any time, not at the and of the day or end of the workshop.

Overview: participants are solving difficult personal problem in the organization, which influences the organizational leadership, financial stability and team spirit

Setting: isles for working groups, circle for discussions

Motivation: Nancy is working as executive director of a non-profit organization, which has been in existence for 17 years. This organization is especially well-known for its high quality programs and professional management staff. Recently some problems have occurred:

- team members are not able to collaborate due to personality conflicts
- John, who has been a co-director for many years, has left the organization without a replacement

It seems that if this situation is not solved quickly (within a few months), the whole organization could be destroyed.

The goal for Nancy is to create a functional organization, which will be able to fulfill its mission. Financial conditions allow the organization to have no more than 9 employees. The main motivation for employees is a commitment to the mission, and an opportunity to work in a good, cohesive team (which, in fact, is currently not functional). There is no possibility to motivate people by paying them high salaries. The organization is in a big city with very low unemployment, and it is very difficult to find professional and skilled managers.

Instructions: Divide participants into groups of 4-6. Their task is to find a solution for Nancy. Give them 30 minutes to discuss possible solutions. They should answer following questions:

Task oriented questions:
• Which position could be eliminated?
• Who should be replaced?
• Should Frank or Randolph be fired?
• What should be done about Eddie?

Process oriented questions:
• What should be done to improve the relationship between Josephine, Charlotte, Susan and John?
• What should be done about Bob and Josephine?
• What should be done about Anet?

After the group work, speakers from each group report back their answers (no discussion, just presentation, 3-5 minutes for each group). Then the facilitated discussion follows in the whole group.

Main roles/instructions for trainers:

Usually groups come up with quite different solutions and they may argue for their opinions. When facilitating the discussion after reporting back, try to calm down those who would like to find one solution (the ‚'right" solution). Rather then finding the one and only best way, leave several scenarios on the board. The purpose of the game is not to solve the problem, but to show the complexity of organizational management.

Training of Trainers, Jordan, May 2013 (c) Jan Kroupa, Jana Ledvinová, The Czech Fundraising Center, 2013

FEEDBACK SI ABOUT:

- Expectations / participants satisfaction
- Goal fulfillment / key topics done
- Practice / experience and knowledge implementation
- Trainers work / teaching style and skills
- Participants work / team cooperation
- Self evaluation of participants / Trainers
- Site / materials / logistics evaluation

VARIETY OF EVALUATION METHODS:

- Writing / questionnaires, letters, essays …
- Painting / pictures, graphs, symbols …
- Body moving / place, statue, symbol …
- Voice / sound, presentation, singing …

QUICK EVALUATION TECHNIQUES:

- SMS – sending SMS, tweet … to the trainer (can be published via projector)
- Feelings graph – participants report their feelings during the training by painting the graph on the flipchart
- Trainer – participants role-play as a trainer's self-evaluation of the workshop
- My feelings – reporting feelings from the training: "I felt as if I were at… (personal experiences like the sea side, dentist, school, … ".
- Small group evaluation – evaluate the workshop briefly in a small group and then report back
- My logo – painting a personal logo based on the new learning from the training
- OK / KO – just showing by hand their general evaluation
- One word – evaluation by one word around the group of participants
- Plus / Delta – reporting what was nice, good, useful … (PLUS), and what could be done better, another way, skipped or added … (DELTA); participants notes are summarized on flipchart.

THERMOMETER

Authors: Mónika Jelinkó
Country: Hungary

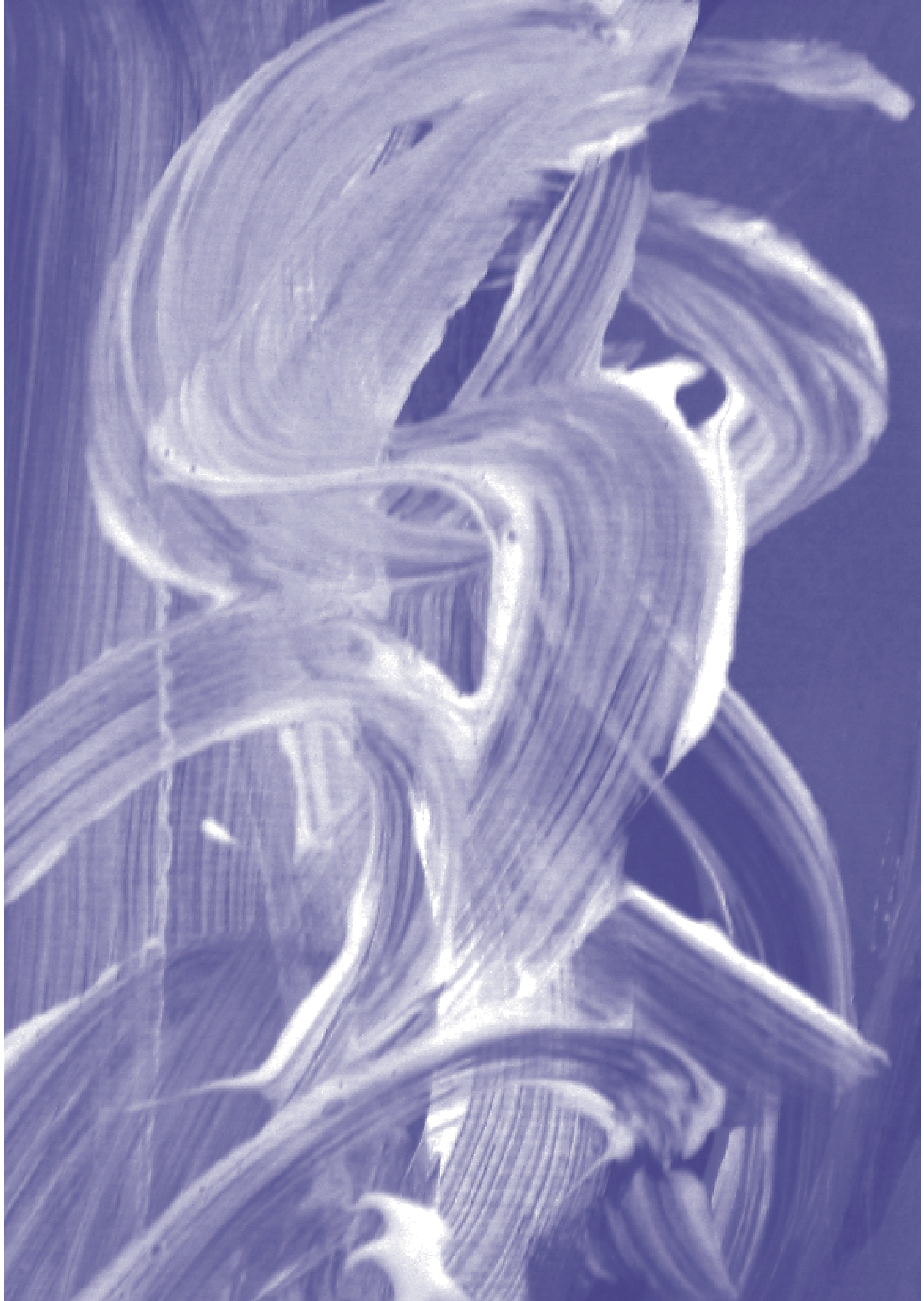
evaluation

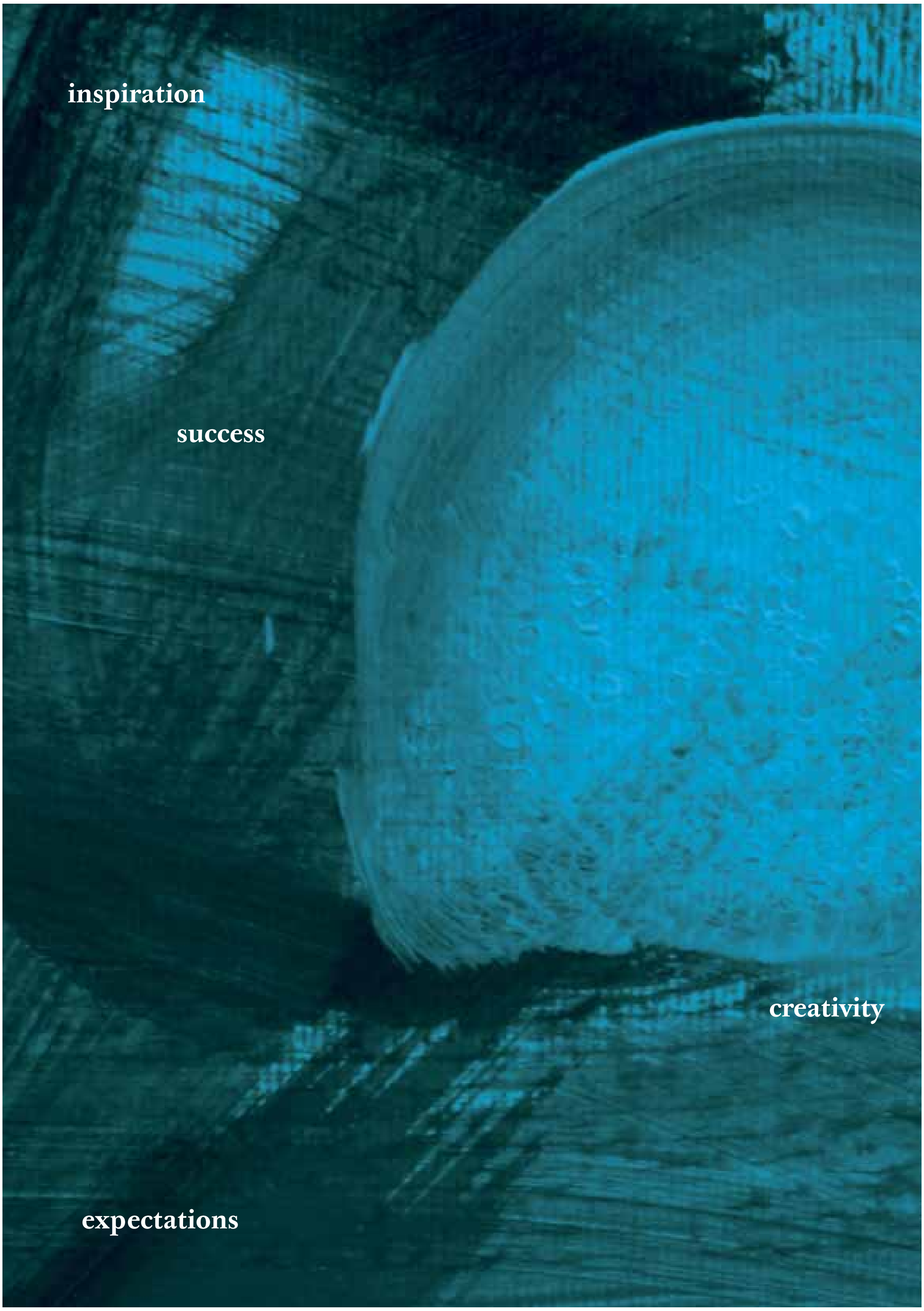
Activity purpose:	quick and very visual evaluation game
Best for topics:	evaluation
Preparation time:	3 min
Trainers needed for preparation:	1
Materials needed:	0
Duration of the activity:	Duration of the activity: 3-4 min
Number of instructors for the delivery:	1
Number of participants:	2-100
Location:	can be played indoor and outdoor
Best time of the day:	any time, when you want to divide small groups and have a quick and visual evaluation
Overview:	Prepare 5-6 sentences you want to use for evaluation. (eg. I liked his day. I learned a lot. Now I know what a fundraiser is doing. etc). This activity helps you to implement a quick and visual evaluation, without preparation and materials. This exercise helps trainers identify changes requested.
Setting:	Works best when you have a large space without chairs, but it can be played anywhere.

Instructions: We will play a quick evaluation exercise, because your feedback is important for us. Imagine your body is a thermometer and use it as it is. I will read aloud sentences for you. If you agree with the sentence, move as high as you can, if you disagree, get closer to the ground. If the sentence is neutral for you, stay still. After each sentences return to your first position.

Logistics: Works best when you have a large space without chairs, but it can be played anywhere.

Main roles/instructions for trainers: Explain the aim of the game, how to play it and recite the sentences you want to evaluate with.




inspiration
success
creativity
expectations