CAPACITY BUILDING GUIDE

A Manual for Non-profit Organizations and Small Businesses

Written and Compiled by Envision 2020

CENTRAL ALABAMA'S

RIVER REGION

WORKING TOGETHER

WORKING WONDERS

Envision Montgomery 2020

Suite 311
600 South Court Street
Montgomery, AL 36104
334-269-0224
334-240-6869 (Fax)
e-mail: lynn@envisionmontgomery2020.org

Chairs:
George T. Goodwyn
Tommie Miller
Yvette Smiley Smith
Laurie Jean Weil

Lynn Beshear
Executive Director

A Message from the Envision 2020 Co-Chairs

That you have opened this book says you are interested in the future of Central Alabama's River Region. The four of us, along with thousands of citizens, business leaders, service providers and elected officials share your enthusiasm for progress. Each of us wants to see our state and region prosper with planned healthy growth.

Led by our flagship goal: **Central Alabama's River Region Working Together Working Wonders,** Envision 2020 is the only regional strategic planning process involving business, citizens, service providers and government in Autauga, Elmore, Lowndes, Macon and Montgomery counties. Its purpose is to put into action 25 long-range goals that grew out of a public visioning process in which 1,757 participants in the five counties shared 4,464 ideas about what they want for the future. A core strength of the Envision 2020 process is that no one individual or group has all the answers or is able to accomplish all the goals alone. Turning our visions into reality takes all of us working together!

We understand fully that careful attention to countless, unseen details are often the only difference between mediocrity and magnificence. This manual has been developed through the work of committed professionals and volunteers, based on careful research and real life experiences, to provide you with vital information as you attend to the countless details needed to succeed in your work. We are delighted for you to have it and hope you will share it with others.

George Goodwyn

Tommie Miller

Yvette Smiley Smith

Laurie Weil

A Capacity Building Guide for Envision 2020 Task Forces

Introduction: Building For Success

This guide was designed as a resource for Envision 2020 Task Forces with the understanding that when individuals from widely varying backgrounds come together to work on a common goal, there needs to be a core of information available to everyone involved in the process. This guide provides information that has been used effectively by individuals and groups in many settings.

Capacity building is an on-going process through which a group or organization identifies an activity or activities that will enhance the organization's level of resources, skills, and abilities to achieve objectives and effectiveness. Objectives may vary from organization to organization and the techniques utilized to reach the vision and stated goals may range from simple grant writing to complex coalition building. In any case, the organization works through a process to develop its potential.

The techniques and articles included in this guide stress an approach to capacity building that embraces change and learning through participatory processes. This approach is based on the view of people-centered, non-hierarchical development that calls for capacity development that is both participatory and empowering and in which ownership is a central element. This participatory approach should be flexible, emphasize linkages, recognize processes, and be responsive to relationships.

Groups/organizations may use this manual as a guide to developing their abilities to fulfill their goals. To be useful to you, the guide should be considered a "work in progress" and should be updated as needed. Throughout the Envision 2020 process or as an organization working individually with the Nonprofit Mentoring & Training Center there will be opportunities to attend a variety of workshops that relate to capacity building where additional information to include in the manual will be made available.

We want to thank all those who provided funding, written contributions, and design work for this publication especially ADECA, Alabama Civil Justice Foundation, Grits Morris and the Montgomery Area United Way.

Lynn Beshear,
Executive Director, Envision 2020

Carole Wright, CFRE,
Director, Nonprofit Mentoring & Training Center

Defining Capacity Buiding

The first step to begin the process of capacity building is to acknowledge its importance and utilization in the overall development of an organization or group. The following list provides a selection of some of the many definitions used by diverse organizations

"Capacity building includes institutional support in the form of finances for office space, salaries and vehicles" *Makumbe, J. 1998. Strengthening Civil Society through Capacity Building: the Role of NGOs. Paper for the Annual Irish Forum on Aid. Dublin: IAAC*

"Capacity-building is not defined through the instruments used, but through its goal to enhance the capability of people and institutions sustainability to improve their competence and problem-solving capacities." *GTZ (1999).*

"Capacity building interventions must address the unique needs of an organization in its particular stage of development at that specific time. There is no single way to build organizational capacity" *Kaplan, A. & Soal, S. 1995. Capacity Building - Myth or Reality? Institutional Development, Vol. 2, No. 2.*

Capacity Development is "the process by which individuals, groups, organizations, institutions and societies increase their abilities to: 1) perform core functions, solve problems, define and achieve objectives; and 2) understand and deal with their development needs in a broad context and in a sustainable manner" *UNDP, 1997. "Capacity Development," Technical Advisory Paper II. In: Capacity Development Resource Book. Management Development and Governance Division. UNDP.*

"Capacity building refers to investment in people, institutions, and practices that will, together, enable countries in the region to achieve their development objectives" *World Bank (1997), Partnership for Capacity Building in Africa. A Progress Report. World Bank.*

"Capacity development is the process by which individuals, groups, organizations, institutions and societies increase their abilities to understand and deal with their development needs in a broad context and in a sustainable manner" *Taschereau, S. 1997. Capacity Development: from Concept to Operations, an Analytical Guide. CIDA Policy Branch.*

"National [Red Cross and Red Crescent] Society capacity building is a systematic approach of continuous learning to improve the ability and capacity of Red Cross and Red Crescent societies to make the most effective and efficient use of their available human and financial resources to achieve the humanitarian purposes of the Movement in a sustainable way" *IFRC 1998. Framework for National Society Capacity Building. Geneva: International Federation of Red Cross and Red Crescent Societies.*

"Capacity-building is an approach to development not something separate from it. It is a response to the multi-dimensional processes of change, not a set of discrete or prepackaged technical interventions intended to bring about a pre-defined outcome. In supporting organizations working for social justice, it is also necessary to support the various capacities they require to do this: intellectual, organizational, social, political, cultural, material, practical, or financial" *Eade, D. 1997. "What is capacity-building?" in: Capacity-Building, An Approach to People-Centered Development, pp.23-49. Oxford: An Oxfam Publication.*

section one

Leadership Development

Thoughts on Leadership In the Nonprofit World

Leaders are best
When people barely know that they exist,
Not so good when people obey and acclaim them;
Worse when they despise them.
"Fail to honor people,
They fail to honor you;"
But of a good leader, who talks little,
When their work is done, their aim fulfilled,
The people will all say, "We did this ourselves."

Lao Tzu
Edited

LEADERSHIP QUALITIES

Leadership qualities are developed through accepting an individual challenge

The quote above, from the North Carolina Outward Bound School's *Book of Readings*, has inspired and motivated many a hungry and tired backpacker listening to it read aloud, in the circle around the campfire after a cold, wet hike.

To those who know about the team building and leadership training of Outward Bound, they know that *leadership is developed*, that rigorous experiential initiatives teach one how to lead, how to follow, and how to be part of a team. Course participants discover what they are made of while climbing a mountain, shooting the rapids, walking a balance beam, or rappelling off a cliff. ***The hallmarks of success in the program become the hallmarks of a leader — the need to believe, to trust, to endure by taking one step at a time, to support others, and to never give up.*** The battle to let go of fear, doubt, and ambivalence is an inward and personal one. One must learn to turn a challenge into an opportunity. It is all up to the individual. One's success in this journey becomes even greater when one learns to ask for help, and to give help to others alongside.

The qualities of a good leader are the same whether we are in the woods or in a boardroom. Sometimes the road is a lonely one in chairing a campaign, recruiting a board, unifying a dysfunctional board, leading a nonprofit organization through changes in leadership or a loss of funding, advocating a new issue to a wealthy but not philanthropic donor, or attracting hoards of volunteers for a special event. Working with others can increase our chance for success because challenges are more easily met and surmounted with moral support and a wealth of different ideas. Good leaders understand the advantage of leading "with" their team members. They set the example, the tone, and the pace. All must stroke together to win. But we can't be strong leaders until we focus and clarify our goals for ourselves. ***Leadership is strengthened by deciding what we want and motivating others to follow us.***

Learning to value the process is a starting point for this journey of leadership. We must be crystal clear about our goals and objectives, to ourselves and to our team. The stuff we are made of determines how bumpy the journey will be and eventually the outcome. Character is the foundation of everything we dream, suggest, articulate, and motivate our team to do.

THE FIRST STEP

The first step is creating your vision — clarifying your goals and objectives

- Decide what you want to do. Will you accept the challenge? Go the extra mile? Go beyond your comfort zone? Make a sacrifice in your own level of giving to the campaign and of your time? Feel comfortable asking others to do the same?
- Can you feel confident about your answer if you make a commitment to yourself to go forward? Can you not let doubt enter in? Will you demonstrate that commitment in everything you do because your attitude can affect those around you.
- What are your goals? How are they prioritized? Who will you ask to serve on your team? What are their strengths? What are your own weaknesses and do you have someone in place that complements your weak points and your experience?
- What are your objectives? Have you created a long-term and a short-term strategy for achieving your goals? Who will do what? Have you communicated your goals, objectives, needs, and desires to a wide audience? Have you sold your ideas to a small circle of supporters and asked for input before expanding your message?

THE SECOND STEP

The second step is articulating this vision and commitment to others – exercising the qualities of a leader

- Think with integrity. Everything else flows from this. Because leadership is instilled through action, you must earn the respect and trust of others. There are no shortcuts to being an honest and honorable person.
- Act with integrity. As John D. Rockefeller, Jr. says, in his classic booklet on soliciting gifts, treat others the way you would like to be treated. Be honest, sincere, upfront, and don't make promises you can't keep.
- Communicate and teach. Communicate a vision and a mission to a team, prospective donors, and everyone connected to the campaign. Teach workshops for volunteers about specific skills and techniques they will need to know. They should always have a clear understanding about what to expect and how to carry out their responsibilities whether it is how to make a solicitation or to run a telethon.
- Listen to everyone, whether they want to share an idea about how to do something or whether they want to communicate why they are unhappy. Leaders also teach this skill to their team members. It is in the best interest of any organization to have as many knowledgeable advocates as possible on board. In fund raising, sometimes a very simple block to a donor giving is because they have not had a chance to vent and to understand a specific point of policy.
- Surround yourself with good people and good workers. Delegate clearly and often. Coach and motivate your team. Be there for them. Believe in them and teach them specific skills and they will perform well. Expressing how and why you

have faith in them will encourage them to carry out new behaviors and to exceed all goals.

- Appreciate the efforts of others whether it is your volunteers, your board, your staff, or your donors. The quality of thanking others for their contributions and making people feel valued for what they have given is called stewardship.
- Be tenacious and encourage others to never give up. Follow through in your efforts to reach all your assigned prospects or to recruit a particular board member. This is where team work comes into play. A team is only successful if its leader is able to motivate all members and practice what he/she teaches.
- Have courage and be willing to take risks in setting your sights high regarding your goal. Think big as well regarding how you interact with people to achieve your goal.
- Be prepared. Do your research about your prospective board members, donors, and the public.

You know what your challenge is. It is up to you to decide how far you will go to accept the challenge. How much are you willing to put out and risk to reach your goal? We usually have more options than we are aware of as to how we implement our resources.

Whether you are a new board chair, a seasoned board chair with immediate challenges, a new executive director, or a new development director or committee chair, you will find your experience tested. The exciting quality about leadership is that tales of courage and of victory serve to educate, motivate, and inspire us all.

Mary Ann Siegel
FundraisingINFO.com

Ethical Principles Checklist

This list of ethical principles incorporates the characteristics and values that most people associate with ethical behavior. An ethical decision systemically considers which, if any, of the following principles are involved. It places ethical values above nonethical ones and, where necessary, priorities among the ethical values.

HONESTY

Ethical persons are **truthful, sincere, forthright,** and **candid**; they do not **cheat, steal, plagiarize, lie, deceive,** or act **deviously**.

INTEGRITY

Ethical persons are **principled, courageous, and honorable** and **upright**, they act on **convictions**, and **conscience**; they do not place **expediency** over principle.

PROMISEKEEPING

Ethical persons **keep their word**, they are **worthy of trust** because of **fulfill commitments**, and **abide by the spirit as well as the letter their agreements**; they do not **seek loopholes** or **technical excuses** to evade their commitments.

FIDELITY

Ethical persons are **loyal** to relatives, friends, co-workers, employers, and country; they **maintain confidence** and **secrets** obtained in professional and personal roles unless other ethical duties require disclosure; and they safeguard the ability to make independent professional judgments by scrupulously avoiding undue influences and conflicts of interest.

FAIRNESS

Ethical persons are **fair, open-minded, willing to admit error**, and where appropriate, **change positions**; they demonstrate a commitment to **justice**, and the **equal treatment** of individuals, and **tolerance for diversity**; they do not **overreach** or take **undue advantage of another's mistakes or adversities.**

CARING FOR OTHERS

Ethical persons are **benevolent, caring, kind, compassionate**, and **helpful**; they **avoid harming others** and are not **selfish** or **greedy**.

RESPECT FOR OTHERS

Ethical persons respect **human dignity, privacy**, and the **moral right of others to self determination**; they are **courteous** and **decent**; they do not intentionally **patronize, bully, embarrass, or demean others.**

RESPONSIBLE CITIZENSHIP

Ethical persons **obey just laws** and **openly protest unjust ones**; they exercise all **democratic rights** and **privileges responsibly** by voting and expressing informed **views** and **public service**; they **respect** and **honor democratic processes of decision making, avoid unnecessary secrecy or concealment** of information, and **assure that others have the information needed to exercise their rights.**

PURSUIT OF EXCELLENCE

Ethical persons **pursue excellence** in all matters; **they meet personal and professional responsibilities** are **diligent, reliable, industrious, and committed**; they perform all tasks to the best of their ability, develop and maintain a **high degree of competence**, are **well informed**, and **well prepared**; they are not content with **mediocrity** but do not seek to "win at any cost."

ACCOUNTABILITY

Ethical persons **accept responsibility for decisions** and the foreseeable consequences of actions and inactions, and for **setting an example for others**, they **protect** and **enhance the reputation** of their families, companies, and professions; they **avoid even the appearance on impropriety** and take whatever actions are necessary to **correct or prevent inappropriate conduct of others.**

Josenhson Institute

The Decision Making Process

There is no single formula which, if applied correctly, will yield an "ethically correct" decision. Instead, ethical decision-making is a matter of interweaving ultimate concerns with the facts and considerations of a particular situation. Faced with a dilemma, you can evaluate your options like this:

Organizational mission:

- Does this alternative promote or detract from the organization's mission and its basic philanthropic values?
- How does this alternative affect those ultimately receiving the services?

Relationships:

- Does this alternative strengthen long-term relationships with colleagues, donors, volunteers and community members?

Personal integrity:

- Does this alternative encourage or discourage your personal development? Does it strengthen or weaken your sense of integrity?

Making ethical decisions is always a matter of judgment. For many decisions there may be no one right answer, but there are plenty of wrong ones – and the hope is that after you reflect on a situation in terms of the three ultimate concerns, the wrongness of the wrong answers will become clear. You will then be able to choose among the others with sensitivity and good judgment.

By Marilyn Fischer, Pd.D
Professor in the University of Dayton's Department of Philosophy
and a member of the AFP Miami Valley Ohio Chapter.

Teamwork

TEAMWORK IS

- The ability to work together toward a common vision.
- The ability to direct individual accomplishments toward organizational objectives.
- The fuel that allows common people to attain uncommon results.

FOUR STAGES OF TEAM GROWTH

Stage 1 – Forming

When a team first forms, team members are like hesitant swimmers standing by the side of the pool and dabbling their toes in the water.

Stage 2 – Storming

As team members start to realize the amount of work that lies ahead, it is normal for them to almost panic. Now they are like swimmers who have jumped into the water, think they are about to drown, and start thrashing about.

Stage 3 – Norming

As team members get used to working together, their initial resistance fades away. They start helping each other stay afloat rather than competing with one another.

Stage 4 – Performing

As team members become more comfortable with each other, and better understand the project and what is expected of them, they become a more effective unit with everyone working in concert.

What would you do if?

You are a member of a four-member team project. Only two of the members are doing the work. The other two are not contributing to the success of the project. How would you handle it with the team members?

Reflect on the above question and develop the best solution for a team project.

Ingredients for a Successful Team

A. **Clarity in Team Goals:** Clear goals allow team members to agree on the goals and see them as attainable. Clear team goals also helps team members have a clear idea of the big picture and understand the individual steps, meetings, discussions and decisions required for goal accomplishment.

B. **A Plan of Action:** It's been said, "Failing to plan equals planning to fail." Nothing could be more on target when it comes to teams. An established plan of action is invaluable when the team is determining what advice, assistance, training, material or other resources they may need. The plan also helps guide the team in determining schedules and identifying mileposts.

C. **Role Identification:** Team members are often selected based on expertise they bring to the team. Clearly defining roles allows us to tap in on everyone's talents. All members know what is expected from them as well as everyone else. Makes it easier when roles have to be shared or switched.

D. **Clear Communication:** Each team member has an obligation to the group to share their experiences and expertise in an active and open manner. This means speaking clearly and being direct, be succinct, explore ideas, and most importantly listen actively. Basically, share information.

E. **Beneficial Team Behaviors:** This relates to the use of skills and behaviors that make discussions and meeting more productive. Remain open to new ideas and methods. Be prepared to work through difficult matters and reach consensus or compromise. Make an effort to enhance team effectiveness through support of team leader and teammates.

F. **Well-defined Decision Methods:** You can tell a lot about a team by watching its decision making process. Effective teams discuss how decisions will be made (majority rule, consensus, poll etc). Most important, base decisions on data.

G. **Balanced Participation:** This goes hand-in-hand with role identification. Since each team member has a stake in group's achievements, everyone should participate. Remember what each member brings to the team and strive to use those talents to enhance team effectiveness.

H. **Ground Rules:** Quite simply, these are the team agreed upon "rules of engagement." Basically spells out what will and will not be tolerated in the group. Helps the team avoid wasted time discussing things that are unimportant to goal accomplishment.

I. **Awareness of Group Process:** Each team member should be aware of how teams work. Be able to see physical signs of agitation (discomfort with discussion or break). Know that silence may indicate disagreement.

The Team Commandments

• Help each other be right, not wrong.

• Look for ways to make new ideas work, not for reasons they won't work.

• If in doubt, check it out! Don't make negative assumptions about each other.

• Help each other win, and take pride in each other's victories.

• Speak positively about each other and about your organization at every opportunity.

• Maintain a positive mental attitude no matter what the circumstances.

• Act with initiative and courage, as if it all depends on you.

• Do everything with enthusiasm; it's contagious.

• Whatever you want, give it away.

• Don't loose faith.

• Have fun!

Networking for Success

Networking is where each component of a group or system connects at regular intervals *by design,* in order to enhance their individual and collective functioning. The Task Forces within the River Region Envision 2020 process are wonderful examples of networking. Because of Envision 2020, Hyundai is coming to the River Region!

The Montgomery Area United Way's Community Council is another excellent networking example. It was established in 1937 to bring together public, private and civic groups into a new, coordinated (networking) system. *All* organizations, groups, and agencies addressing health, education, welfare, and/or recreation needs of the community were invited to participate. From that diverse "system" came the formation of Family Court, the Youth Aid Bureau, the Montgomery Area Mental Health Authority, the Montgomery Area Council on Aging (MACOA), the Montgomery Area Food Bank, Success By 6 and many others. Only with networking – formal connections *by design*, could this myriad of successful, systemic changes have occurred in our community.

The human body is a perfect example of a networking system. People sometimes call the human body a machine (the most wonderful one ever built). Like a machine, the body is made up of many parts, each with a special job, and all the parts must communicate and work together to make the body (or the machine) run smoothly. The body starts out as one tiny cell, which, in time develops into a system consisting of *trillions* of cells. The body can defend itself against hundreds of diseases, repair itself after most small injuries, detect and adjust to changes within itself and the environment. To successfully do all that, the body relies on a system that constantly communicates and *networks*. The circulatory system is just one example of a network (like a task force) within the body's overall network (like Envision 2020).

For an Envision 2020 Task Force to successfully network, it must:

- invite *all* individuals and organizations with knowledge, information skills, and/or concern about the issue to the table,
- provide regular opportunities for all to connect and communicate as the issue is addressed, and
- constantly broaden and deepen the group and their involvement as the Task Force proceeds.
- Also, brainstorm a multitude of ideas for addressing the issue not just one or two,
- encourage input from all participants—input leads to ownership and commitment, and
- research other communities to see how they're addressing the issue (check with other local United Ways, Envision processes, and/or United Way of America).

THE RAILROAD

The Railroad is another good example of networking. It's one of the most important means of transportation. The word "railroad" refers not only to a method of transportation, but also to the system that is rail transportation. Only ships carry heavier cargoes for longer distances than the railroad. Only airplanes provide a faster means of public transport than the railroad. Unlike ships and airplanes, railroads are not steered; they use a two-railed track to guide trains of cars along permanent routes and depend greatly on "networking"—connections and communication at regular intervals. And they work! Laid end-to-end, the tracks of the world's main railroad routes would stretch 750,000 miles (1,200,000 kilometers)—about 3 1/2 times the distance from the earth to the moon!

COMPUTER NETWORK

Finally, a computer network—a collection of computers that are connected to share information and processing resources is a fine example of networking. The world's largest computer network is the Internet which connects computers (like Task Forces) and computer networks (like River Region Envision 2020) around the world. In addition to enabling computers to communicate, networks "enable users to work together." That is the way your Task Force, like the United Way Community Council, can make systemic changes (improvements) in our community.

Good luck with your Task Force; call us (264-7318) if we can help.

Cynthia Tyner
Director, Community Council
Co-Director, Success By 6

Charles Colvin
Executive Director, Montgomery Area United Way

section two

Capacity Building Techniques

Effective Meeting Facilitation: The *Sine Qua Non* of Planning

INTRODUCTION

Say the word "meeting" and expect to hear sighs, groans, or sarcastic remarks. Yet, planning requires people to come together frequently over a period of time in a word meeting. Well-planned and facilitated meetings sustain participants' energy and allow them to contribute their best thinking to the planning endeavor.

The planning process is like a slide show that follows a logical sequence from beginning to end. Each slide represents a single meeting. The whole of the planning process will be greater than the aggregate of each meeting, but only if each meeting is orchestrated to accomplish the requisite function. Like each individual slide, the composition of a meeting is designed to convey a message or fulfill a purpose.

A large part of the planning process is accomplished in meetings because, as the saying goes, "Two heads are better than one." Each member of the planning team brings an essential perspective to the process. Elements of a plan, goals, or solutions to problems are not the only outcomes of planning meetings. The interactive work transpiring to develop the plan is as important — if not more important — than the plan itself. Think of a time you recounted a funny story, but no one laughed. Then, you realize, "Well, I guess you had to be there to appreciate it." That's the way it is with planning: Those who must carry out the plan with energy and enthusiasm, must be there to help create the plan.

The information in this chapter is presented primarily for the person who will be responsible for pulling those meetings together, leading them, and coordinating tasks in preparation for meetings and the follow-up steps in their wake. Topics cover the items on a facilitator's check list.

- Identify the purpose, or expected outcome, of the meeting.
- Make sure the right people will be there.
- Develop the agenda.
- Prepare necessary materials.
- Double check the room set up.
- Lead the meeting as a facilitator
- Agree on ground rules
- Practice facilitation skills
- Use consensus-building decision making techniques
- Be prepared to handle conflict as it surfaces
- Clarify "next steps" and assignments
- Reflect on effectiveness of the meeting (evaluation)

I. THINK BEFORE YOU MEET

It is not unusual to spend as much time planning a meeting as running it. Preparation begins with asking these questions:

1. ***What outcome do we want to achieve by the end of this particular meeting?***

   A newspaper editorial from an irate father just after attending his daughter's college orientation session serves to illustrate the usefulness of understanding the various reasons for meetings. This man went to the meeting to learn about courses of study, relevant deadlines, tuition and expenses, financial aide, and safety precautions. "I knew I was in trouble," he said, "when I entered a room full of chairs set up in a circle." The meeting was designed, instead, to explore feelings about one's child going off to college, and to build relationships with other parents.

   Whether you identify with the father who sought specific information and was sorely disappointed, or the meeting planners who offered an opportunity for consciousness raising—the point is that the purpose of the meeting must be clearly identified. The purpose drives who should attend, the agenda items, what materials or equipment to have on hand, and the direction of the next meeting.

   ...the purpose of the meeting must be clearly identified.

   Knowing that the purpose of the meeting is "planning" is not enough. More specifically, people meet for one of, or for a combination of these reasons:

   - Information exchange (acquiring or disseminating information or both)
   - Self-awareness or consciousness raising
   - Learning (topics and skills)
   - Creative thinking and generating ideas (brainstorming)
   - Critical thinking (analysis, goal setting, problem solving, decisionmaking)
   - Accomplishing tasks
   - Building relationships and commitment

2. ***To achieve the desired meeting outcome, what must we do during the meeting? And how much time will each item realistically require?***

   Knowing the purpose of the meeting is a first step in structuring the agenda. Having a firm idea of where you want to be by the end of of the meeting suggests what must be covered during the meeting. Do we need to review last year's budget? Do we want to create a common vision of our organization in the year 2020? If we want consensus on four short-term goals, how can we both inspire creative thinking yet maintain a sense of reality?

   Each step in reaching the desired meeting outcome is thought through carefully to determine the amount of time needed.

   - Establish how long the meeting is to last
   - List the agenda items that need to be covered or process steps that need to occur
   - Estimate how long each item will take factoring in time for dialogue
   - Leave about 15 minutes minimum at the end for summary and agreement on what comes next.

If, after following the above exercise, the agenda clearly requires more time, revise accordingly. Adjust the length of the meeting (and let participants know), or cut back on what you expect to accomplish. Keep in mind that critical thinking requires more time than typically allowed for in meetings, especially if there is controversy. Opportunities to voice an opinion, ask questions, and explain reasons behind positions are key to developing and achieving consensus on a plan. Shortcuts at this point could cause looping back or gridlock farther down the line.

3. What idea-building processes would be useful?

Planning alternates between expanding and culling ideas. Visioning and brainstorming help participants expand their thinking. Ranking, cost-benefit analysis, and comparing related concepts help participants winnow their thinking. When critical issues must be addressed, participants might use a problem solving process, or "force field analysis." Without a sequential structure to guide thinking and dialogue, participants become bogged down or overwhelmed. Using a rational framework guides and clarifies the participants' thought process. (See attached explanations of a variety of such processes.)

4. Who needs to attend the planning meetings?

As a general rule, planning can be accomplished by a sub-group within an organization not everyone has to participate. Ideally, the planning group will be comprised of at least one person from each unit or each level of organizational work (i.e., staff, board, volunteer). In addition to representative participation, the planning group should have someone with authority to make decisions, someone who has responsibility for carrying out decisions, someone who knows the milieux backwards and forwards (subject matter expertise), and input from someone who uses or benefits from the service or product the organization offers.

In addition to diversity of experience, planning teams should encompass diversity of thinking styles. The world sometimes seems to be sharply divided into two types of people—big-picture visionaries, and practical nuts-and-bolts people. Planning teams require both types. The big picture folks have difficulty reaching closure and won't be able to convert a vision to an action plan. Developing step-by-step procedures is what the nuts-and-bolts types like doing best.

The planning group, at some point along the way, will need to perform tasks best left to individuals i.e., one person is generally charged with a writing project. Allowing two or three individuals to take information from the group, work out an idea on paper, and bring it back to the group for feedback saves meeting time. For example, when a complex issue surfaces, a subgroup may want to meet, and bring back their recommendations to the whole planning group or organization.

The planning group might decide to elicit public participation for a specific aspect of the planning process. There are a variety of meeting formats to enhance information exchange with the public: focus groups, *charettes*, open house, workshops. A "talking head" format is the least effective. Make the information flow as interactive as possible.

Occasionally, either because the organization is small, or because trust has disintegrated, all members of the organization may need to take part in the planning process. The answer to the question, "Why are we meeting?" should help determine who needs to be there. No one who needs to be at a meeting should be left out, and no one should have to attend an unnecessary meeting.

5. What should we send participants in advance? And, what information should we have available at the meeting (i.e., maps, flow charts, the old report, proposals, etc.)?

Sending out an agenda before the meeting allows participants to ask questions about it, prepare if necessary, and in general sets a businesslike tone. If participants are going to be asked to read or edit documents, send the material in advance. (Even when material has been sent ahead, time for review at the meeting might be wise.)

Visual aids assist in making visionary dialogue more concrete. If the planning committee must consider capital improvements to a building, obtain floor plans or blueprints. If planning focuses on publicity for the annual arts festival, make sure participants have calendars. Use worksheets to develop action plans so participants can think in terms of implementing creative ideas.

6. What's the best way to set up the space?

The ideal planning group ranges from 6 to 12 members. Most rooms will allow a group of 12 to meet around a table. For a larger group up to 24 tables placed in a U-shape work well. If planning requires participation of a very large group or public input, a face-to-face arrangement may be difficult. At the least, participants should have easy visual and spatial access to speakers, facilitators, or the area of the room where most focus is directed. If the large group will need to separate into smaller groups, try to have separate "pods" of seating already set up so participants can move to their work-group areas without having to rearrange the furniture.

7. What equipment will make the meeting run more smoothly?

The flip chart is standard equipment in planning meetings. Make sure there is wall space nearby for posting the chart paper as the meeting progresses. (In other words, flipping the paper over does not provide participants the benefit of having their work product spread out on the walls before them.)

For larger groups, overhead projectors work better than flip charts, but only for presenting information. The group's work product should be recorded on flip chart paper and posted, even if not easily visible by all participants. At least the information is readily available to refer to or review before leaving the meeting.

Computers that project text onto the wall can be very useful when the group is developing a carefully worded document such as a mission statement.

Innovative ways of presenting information enhances participants' attention and inspires creativity. Facilitators, for instance, might employ videotapes to illustrate success stories or skill methodologies. Visual aids, in the final analysis, however, do not substitute for participants rolling up their sleeves and getting to work.

It is hard to imagine a reason to tape record a planning meeting. Taping can be intimidating and stifle creative thinking. Generally tape recording is used when there is a low trust level and someone anticipates a law suit.

A word about food at meetings: Light refreshments, especially coffee or other beverages can help sustain energy levels. If the meeting is planned for the evening, serving a light meal first allows more control in starting on time. In some organizations, food is an enticement to attend the meeting.

II. ORCHESTRATING THE MEETING

Leadership. In the olden days, meetings were run by chairmen. Bringing in an independent facilitator, or appointing someone to that role is becoming standard planning practice. There is a danger, however, as "facilitation" moves into vogue: It looks easy, but the appearance of ease may be deceptive. The word "facilitation" means to make something easier, so while others look on and think the facilitator has an easy job, the facilitator is working very hard to make it look easy. Behind the scenes, the facilitator has taken training courses, practiced, taken more training, learned the hard way from experience, and puts great effort into his or her work.

The ideal arrangement is for the chairperson and a facilitator to work closely in planning and leading the meeting. The chairperson retains the prestige and authority of leader, and provides grounding in reality. The facilitator has process expertise, serves to balance participation, and is better situated to move the group through sensitive issues, controversy, and tough problems. Sometimes groups further divide functions and ask someone other than the facilitator to record meeting notes on a flip chart. Many facilitators use the flip chart as a tool in leading (and controlling) the meeting.

Separating the titular leadership role from the meeting leadership function benefits the planning process in three ways.

1. By taking care of process concerns, the facilitator frees the chairperson to contribute valuable input as a meeting participant.
2. The facilitator must operate on principles of objectivity. Participation is evened-out and decisions reflect joint thinking. Ideas of the more forceful participants are tempered by the facilitator's probing questions, and if those ideas are adopted, it is because others view them as worthy.
3. The facilitator brings an understanding of group process and decisionmaking so that he or she can interject steps and techniques (such as those described in the attachments) to move the group through complex information and controversial positions.

Frequently a member of the planning team must assume leadership of a meeting. On those occasions, the internal leader can serve the group well, just as the external facilitator does, by adopting the following **operating objectives:**

- Help the group improve the way it solves problems and makes decisions
- Ensure that the group accomplishes its identified outcomes in a timely manner
- Foster within the group an enhanced sense of commitment to one another and to the achievement of goals
- See that group members share and understand all information relevant to an issue, and seek new information when necessary

- Buffer the group from internal and/or external manipulation or coercion.

Key Meeting Facilitation Skills. Effective meeting facilitation requires skill in three capacities:

(1) Analysis
- Separating content work from process work
- Identifying interests
- Framing problems

(2) Communication
- choice of words
- ability to listen, summarize and reframe
- using questions to stimulate thinking

(3) Familiarity with process models
- leadership
- decisionmaking and consensus building
- techniques to keep the meeting on track and moving.

Analysis. A community leadership group received $2,000 gift for youth programs from a wealthy individual. No one stepped forward to design and oversee a program. In the meeting to plan next year's activities, the gift was overlooked. Eventually the president asked what the group wanted to do with the funds. All sorts of suggestions poured forth, always with the same conclusion: The kids wouldn't come anyway. What the group needed to do was decide a process issue before launching into content. They needed to evaluate options of how to deal with the funds (not what program to implement). The choices were: (a) give it back; (b) give it to someone who would do something with it; (c) use up the funds on a one-time event for youth; or (d) implement the program as envisioned when the gift was made. After discussing the pros and cons of each option, the group agreed to implement a youth program. Until they decided that question, they could not focus or commit to any specific plan of action on the content. This story illustrates how a facilitator needs to separate the process issue, prompt the group to take care of that issue, and then move on to the goal or content issue.

The other useful analytic ability is to spot an underlying interest, and bring it out in the open so it can be discussed and negotiated. The president of the school board does not want to incorporate public participation into the district's strategic planning process, claiming it is unnecessary and a drain on time. His underlying interest, however, is that he does not want to be chastised for low student test scores. The facilitator must recognize the validity of the president's reluctance, yet push forward with the requirement: "How can we involve the citizens of the district without the meeting turning into a gripe and blame session?" Once structures were in place to prevent wholesale attack on individual board members, he was quite willing to involve the public.

Problems must be stated without imparting judgment or implying a solution. The problem statement has to be worded so that participants with differing viewpoints accept that description. For example, an arts organization holds a theme fair to raise funds for its operation. One of the planning committee members raises the concern that a vendor sells items that do not conform to the theme. Note the difference in how the dilemma is stated: "Should we let Henry sell his items next time?" Or, "How do we ensure items are congruent with the theme?" Or, "We're here to discuss sexual harassment," vs. "We're here to agree upon appropriate conduct in the work place."

Communication skills. The facilitator primarily relies on listening and asking questions. Listening enables the facilitator to remember the content, relate the content to the discussion, capture its essence on the flip chart, note reactions of others to what is said, and make a judgment call about sticking with the topic or moving on to the next speaker or agenda item. By summarizing the speaker's point, or by recording the idea on the flip chart, the facilitator affirms to the speaker that he or she has been heard and understood.

Facilitators ask questions to control the process and to spark thinking. A question signals progress we are moving on with our agenda: "Shall we begin?" "What did you hope to walk away with by the end of the meeting?" Questions bring the discussion back on track: "Shall we add that topic to the agenda for next time?" "Do we need to make sure we cover the other items before we run out of time?" Or, "Do we need to decide this in order to decide that?" Questions can provide closure: "Is there anything else before we move on?" "What are our next steps?"

Questions also stimulate thinking, and rethinking. Statements can be perceived as, or actually are, challenges provoking a counter challenge or assertion of a superior idea. Questions, on the other hand, create a temporary vacuum a time for reflection. The facilitator, by posing questions, eliminates much of the superfluous posturing and banter. Questions maintain an air of openness, an attitude of, "Let me hear more before I decide." Examples: "If you do this, what will happen?" "Could you describe the process of communication you currently use?" "If you could change one thing about the design, what would it be?" In other words, questions, rather than directives or advice, are the most potent way to encourage the group to focus on something, rethink a course of action, or evaluate options.

"Reframing" combines skill in communication with an ability to analyze what's happening on the spot. Reframing is a way to "launder language." The facilitator extracts inflammatory or negative impact from a statement, and crystalizes the legitimate underlying motivation for that statement. For example, a board member emphatically states, "There's no use in going forward with this planning process. What we need is a new executive director!" The facilitator quickly reframes the remark to highlight a valid concern: "You want to make sure staff can carry out the board's policy directives." Reframing a statement so the language is palatable to others does carry the risk of the speaker admonishing the facilitator for not summarizing the statement accurately, as originally stated. If that happens, the facilitator would have to rework the wording more to the speaker's liking. On the other hand, the speaker may be relieved to see that there is a more constructive way to present the concern and feel affirmed that someone has taken the concern seriously.

Decisionmaking by vote. Traditionally, groups made decisions by voting, and allowed the "majority to rule." Voting makes sense when:

- Many people are involved
- The population is diverse
- Moving forward is more important than settlement
- Before votes are cast there is ample time for dialogue
- The dialogue includes looking at and evaluating a number of options.

The disadvantage of voting is that it leads to an all or nothing, win/lose outcome. What happens to those who voted "nay" and were outnumbered? How committed are they to supporting the outcome? And, what happens to the concerns driving the no-vote.

Were those concerns addressed, or will they come back to haunt the yea-sayers? Ample discussion with analysis of alternative courses of action can counteract the disadvantages of voting. Even then, voting might be reserved as a last resort. Clearly, in a small group convened for the purpose of planning, consensus is possible and more desirable.

Decisionmaking by Consensus. Over the past 15 years, making decisions by consensus has gained acceptance, yet a number of misconceptions remain. Consensus is the cooperative development of a decision that is acceptable enough so that all members of the group agree to support the decision. Consensus means that each and every person involved in decisionmaking has veto power. Keep in mind, though, that members of the planning group are team members, not adversaries. Responsible team members use power only to achieve the best results vis a vis the group's purpose, not for their own personal gain. In other words, if a team member objects, it behooves the others to find out why and give considerable thought to the concerns expressed by the dissenting member.

The remarkable result of giving individuals veto power is that they rarely use it! If participants are reassured nothing can go forward without their approval, they tend to relax, contributing more to the content and worrying less about procedural matters.

Consensus does not mean there is an absence of conflict. It does mean there is a commitment of time and energy to work through the conflict. Consensus requires taking all concerns into consideration and attempting to find the most universal decision possible. Groups able to make decisions by consensus usually demonstrate:

- Unity of purpose, a basic agreement shared by all in the group regarding goals and purpose of the group
- Commitment to the group, a belief that the group needs have priority over individual needs
- Participation, ideally no formal hierarchy equal access to power and to some degree, the group's autonomy from external hierarchic structures
- Recognition that process is as important as outcome
- Underlying attitudes of cooperation, support, trust, respect, and good communication
- Understanding and tolerance of differences, acceptance of conflicting views
- TIME willingness and capability to devote time to the process.

Factors working against consensus include: competition, individualism, passivity and solution-orientation

There are many **techniques to facilitating consensus**:

- Frame the dilemma so participants see the big picture and recognize their interdependence: What decision do we need to make and why do we need to make it?"
- Remove insecurity and make sure all participants have the same key information and have the opportunity to discuss that information together.
- Build little agreements along the way: "So we agree that this is a good way to state the problem we are trying to solve." Or, "At least you do all agree that something has to be done, that things are unacceptable as they are now."
- Motivate creativity by asking "Isn't there anything else you can suggest?" and then allow for a long pregnant pause.
- Summarize and fractionate: "This is what we agree on, and this is still in question. What are the specific causes for concern?" Or, "How can we get the benefit from doing this, but not the detriment?"

- Refer to the mission and purpose of the group for guidance: "If we do this, are we in line with what we are all about?"
- Finally, ask: "What will happen if we can't all agree?" Or, "Do you really need to make a decision on this issue?"

Voting and consensus are the "how" of decisionmaking. Decisions, themselves, seem to come in three shapes:

1. Some decisions have to be answered "yes" or "no." Either we close the theater for inclement weather, or we go on with the show. The outcomes are mutually exclusive and a choice is imperative for the good of the organization.
2. Other decisions require finding a solution to a problem. "How shall we solve for X?" "What shall we do about lack of attendance at our performances?" Or, reframing the problem in the affirmative: "How can we ensure record attendance?"
3. A third type of decision is even more open-ended. "Which way shall we go?" Or, "What goal shall we attain?"

Try out different ways of framing the decision using the above three formats. The way in which the decision is framed sets the stage for the solutions generated. Different framing of the same topical issue elicits very different solutions. For example, a decision regarding regulation of outdoor advertising can be framed, "Who is going to control outdoor advertising local municipalities or the state?" Responses will be very different from those prompted by the question: "How can local government determine the character of its land use without eliminating outdoor advertising?"

The important rule of thumb about good decisionmaking is "Do Not Decide Prematurely." Ultimately, the **thinking process for any type of decision** is the same:

- Gathering and analyzing relevant information
- Careful framing of the question you want answered
- Discussing values and criteria
- Envisioning various scenarios
- Evaluating consequences of those scenarios
- Making the decision
- Refining specific aspects of the decision and ensuring its implementation.

III. OTHER TECHNIQUES TO MAKE MEETINGS MORE EFFECTIVE

Ground Rules. An essential task early on in planning meetings is for the group to agree on ground rules. Ground rules are logistical agreements a group makes to improve its ability to work as a group. They are the standards of operating that determine how people conduct their discussions and how they will make their decisions. The value of ground rules lies in their very creation. Any preordained rule such as, "We should respect each other" will garner minimal commitment. Only through dialogue will a rule achieve its maximum self-enforcing potential. The discussion can be initiated with the question: "What operating principles should we adopt in order to make our work more efficient and of higher quality?" Or, simply: "What are some important guidelines we should all keep in mind as we work together in these meetings?"

The discussion prompted by asking for ground rules not only elicits the rules; just as importantly, it allows potentially derailing sensitivities to surface. The facilitator can normalize strongly held values and emotional issues. The participants will feel better about themselves as group members and appreciate a greater sense of safety. Some participants may discount the importance of establishing these guidelines up front. The facilitator must be prepared to assert the value of the discussion and negotiate for the participants' indulgence. If the group has polarized around issues, spending time on establishing ground rules becomes all the more important. Ground rules generally take the form of agreements on certain topics.

Typically **ground rules** center around these issues:

- The purpose of the planning meetings (what people expect to have at the end of the series of meetings)
- Significant or ambiguous definitions
- Time lines for meetings length of meetings, when they are held, and for how long
- Meeting leadership and other roles
- Participation and attendance
- How decisions will be made (consensus or voting)
- The value of expressing different perspectives how disagreements should be expressed and handled ("Discuss the undiscussable" or "How to disagree without being disagreeable")
- Communication with those outside the planning process.

The facilitator can offer one or two ground rules to stimulate the participants' discussion. The faciliator can also suggest thinking about ground rules participants have overlooked. Agreement on a specific rule, however, must be made by the participants.

Flip Charts. Flip charts are an essential tool. The facilitator can use chart writing to:

1. Create a record of the work product. Participants can see the notes and make corrections or ask for clarification as the conversation progresses.
2. Organize thinking i.e., draft wording, pose options, connect ideas, depict consequences, narrow choices, summarize decisions, organize tasks.
3. Keep the participants on track by referring to the topic on the flip chart, or specific agenda items.

The information on the flip chart must be "user friendly." Use large letters, space between concepts (so ideas can be added), alternating colors, and make sure the paper can be posted rather than just flipped over.

Bin Issues. A useful tool for moving participants through the agenda is to create a separate flip chart page for issues raised, important, but either tangential or too complex to deal with during the meeting. Noting these issues on a separate sheet, also referred to as the "parking lot," respects participants' concerns and assures them that the issues will be addressed. (Make sure they are addressed eventually, or that participants no longer want to address them; otherwise the bin issue sheet soon will lose its efficacy.

Next Steps. The facilitator should have a good sense of what is going to happen in meeting #2 when planning meeting #1. That sense is confirmed by taking about 15 minutes at the end of the meeting to ask "Where do we go from here?" or, "What do you need to do so that you can move forward in this process?" There may be a number of tasks participants must accomplish before the next meeting convenes. Make sure to summarize who is going to do what, with whom, and by when. Rough-out major agenda items for the next meeting before adjourning.

When participants reach decisions, the facilitator will need to devote time to how they will implement those decisions. Thinking they are done, euphoria sets in, and participants fail to convert the decision to an action plan (see action planning worksheet in the attachments). Before participants leave the meeting, the facilitator should pin down action steps: Who is responsible for taking what action by when?

Evaluation. Planning requires a willingness to look critically at how the group is performing. Honest reflection can be difficult. One way to help participants become more comfortable with self-critique in a work setting is to ask them to evaluate the meeting. "What aspect of the meeting did you particularly like? Any insights? What didn't go well? What would you do differently next time?" On a written evaluation, leave room for "suggestions." If participants offer their critique orally, the facilitator will need to encourage them to be critical, that the evaluation is an important part of the facilitator's learning and improvement. (See attachment.)

Handling conflict in a meeting. If meetings are well-planned and orchestrated, conflict is less likely to surface. If it does, it probably needs to. The most common reaction to conflict is avoidance. Repressing conflict, pretending it doesn't exist, hoping it will go away, or admonishing participants for disagreeing are all forms of avoidance. Generally the conflict does not disappear, and often times, the situation worsens.

The facilitator is in a good position to help participants engage in constructive conflict. Understanding the nature of conflict, its sources and patterns helps the facilitator remain centered when participants begin to develop oppositional stances on goals or strategies in the planning process.

Social scientists make a distinction between objective and subjective conflict. The source of subjective conflict stems from poor relationships, personality clashes, and differences in values. This type of conflict is difficult to handle because values and preferences cannot be negotiated. Rather, participants agree implicitly or explicitly work around fundamental differences either because those differences do not interfere with getting the job done, or because getting the job done is more important than expending energy on fighting.

If relationship conflicts have been allowed to fester in an organization, members of that organization may not be able to work together as a planning team. The group may benefit from a team development program, sensitivity training, or application of Myers-Briggs Personality Type Indicators to enhance their ability to interact constructively before embarking on a planning process. On the other hand, when participants come together frequently for a significant purpose and experience success on joint goals, often relationships improve. There is no litmus test to determine which of these two routes to follow. The choice may be best left to the participants themselves.

The source of objective conflict lies in the allocation of resources salaries, vacation time, office space, supplies, respect. Objective conflicts can be negotiated. The conflict is framed in the same way a problem would be framed, and the negotiations would resemble problem solving. What makes resolving conflict more difficult than solving a problem is the pervasiveness of strong emotions and lack of trust. The facilitator has to move more slowly, spending time talking with participants individually, finding out from each individual or faction what it would take to be able to work together productively again.

Here too, the planning process itself may provide the group with the opportunity to improve to rethink job descriptions, performance objectives, incentives, and working conditions. Or, the group may decide to put the planning on hold and focus on settling a specific, exacerbated conflict first. When it appears addressing a specific conflict takes precedence over planning, there are a few principles to keep in mind:

- Allocate sufficient time
- Help the participants clarify what the conflict is about

OTHER TECHNIQUES TO MAKE MEETINGS MORE EFFECTIVE

Continued

- Do not take sides
- Affirm the validity of all viewpoints
- Frame the conflict in terms of a problem to be solved
- Create space for problem solving to occur
- Help participants save face
- Discuss what happens if no agreement is reached
- Ask if the group can proceed with what they do agree on and hold back on areas of disagreement
- Keep in mind that ultimately, the participants have the responsibility to resolve the conflict.

The process to resolve conflict is similar to problem solving. The most important steps, especially when viewpoints have become polarized, are the first four (below). Frequently conflict does not get resolved because the participants begin at step five. **The** role of the facilitator is particularly valuable to ensure that the participants do start at step one.

1. The facilitator gains rapport and commitment from the parties to address the conflict. (Side meetings with individuals or factions.)
2. Agreement on the scope of what you are trying to solve. "What do you need to agree on so that you can proceed with your organizational mission and goals?" This question may sound easy, yet generally requires more time than anticipated. (First time the participants meet on the conflict.)
3. Agreement on ground rules, including meeting protocols, time lines, the scope, who participates and the decision making process. (Second meeting.)
4. Gathering and exchanging information on the aspects of the scope from technical data to feelings in a joint session.
5. Framing the decision to be made incorporating diverse interests into the problem statement.
6. Developing criteria by which to evaluate a wise decision.
7. Developing options to address the problem statement.
8. Negotiating over the options.
9. Making decisions, fine tuning terms and implementation plan.
10. Checking back to see how things are going.

IV. IN CLOSING

Following a process structure for thinking and dialogue, sharpening facilitation skills such as listening, reframing, and asking searching questions, planning meetings ahead of time are the basics of meeting effectiveness. Two additional ingredients cannot come from a book (or a computer). The first is a mindset that: believes in the wisdom of the participants, demonstrates patience and more patience, and conveys a nonjudgmental demeanor. In general, a good facilitator is supportive, respectful, and has enough extra energy to carry a group through late afternoon slump.

The second ingredient is experience. A facilitator becomes better with age having had valuable opportunities to synthesize the theory of process models, skills, and techniques with practical experience.

Miranda Duncan
Ms. Duncan teaches both academic and non-credit courses in conflict resolution at the University of Missouri-St. Louis, and supervises a mediation clinic at Saint Louis University School of Law.

Tips for Successful Committees

1. Develop written statements of committee responsibilities, guidelines, and annual goals, and review and revise them periodically.
2. Appoint an effective chairperson who clearly understands the organization, the role of the committee, and the importance of conscientious committee leadership.
3. Choose committee members whose experience, skills, and interests support the goals of the committee and complement the abilities of their fellow members.
4. Create written job descriptions for committee members. State expectations clearly. Distribute tasks reasonably among members.
5. Arrive at a clear understanding of the relationships and respective roles of board, committees, chief executive officer, and other staff.
6. Give committee members thorough information to aid in their decision making.
7. Make timely reports to the board on committee actions and recommendations, allowing the opportunity for members to consider the information before discussion.
8. Set terms of service for committee members to ensure new perspectives and to give board members the opportunity to contribute in different areas.
9. Set meeting schedules well in advance, in consultation with members. Make effective use of meeting time by sending materials and an agenda to members well ahead of scheduled meetings and by moving through the agenda in a businesslike way.
10. Schedule an orientation for new committee members.
11. Conduct and annual evaluation to assess the committee's accomplishments in relation to its goals.
12. Recognize and express appreciation for the achievements of committee members.

Meeting Evaluation

For	O.K.	Needs Improvement	Suggestions Improvement
1. The agenda was clear, supported by the necessary documents, and circulated prior to the meeting.			
2. All members were prepared to discuss materials sent in advance.			
3. Reports were clear and contained needed information.			
4. We avoided getting into administrative/ management details.			
5. A diversity of opinions were expressed and issues were dealt with in a respectful manner.			
6. The chair guided the meeting effectively and members participated responsibly.			
7. Next steps were identified and responsibility assigned.			
8. All members were present.			
9. The meeting began and ended on time.			
10. The meeting room was conducive to work.			
11. We enjoyed being together.			

Web Conferencing: A Powerful, Affordable Communications Tool

Web conferencing via the Web allows nonprofit organizations to save money on travel, while at the same time enhancing conference calls by sharing images, documents, Web pages, slides, and even desktop applications.

HOW DOES WEB CONFERENCING WORK?

Participants join a conference set up by the conference leader or presenter. While in the conference, participants can see a presenter's PowerPoint slides, participate in Web tours and polls, and interact using the white board. Additional interactive features allow participants to raise hands, ask questions, and vote yes or no. Most importantly, a high-speed Internet connection is not needed for many Web conferencing services.

Also common are application-sharing features that allow trainers to provide one-to-one help on software and other applications. Some services offer voice-over-IP and video (talk and send video through the Internet), but many Web conferencing sessions are accompanied by an audio conference call. Because Web conferencing is a synchronous (live or real-time) form of communication, it offers both immediacy and a sense of community not found in threaded discussions or a downloadable PowerPoint link on a Web site.

TYPICAL WEB CONFERENCING FEATURES

Show Slides and Pictures: Present a slide show directly from a PowerPoint file, or load a folder of slides and images.

- **White Board:** Use drawing tools to mark up slides and pictures or to sketch out new ideas. Presenters use a remote mouse pointer to guide the audience.
- **Web Tour:** The presenter guides participants on a Web tour and can ensure that all participants see the same Web pages at the same time.
- **Screen-casting and Application Sharing:** Presenters can broadcast any software application running on their PC (such as a proprietary database), complete with mouse movements. They can also share or take control of another person's application or desktop to provide assistance or work jointly on a spreadsheet. Features like these are great for small group or one-to-one training.
- **Record for Playback:** Record a meeting or training for future playback.
- **Text Chat:** A group text chat board for text which is displayed to all participants and private chat, which enables users to communicate verbally or textually with the host or another participant.

HOW MUCH DOES IT COST?

Web conferencing is affordable for all types of organizations, and there are numerous options for buying conferencing services. Using an application service provider allows an organization to set up a conference or training session on the spot, on a pay-per-use basis. WebEx (http://www.webex.com) and PlaceWare (http://www.placeware.com), two of the most well known conference providers, charge between 35 and 45 cents per user per minute. The Isoph Institute (http://www.isophinstitute.com), a site specifically designed for nonprofits to learn and collaborate, charges 8.3 cents/user, per minute.

Larger organizations can consider options that facilitate the use and control of con-

HOW MUCH DOES IT COST?
Continued

ferencing across organizational departments and among numerous staff persons. Most Web conference providers offer a subscription model, where an organization can license a set number of seats to use at any time ($50-100 per license per month). Nonprofits that provide workshops or services to the public may wish to purchase a custom-branded conferencing site and integrate with additional features such as discussion boards, surveys, and user tracking. Finally, organizations with a dedicated technical staff can buy and install their own Web conferencing software and servers.

Bill Tucker
Chief knowledge officer at Isoph (http://www.isoph.com), a company that works with social sector organizations to develop successful knowledge-sharing, learning, and collaboration initiatives. Bill is a co-author of "Making E-Learning Work in the Nonprofit Sector" and a frequent speaker at nonprofit conferences and events.

Forming a Coalition: Lessons Learned

The following is a compilation of ideas from the Office of Minority Health's Resource Center. OMH hopes that the ideas and experiences presented here will assist you in developing more efficient and effective community coaltitions.

INTRODUCTION

Coalitions are influential organizations that can change the member organizations and the communities they serve. Coalitions can be effective on certain problems like preventive health, community safety, environmental hazards, and specific advocacy goals because they involve active participation of different groups in the community: health facilities, schools, churches, business, local government, police, and other community organizations. The membership is representative of the community. Most members are organizations. However, some coalitions will accept individuals as members because of their expertise. Coalitions require hard work, organizational coordination, and effecting a balance between group cohesion and member autonomy. To be successful the activities must be focused and manageable, involve all members, and focus on activities which would be difficult for organizations to implement alone. It's worth the extra effort to form a coalition – work together – because benefits could not be attained alone.

WHY FORM A COALITION

Coalitions evolve out of common needs of the organizers. Today's public health problems require cooperative action by many organizations, creative solutions and involvement by all levels or our communities, and an understanding of their diverse cultural and social make-up.

Coalitions can: create more public recognition and visibility; expand the scope and range of services; enhance influence in advocacy, education, and resource development; avoid duplication of services and fill gaps in service delivery; and, accomplish what single organizations cannot.

FACTORS INFLUENCING A COALITION'S SUCCESS

The following have been identified as important criteria for success: planning well, starting small, publicizing small successes, giving credit for ideas, sharing responsibilities, and letting the coalition grow over time. Begin with people who are interested; *a shared and clear commitment to the purpose is the single most important factor contributing to success.* Don't waste time trying to include people who should be involved but who simply are not interested; conversely, don't exclude groups that logically might have something to contribute.

Coalitions are task oriented and issue focused. Critical is the definition of a purpose. The purpose has to be agreed to by all members of the group. The purpose defines the direction and future of the coalition. **A single specific and not broad purpose works best.** Having more than one depletes the resources of the group; it is possible but not recommended to tackle several problems if tasks are divided.

With representative leaders, prepare and plan future steps which will be presented to all the members for discussion, modification, and agreement:

- define the coalition's purpose what it will do and also what it will not do;
- decide on clear goals that relate to the purpose, and objectives that are measurable, time-specific and tied to the goals;
- decide on how administrative and financial arrangements will be handled during the formation period;
- decide on the best structure (board of directors, dues, membership, incorporated or not);
- decide on leadership (may want to appoint temporary leader, letting strong leader emerge as coalition develops);
- prepare formal eligibility criteria for membership;
- prepare memorandum of understanding for agreements between members and coalition;
- prepare a REALISTIC work plan (list goals, objectives, tasks, timetables, and people or organizations responsible);
- establish a procedure to address problems and conflicts openly to avoid factionalism;
- establish a steering committee or an advisory board for the coalition (different levels of participation) with a large number of member who can meet more often than the whole coalition;
- decide not to take positions which are bound to be divisive because they pit members against each other.

FACTORS HINDERING A COALITION'S EFFECTIVENESS

Once operational, coalitions can be effective change agents. However, they could require more commitment, time, and energy to start than a community organization because of the organization and coordination required. People have to be committed to the coalition's purpose, and the goals and objectives have to be realistic and achievable within a reasonable time.

Coalitions can fail for various reasons:

- unclear or too broad a purpose or loosing focus of the purpose;
- goals and objective are not clear, measurable or time specific;
- disparities on values, and purposes of the member organizations;

FACTORS HINDERING A COALITION'S EFFECTIVENESS
Continued

- unclear or unrealistic expectation about the coalition's roles, its responsibilities, or the time and resources required to establish and maintain a coalition;
- lack of leadership, planning, and organization;
- failure to acknowledge individual needs of members or member organizations;
- conflicting loyalties, vested interests, and fear of domination by one organization or individual;
- lack of adequate funds and/or personnel to carry out goals;
- failure to produce results commensurate with the time and effort expended; and,
- focusing on obstacles and current realities rather than future possibilities
- overeliance on a charismatic leader.

LEADERSHIP AND STAFF CHARACTERSITCS

Staffing needs are determined by the scope of a coalition's activity. It is essential to have someone (volunteer or not) in the role of director or coordinator (authority over administrative and financial) who has decision making power. Experience has shown that coalitions are rarely effective unless they are bound by commitment, shared interests, and priorities sufficient to insure ongoing participation by a significant proportion of their members. A coalition is likely to survive if each member believes that it will receive benefits (more referrals, improved programming) comparable to its level of contribution and if members shares responsibilities to build commitment and sense of accomplishment.

A leader exhibiting the following qualities will be more successful: experience in dealing with diverse groups, fairness, ability to assign tasks and delegate responsibility, sense of humor, and skills in communication, negotiation, conflict management, organizational development, group facilitation, and being politically savvy.

The function of a coalition leader is not to make independent decisions but rather to facilitate the group's decision-making process. Leadership roles include motivating participation, structuring group interactions, negotiating among people and organizations with diverse agendas, and maintaining and communicating enthusiasm through good and bad times.

DECISION MAKING PROCESS AND STRUCTURE

Structure and processes should allow for open discussions of established interests since group cooperation is needed. The structure must allow for the active, effective participation of all members. The smaller and more informal the group, the less structure that is required. Organizational considerations for establishing a coalition: by-laws; membership; roles and responsibilities; staffing; funding; inter-organizational agreements.

Coalitions use a variety of decision making processes to some degree: consensus, elite (leadership decides), formal vote, negotiation, and member veto. Overall, consensus is the most prevalent form of decision making in all functional areas except for administration/division of labor, where staff should decide.

Coalition boards and officers tend to make decisions about administration and division of labor, and handle strategies, structure, and membership. A steering committee's primary responsibility is setting goals.

COALITION TENSION AND ITS MANAGEMENT

Tension in coalitions is generally centered on unity/diversity, goal definition, accountability/autonomy, turf issues, and struggle for scarce resources. Coalitions have a wide variety of means of conflict resolution, including allowing for different levels and types of participation, only taking action if there was consensus, leaving room for dissension and agreeing to disagree. **Conflict will arise; coalitions need skills in conflict manage-**

ment and resolution. Local conflict resolution resources could be universities or labor unions.

A critical issue in dealing with individual members in a coalition of organizations is how to give individuals a meaningful role while maintaining a decision making process which recognizes that the organization represents a constituency of many individuals.

"I put a higher weight on mission and
strategy when getting started –
you build the rest as you go.
It is a bit like building the boat as you are sailing –
but at least you know your compass bearing.
Knowing where you are going will keep
your keel in the water and the boat
headed in the right direction."

Ned Rimer, Citizen Schools

Evaluating a Project

Evaluation is a field of applied science which seeks to understand how a successful social program may be designed, implemented, assessed, and sustained in a specific community (Ostrom, Lerner & Freel, 1995). The information collected during an evaluation will allow you to make informed decisions concerning a program's worth and provide the opportunity to capitalize on program strengths. In addition, the ongoing feedback process that occurs during evaluation will allow you to fine-tune your program and make it more effective.

An evaluation will allow you to:

- Document what happened in the program;
- Tell which strategies worked best in the program; and
- Assess the short-term outcomes and the long-term outcomes ofthe program.

The types of information collected in outcome evaluations will:

- Tell if the program was effective in meeting its objectives; and
- Provide concrete evidence to stakeholders concerning program effects.

Basic Short Outcome Evaluation Plan Worksheet

1. List one major short-term outcome of your program:

2. What is the evidence you will need to show progress toward your short-term outcomes? (e.g. What are your indicators, measures, etc.)

3. Given the evidence you will need, how will you go about collecting the information/data?

4. Given the information collection plan, what tasks will be required and who will carry them out?

5. What will you do with the results?

Summary of Five-Tiered Approach to Program Evaluation

TIER	PURPOSE	TASKS
TIER 1: PROGRAM DEFINITION	Document need for a particular program in a community	Work with stakeholders to assess community needs and assets
	Use literature to justify planned program relative to community needs and assets	Review pertinent literature base
	Define planned program	Describe program vision, mission, goals, objectives and characteristics
TIER 2: ACCOUNTABILITY	Examine if program serves those it was intended to in the manner proposed	Identify stakeholders
		Document program participants, activities, and how services are delivered
TIER 3: UNDERSTANDING AND REFINING	Improve program by providing information to program staff, participants & other stakeholders	Gather program satisfaction data
		Examine the fit between data collected in Tiers 1 and 2
		Examine process data and identify lessons learned
		Identify program strengths & weaknesses
		Revisit literature
TIER 4: PROGRESS TOWARD OBJECTIVES	Document program effectiveness and short-term outcomes	Sort objectives by short-term outcomes and long-term outcomes
		Select short-term outcome indicators and identify measures
		Decide on design issues & data analysis
		Report findings
TIER 5: PROGRAM LONG-TERM OUTCOME	Demonstrate long-term improvements in quality of life of children, youth, families & communities	Plan to document long-term outcomes
	Demonstrate program sustainability	Provide evidence of program sustainability
	Suggest program models worthy of replication	Identify program components worthy of replication
	Contribute to Extension's ability to serve children, youth, families & communities at risk and to the professional literature.	Distribute findings of long-term outcomes

Based on Jacobs' (1988) Five-Tiered Approach to Program Evaluation

section three

Communication

E-Mail Etiquette

INTRODUCTION

F

Don't Be A Novelist: Messages should be concise and to the point. Think of it as a telephone conversation, except you are typing instead of speaking. Nobody has ever won a Pulitzer Prize for a telephone conversation nor will they win one for an e-mail message. Its also important to remember that some people receive hundreds of e-mail messages a day, so the last thing they want to see is a message from someone who thinks he/she is the next Dickens.

Too Much Punctuation!!! Don't get caught up in grammar and punctuation, especially excessive punctuation. You'll see lots of e-mail messages where people put a dozen exclamation points at the end of a sentence for added emphasis. Exclamation points (called "bangs" in computer circles) are just another form of ending a sentence. If something is important it should be reflected in your text, not in your punctuation.

Formatting Is Not Everything: Formatting can be everything, but not here. Plain text is it. Using HTML, or the Microsoft Rich Text Format, to format messages so that they have fancy fonts, colors or whatever is asking for trouble. There are lots of e-mail clients which can not handle messages in these formats. The message will come in as utter gibberish or in the worst case, crash the e-mail client.

Abbreviations: Abbreviation usage is quite rampant with e-mail. In the quest to save keystrokes, users have traded clarity for confusion. Some of the more common abbreviations are listed below.

This	Means This
BCNU	be seeing you
BTW	by the way
FWIW	for what it's worth
FYI	for your information
IMHO	in my humble opinion
OBO	or best offer
ROTFL	rolling on the floor laughing
RTFM	read the funny manual
TNSTAAFL	there's no such thing as a free lunch
TTFN	ta ta for now
TTYL	talk to you later

Smilies.: Part of the nature of a good one-on-one conversation is the use of visual cues. How important are facial expressions and body gestures to a conversation? A simple eye movement can mean the difference between "yes" and "YES." What about auditory cues? The results are the same.

Since there are no visual or auditory cues with e-mail, users have come up with something called "smilies." They are simple strings of characters that are interspersed in the e-mail text to convey the writer's emotions (cues). The most common example is :-). Turn your head to the left and you should see a happy face (the colon are the eyes, the dash is the nose and the parentheses is the mouth). Here are some more examples.

This	Means This
:-)	Smiley face
;-)	Wink (light sarcasm)
:-|	Indifference
:->	Devilish grin (heavy sarcasm)
8-)	Eye-glasses
:-D	Shock or surprise
:-/	Perplexed
:-(	Frown (anger or displeasure)
:-P	Wry smile
;-}	Leer
:-Q	Smoker
:-e	Disappointment
:-@	Scream
:-O	Yell
:-*	Drunk
:-{}	Wears lipstick
:-	Male
>-	Female

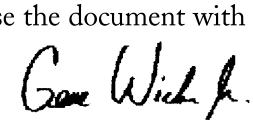
They are typically found at the end of sentences and will usually refer back to the prior statement. I would recommend you use these sparingly. There are hundreds of these things and their translations are by no means universal (a miss-interpreted smilie could lead to a flame).

Salutations: The question here is "How personal is too personal?" or to be more specific, how do you open your e-mail: "Dear Sir," "Dear Mr. Smith," "Joe" or none of the afore-mentioned.

In a non-business situation, I would recommend that you bypass the standard formalities. At most, I would only include something along the lines of "Dear Virgil" or just "Virgil."

In the business situation, things are much more complicated. Each situation will need to be evaluated on its on, but in general, I would use the following as a guide: If you normally address a person as Miss/Mrs./Ms./Mr. Smith then that's the way I would initially address them in e-mail. If you normally call them by their first name then I would either omit the salutation or follow the guideline specified in the prior paragraph. If you are unsure, stick to the formal salutation. It's the safest bet.

Signatures: If you had to guess what a signature was (the e-mail version), you would probably be close. On a paper document (save a tree, send e-mail) it's typical to close the document with the following:



Gene Wicker, Jr.
I Will Follow... Services

Since it's not possible (yet) to sign your e-mail, users will sometimes include the same information (minus the signature) at the bottom of their e-mail messages. I would highly recommend this practice because the originator is not always clear to the recipient. Lots of companies use abbreviated names or numbers for employee e-mail addresses and those abbreviations or numbers will mean little to someone not familiar with their significance.

I would also recommend that you included your e-mail address in this information. Sometimes it can be very difficult to locate your e-mail address in the information that's a part of transmission, especially if it's going across the Internet.

If your e-mail address is a business address, I would include your title and company name in the signature. Normally, this might be part of a letterhead, but in the e-mail world letterheads are not used (wasted space).

You will sometimes run across a user's signature that contains a quote (as in "...the secret to life is that there is no secret.") after the person's name. This has become a fairly common practice. If you choose this option I would recommend that the quote be something that is a reflection of yourself. Keep it short. You don't want the quote to be longer than the message.

Also you will run across signatures that contain images built out of keyboard characters. These are kind of hard to describe unless you've seen one, but you will surely know one when you see it. As with the quote, the image should be a reflection of the person. Whether you choose to add a quote, an image or both, I would recommend that you keep the total number of lines for the signature down to four or less.

Threads: Once you send that first e-mail, you will probably get a response. If you want to reply to that response what should you do? The wrong thing to do is to start a new e-mail message. This breaks the link (called a "thread") between the original message and your soon-to-be-created response. Without the link, it can get difficult for the users on each end to follow the sequence of messages, especially after several exchanges. This becomes an even larger problem when you are dealing with newsgroups (more later) where several people may be replying to messages and trying to follow the thread of exchanged information. The correct thing to do is to reply, which is essentially the same thing as creating a new message, but maintains the thread.

Quotes: Nothing is more wasteful than to reply to an e-mail by including a complete copy of the original with the words "I agree," "Okay" or "Ditto" at the bottom. The correct method is to use quoting. This is best explained by an example:

>and do you agree with the proposal to hire Ms. Ross to

>handle our legal services?

Yes. Please make the necessary arrangements.

The '>' in front of the text indicates to the recipient that this is quoted material from his/her last e-mail message. The second sentence is your response to the quoted material. The key with quoting is to include enough material in the quote so that it will be relevant to the recipient. Imagine that the original message was a hundred lines long and the only question that required a response was located in the last sentence. Why send the whole message back in the reply? That would cause the recipient to scroll through the hundred line message again just to find your response at the bottom.

Quoting can occur again and again as in the example:

>>and do you agree with the proposal to hire Ms. Ross to

>>handle our legal services?

>

>Yes. Please make the necessary arrangements.

Arrangements made. Our first meeting is scheduled for tomorrow morning.

From this we see both two level quoting (>>) and one level quoting (>). The (>>) indicates that the sender is quoting your quote and the (>) is a quote of part of your message you sent in reply. Don't get hung up in quoting. After so many levels, all you end up with is a bunch of ">" and very little substance.

Privacy, Are You Kidding? Stop right where you are and set aside a couple of brain cells for the following statement: *there is no such thing as a private e-mail.* I don't care what anybody says, states, swears or whatever, there is just no such thing as private e-mail. The reason? Keep reading.

> **With some e-mail systems, the e-mail administrator has the ability to read any and all e-mail messages.** If this is the case where you are located you better hope that there is a honest and respectable person in that position.
>
> **Some companies monitor employee e-mail** (I consider this one of the worst forms of censorship). The reasons for this obtrusive behavior range from company management wanting to make sure users are not wasting time on frivolous messages to making sure that company secrets are not being leaked to unauthorized sources.
>
> **E-mail software is like all software in that occasionally things go wrong.** If this happens, you may end up receiving e-mail meant for another person or your e-mail may get sent to the wrong person. Either way, what you thought was private is not private anymore.
>
> **Somewhere in the world there is a person (usually a hacker) who is able to read your e-mail if he/she tries hard enough.** Of course "Tries hard enough" is the key. It's not that simple to read another person's e-mail (usually). (Usually) there are security measures in place to prevent this from happening, but no security is one hundred percent hacker-proof. I have "usually" in parenthesis in the prior two sentences because I'm making the assumption that the person/persons who install and operate your e-mail system have taken the necessary precautions. Of course, the same must also be true for the person/persons on the receiving end of your e-mail.

So where does this leave us. First, let me reiterate the initial statement: there is no such thing as a private e-mail.. Second, don't send anything by e-mail that you would not want posted on the company bulletin board. If it's safe enough for the bulletin board, it's safe enough for e-mail. Finally, if you are debating whether or not to send something personal by e-mail, either deliver it by hand or send it by snail mail.

Flames: What is a "flame" or specifically what does it mean "to be flamed?" To be flamed means that you've sent an e-mail to a person(s) that has caused that person(s) to respond in many, not-so-nice words. It's basically a verbal attack in electronic form. I would provide examples, but I'm not too sure of the age of my audience and I, in turn, do not want to end up getting flamed from the readers of this document.

Sometimes the reason for a flame is quite obvious (keep reading), but in other cases you just never know. You might send what you think is a harmless e-mail to ten people. Nine people respond in a rational tone while number ten sends you a flame. Just remember that everyone sees the world differently. You may be lucky and spend your whole life dealing only with the people in the group of nine, but I'll bet that sooner or later you will run into person ten.

How do you respond to flame? The best answer would be to ignore it and go about your life as logical and rational human being. If this is not your first reaction, it probably will be after you've been flamed a couple dozen times. You will find out that responses just aren't worth the effort. Remember that old saying about "You can please some of the people… ."

If you do choose to respond you will probably end up in what is known as a "flame war." This is where two or more people end up exchanging flames for an extended period of time, usually to the point that users start making references to one's mother, one's mental capability, etc... . At some point, all those participating in the war will eventually forget what originally started it and go back to being normal human beings.

Never been flamed? Well if you are begging for it, I would suggest one of the following:

Send an e-mail in all UPPER-CASE: Use of upper-case words is the equivalent of shouting in some one's ear. ONLY use upper-case words when trying to make a point (such as I just did). Even at that, you should be careful with who you are exchanging messages.

Make a comment about grammar or punctuation: Nobody wants to feel like they are exchanging e-mail with their eighth-grade English teacher.

Send a mass-mailing advertisement: This is number one on the don'ts list and will generate more flames than the devil himself. Think about the amount of junk mail you receive everyday by snail mail. Even though you don't want it, you find you must look through all of it because somewhere in that stack of unwanted advertisements and wasted paper could be your monthly water bill. The same principle applies to the e-mail. Would you want to search through a mailbox full of advertisements simply to find that all-important message from your boss?

Request computer help without providing system-specific information: For example, if I submitted an e-mail that stated "I've got this problem with Word... ." Well is that MS Word for DOS, MS Word for Windows, MS Word for Macs? What version? Version 2.0? Version 6.0?

Remember, the world (and its users) is made up of every kind of computer imaginable, from IBM PCs to Macs to UNIX workstations to the one your neighbor assembled in his garage.

The correct method would be to list all the system specifics first, then describe the problem or question. For example, if I were seeking answers to questions about Microsquish Word for my computer at home, I would list Gizmo Model SR-32 (Microchannel Clone, 486-66Mhz, 16MB RAM, 400MB SCSI hard disk), MS DOS 6.22, MS Windows 3.11, MS Word 6.0a and then state the problem in detail.

Send an e-mail asking for the meaning of BTW or :-) : If you've not already found these in this document, go back a few pages. E-mail users use lots of abbreviations (not everyone can type 200 words a minute) and other funny characters. These are two of the more common examples — "BTW" is the equivalent of "by the way"and :-) is a happy face or smile (turn your head to the left).

Better Than Snail Mail: You would think that since e-mail is electronic and electronic information is supposed to move at the speed of light, your e-mail message would arrive seconds after you send it. If you're sending e-mail to the person in the office next to yours it might happen that way. In most cases, however, the message will probably take anywhere from a couple of minutes (majority of the time) to a couple of days (in which case there is usually a problem).

Think of it this way. Sending e-mail locally is as easy as delivering it by hand. Following that premise, if you had to hand deliver mail to some one clear across the country, doesn't that take a little more effort?

The reason it takes longer is that in the transmission of a message from point A to point B, the message may pass across one, two, or up to who-knows-how-many different types of mail systems before it reaches its destination. Remember my earlier statement? All computers (and e-mail systems) are not the same. No matter how far away you are sending your e-mail message I'll guarantee that it will beat snail mail. On top of that you save the cost of a stamp.

A Blessing and a Curse: E-mail is a conversation that does not require an immediate response (like a telephone). If someone calls you on the telephone, you pick it up (unless you have an answering machine, voice mail or you are just plain rude) and the conversation begins. This is an interactive conversation.

With e-mail you send a message and then wait for a response. The response may come in five minutes or the response may come in five days. Either way it's not an interactive conversation.

If a hundred people send you e-mail in one day, so what? You didn't have to talk with all one hundred. Just think of all the hellos, good-byes and other unnecessary chit-chat you avoided. With e-mail you only deal with their messages (which usually omit hellos, good-byes and such) and you deal with them on your own time. That's the blessing.

Now for the curse: Too many users assume that the minute someone receives an e-mail it, the person will read it. Bad assumption. If you schedule a meeting for an hour from now and send an e-mail to each attendee, the chance that all the attendee's will read that message within the hour will be pretty small. On the other hand, if you schedule the meeting for the next day, the chance that they will read the message will be pretty high. Remember, e-mail is not designed for immediacy (that's why you have a telephone), it's designed for convenience.

Some e-mail systems have features that try to combat this problem. These features (usually called "notification") will notify you when a person has received your e-mail and may also notify you when the person has read it (really all it can do is assume you that the person has looked at the first screen of the message -- it has no way to know if the person has read the message word for word). Referring back to the example in the last paragraph, you could check to see who has checked their e-mail before the meeting and then telephone those who have not read it.

Newsgroups: If you have access to the Internet, you may have access to newsgroups. At the simplest level, a newsgroup is a collection of related e-mail messages tied to a specific topic. Some examples might be a newsgroup for users of Microsquish Word, a newsgroup for the fans of the works of Rita Mae Brown or a newsgroup for owners of handmade bicycles manufactured in Wisconsin. If you seen a list of the available newsgroups, which is now well over the 20,000 range, the topics are quite diverse and amazing.

Before posting (think of it as sending an e-mail message) to a newsgroup, I would highly recommend that 1) you monitor it for a few days (called lurking) to make sure the newsgroup's content is relevant to your interest, and 2) read the Frequently Asked Questions (FAQ) section if there is one. FAQs usually will provide a statement of direction for the newsgroup along with any other guidelines for its usage. Following these two tenets will help you avoid that dreaded flame.

If you find that you want to post an entry to a newsgroup, make sure it's the right group. Posting a message for help for Microsquish Word in the WordImperfect newsgroup won't get you anywhere other than a possible flame (there's that word again).

One last no-no for news groups is called "spamming." Spamming is repeated posting the same message to a particular news group(s) for no other reason than to be obnoxious. This is definite flame bait.

Inspiration for this document go to:
Ventanna Press for their publication the
Windows Internet Tour Guide

News Releases

10 ESSENTIAL TIPS TO ENSURE YOUR PRESS RELEASE MAKES THE NEWS

1. Make sure the information is newsworthy.
2. Tell the audience that the information is intended for them and why they should continue to read it.
3. Start with a brief description of the news, then distinguish who announced it, and not the other way around.
4. Ask yourself, "How are people going to relate to this and will they be able to connect?"
5. Make sure the first 10 words of your release are effective, as they are the most important.
6. Avoid excessive use of adjectives and fancy language.
7. Deal with the facts.
8. Provide as much Contact information as possible: Individual to Contact, address, phone, fax, email, Web site address.
9. Make sure you wait until you have something with enough substance to issue a release.
10. Make it as easy as possible for media representatives to do their jobs.

PRESS RELEASE FORMATTING AND CONTENT BASICS

Use 8 1/2 x 11 paper.
Use a minimum of one-inch margins on each side of the page.
Use a **Bold** typeface for the headlines to draw attention.

Capitalize the first letter of all words in the headline (with the exception of: "a," "an," "the," or prepositions such as: "of," "to," or "from"). The combination of upper and lower case makes it easier to read.

Complete the paragraph on one page instead of carrying it over onto the next page.

Use only one side of each sheet of paper.

Use the word "more" between two dashes and center it at the bottom of the page to let reporters know that another page follows. – more –

Use three numbers symbols immediately following the last paragraph to indicate the end of the press release: # # #

There are seven basic elements that every press release should have in terms of content and how it appears:

FOR IMMEDIATE RELEASE. These words should appear in the upper left-hand margin, just under your letterhead. You should capitalize every letter.

Contact Information. Skip a line or two after release statement and list the name, title, telephone and fax numbers of your company spokesperson (the person with the most information). It is important to give your home number since reporters often work on deadlines and may not be available until after hours.

Headline. Skip two lines after your Contact information and use a boldface type.

Dateline. This should be the city your press release is issued from and the date you are mailing your release.

Lead Paragraph. The first paragraph needs to grasp the reader's attention and should contain the relevant information to your message such as the five W's (who, what, when, where, why).

Text. The main body of your press release where your message should fully develop.

Recap. At the lower left hand corner of your last page restate your product's specifications, highlight a product release date.

News Releases

PRESS RELEASE TEMPLATE

FOR IMMEDIATE RELEASE:

Contact:

Contact Person

Company Name

Telephone Number

Fax Number

Email Address

Web site address

Headline

City, State, Date — Opening Paragraph (should contain: who, what, when, where, why):

Remainder of body text — Should include any relevant information to your products or services. Include benefits, why your product or service is unique. Also include quotes from staff members, industry experts or satisfied customers.

If there is more than 1 page use:

-more-

(The top of the next page):

PRESS RELEASE TEMPLATE

Continued

Abbreviated headline (page 2)

Remainder of text.

(Restate Contact information after your last paragraph):

For additional information or a sample copy, Contact: (all Contact information)

Summarize product or service specifications one last time

Company History (try to do this in one short paragraph)

# # #

(indicates Press Release is finished)

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact:

Joseph A. Stirt, M.D.

AnesthesiologyExpert.com

2809 Magnolia Drive

Charlottesville, VA 22901

Phone: 804-242-4990

Anesthesiologist M.D. Offers Expert Defense/Plaintiff Case Analysis of Potential Medical Malpractice

Charlottesville, VA — April 12, 2001 — Before you invest time and money defending or proceeding with an anesthesia-related medical malpractice case, check with expert board-certified anesthesiologist Joseph A. Stirt, M.D. Whether you are a defense or plaintiff attorney, Dr. Stirt can not only tell you if you have a case but also how best to structure it, based on a detailed medical review.

No newcomer to cases involving possible anesthesia-related malpractice, Dr. Stirt has 15 years of experience. Presented orally or as a written report, his in-depth analysis can save you hours of preparation and thousands of dollars. He is prepared to step in at the last minute when another expert suddenly withdraws from a case. Availability and rapid response make his service unique.

According to Dr. Stirt, “The question I get most often is, ‘Is it malpractice?’ My job is to sort out the bad outcomes due to occurrences that fall within the standard of care from those that do not. The question of whether a case involves negligence is one that looms over every potential malpractice action. If answered correctly, it can save both defendants and plaintiffs from mental anguish and ill-advised pursuit of a defense or lawsuit.”

Dr. Stirt serves on the faculty of a major U.S. medical school affiliated with a top-rated tertiary care medical center. He sits on state medical boards as an expert reviewer and expert witness in anesthesiology. He has written books, book chapters, and numerous scientific papers, as well as articles in the medical-legal literature, received honors and awards in medical teaching and scholarship, and has 18 years of academic anesthesia experience ranging from Post Anesthesia Care Unit Director and Outpatient Surgical

SAMPLE PRESS RELEASE
Continued

Unit Director to his current position as Clinical Associate Professor of Anesthesiology.

Accessibility is a unique and important aspect of Dr. Stirt's services. His expertise in anesthesiology is available at any time. He does not work on a contingency fee basis. Your initial telephone consultation is free.

For information: http://www.anesthesiologyexpert.com or

Contact: info@anesthesiologyexpert.com

Phone: 804-242-4990

# # #

How to Write a Public Service Announcement

Public service announcements (PSA) are like commercials, but are the messages of non-profit organizations and are aired at the discretion of the radio or television station.

You will be writing announcements for a time segments of 10 seconds (about 25 words), 20 seconds (45 words), 30 seconds (65 words), or 60 seconds (125 words). You can see from this time limitation that your words must be carefully chosen. Your wording must be very simple.

Stick to a single point and use short sentences with easily recognized words. Double space each line and add -0- at the bottom of your announcement to show that it has ended. Be sure to include your name, telephone number, a release date and an expiration date on the PSA.

SAMPLE :10 SECOND

Where are tomorrow's leaders? Many of them are taking the lead in at the XYZ Boys & Girls Club. You can be part of it. Take the lead yourself and call the XYZ Boys & Girls Club.

SAMPLE :30 SECOND

Who are tomorrow's leaders? Many are members of the XYZ Boys & Girls Clubs. And they're building the values and self-confidence they need to make sound decisions in tomorrow's world. They're addressing today's problems with the ambition and ingenuity that come with youth. You can part of this. And you can help take the lead and call the XYZ Boys & Girls Club. The number's in the phone book.

Writing an Effective Business Letter

Writing an effective business letter is an important skill for every manager and business owner. In this brief overview we will examine the five main steps in creating an effective business letter. With this knowledge you can quickly amend and personalize business letters.

5 MAIN STEPS

Identify your aims: Clearly establish what you want to achieve from the letter- whether it is to win back a dissatisfied customer or to reprimand an employee. Whatever the aim, create your letter from these goals.

Establish the facts: Make sure you have the relevant accurate facts available. For a late payer, this might include relevant invoices, complaint forms, talks with your sales department and any previous correspondence from the customer.

Know the recipient of the letter: Write in the language of your recipient. Try to put yourself in the position of the recipient. Read it from his point of view. Is the letter clear or open to misinterpretation.

If you know the recipient, use this knowledge to phrase the letter to generate your desired response.

Create a sample copy:. Having established your aims, amassed the relevant facts with a conscious view of the recipient, write down the main points of your letter.

Decide on physical layout of letter. The physical appearance of a letter consists of the paper and the envelope. The first thing a recipient sees is the envelope. It is essential that it is of suitable quality with the name and address spelt correctly. Quality envelopes and paper suggest a professional company.

It is wise to make sure the envelope matches the size of the paper. While you will use $8^1/_2$ x 11 inches (A4 size) sized paper for the majority of letters — a 4 x 6 inches(A5) can be used for specific shorter letters. But insist that correctly sized envelopes are used for this A5 size paper, allowing you maintain and convey an coordinated image.

TECHNICAL LAYOUT OF LETTER

The following elements will constitute the formal outlay.

Letterhead: This will include your company's name, address, telephone number, fax number and email address. Include your web address if available. Other information may be required depending on the legal status of your business formation. Contact your legal adviser for exact details.

Name and address: Always include the recipient's name, address and postal code. Add job title if appropriate. Double check that you have the correct spelling of the recipient's name.

Date: Always date your letters. Never abbreviate January to Jan. 31.

Reference: These are optional. They are a good idea if you have a large volume of correspondence. These days modern word processors made this an easy task to complete and maintain.

TECHNICAL LAYOUT OF LETTER

Continued

Salutations: The type of salutation depends on your relationship with the recipient. Always try to personalize the letter thus avoiding the dear sir/madam situation.

Subject matter: Again this is optional, but its inclusion can help the recipient in dealing successfully with the aims of your letter. Normally the subject sentence is preceded with the word Re: It should be placed one line below the greeting.

Communication: This will contain a number of paragraphs, each paragraph dealing with one point and one point only.

Signature: The signature should be clear and legible-showing you are interested in the letter and consequently the recipient. Your signature should also be followed underneath by a typed version of your name and your job title.

Enclosures: If you include other material in the letter, put 'Enclosure,' 'Enc,' or 'Encs,' as appropriate, two lines below the last entry.

A LETTER'S STYLE

Previously we created the main points of our letter, now we must transform this into a final version. To do this, four main considerations are necessary.

Format: There are three main formats: blocked, semi-blocked and indented.

The former has all entries tight against the left-hand margin. The semi-blocked format sets the references and the date to the right margin for filing and retrieval purposes, with the remaining entries placed against the left margin.

The indented format follows the same layout as either of the above, but indents each paragraph by five or six spaces.

Prose: Clarity of communication is the primary goal. Don't use technical jargon if the recipient is unlikely to understand it. Short sentences are less likely to be misunderstood or misinterpreted. Be precise, don't ramble. Check each sentence to see if it is relevant. Does it add to the point?

Manner: Always try to personalize your letters. Always try to be civil and friendly even if the subject matter is stern and sensitive. Give the impression to the recipient that some effort and thought has gone into the letter.

Accuracy: Once the final version of the letter has been created, polish it off with a final spelling and punctuation check.

Information provided by business letters.com (free domain)

section four

Financial Sustainability

Proposal Writing

Highlights from the National Catholic Development Conference Workshop on Proposal/Grant Preparation

A grant is a formal award of funds usually coming from a company or a foundation in response to a proposal for a specific purpose or project. Grants often have specific guidelines and may be very restricted in how the award is to be used. Types of grants include:

TYPES OF GRANTS

General support/unrestricted: These are the most liberal form of grants, as they allow the recipient to decide how to use the grant.

Restricted grant: These grants have a very specific, limited purpose and must be used only for the requested purpose.

Challenge grant: Foundations or individuals give grants that require a match by the recipient. This may be a "dollar for dollar" grant or a donor may request that an organization raise an equal amount within a period of time specified by the donor. A challenge grant can be used in a campaign as a leadership gift to leverage additional support.

Conditional grant: This grant requires the recipient to use the awarded monies for a specific purpose but is more flexible than the restricted grant. For example, the money may be for hiring a development assistant, but the organization is allowed to choose the development assistant.

Funding crisis grant: These grants are awarded to assist organizations suffering unexpected problems such as your roof was blown off during a hurricane.

The most important thing to remember here is to undertake proper research and select the granting agency, which offers the best match for your needs. Research can be done by several methods including the Internet, foundation centers, networking and through the many books published that list specific funding subjects. After the research is completed and you have prepared a list of possible funding sources request an application and/or funding guidelines. Carefully review the grantors application and guidelines and make sure you have a viable match before you start writing the proposal. Why waste time preparing a great proposal only to find that they do not fund in your state!

A proposal can be brief (1-2 pages) or lengthy (50+ pages) depending upon the requirements from the funding source. However the elements of a grant generally always include the:

ELEMENTS OF A GRANT

- **Proposal summary** — the summary appears at the beginning of the proposal and outlines the project.
- **Introduction** — description of an applicant's organization.
- **Need or problem statement** — description of the problem (key element of a proposal).
- **Goal statement** — general statement of intent/purpose.
- **Objectives** — specific outcomes to be achieved.
- **Methods** – action plan for accomplishing objectives.
- **Evaluation** – describes how you will measure objectives.

• **Future funding –** funders like to see how you expect to continue funding after the conclusion of the grant.

• **Budget –** should show how requested funds will be spent.

• **Attachments –** these will vary but will be spelled out in application guidelines. May include board of directors listing, latest audit, copy of nonprofit statue, or selected resumes of key personnel.

The proposal elements could consist of only a sentence or two or several pages. The length of a proposal is generally spelled out in the application. Remember to follow the application guidelines when writing the proposal! But be innovative with your concept. Foundations seek to invest their funding dollars in projects that are unique and stimulating.

Package your proposal package neatly and simply and do submit before the deadline. If your agency receives the good news that they have been awarded a grant follow the reporting procedures spelled out by the granting agency, make sure you thank them, ask what, if any, publicity they require, and get ready to write the next winning proposal. The only way to become a successful proposal writer is to just do it!

Conference Presenter: Carole A. Wright, CFRE
Carole has been a professional fundraiser for over 20 years, is a
frequent conference presenter on a variety of development topics and is currently the
president of Wright & Associates, LLC, Montgomery, Alabama.

Proposal/Grant Writing Tips

• In all proposals follow the 3 C's rule: be **CLEAR**, **CONCISE** and **CONVINCING**. Write and re-write. Every word is important and one word can give a different slant to an otherwise convincing proposal. Don't be too vivid; don't use jargon or popular clichés. Review the first draft for superfluous words and repetition. It is good to write powerfully, but avoid purple prose.

• Check that your objectives are clear and attainable, not vague, long-term goals that simply restate your mission. State the need clearly. Avoid over dramatizing needs. Be sure that you haven't been too emotional or melodramatic in stating the need for the project. If the project does have a moving, emotional side, just tell the story and let the facts back you up. A request based on an emotional plea usually fails, unless the writer is very familiar with the foundation and has researched past grants in regards to how the foundation has responded.

• Stick to the subject. Avoid "feather-stitching" and irrelevant exhibitionism. Keep the proposal within the foundation's area of interest and grantmaking range. Define the solution succinctly. Prepare a clear detailed budget. Triple check your figures. Tell the period for which the foundation's aid is needed.

• Use a one-page cover letter. This is where funders get their first impression of the agency and project. Conclude the cover letter with a statement that you will be happy to answer any questions or provide any further information. Thank the reader for their time and consideration, say you look forward to hearing from them, and leave it at that.

- Be sure to spell check and proof read your work for proper grammar and spelling. The final proposal should look as perfect as a magazine article or professional brochure. This is a crucial test of professionalism.
- If the subject affects others, check the politics before distribution. Make sure you have avoided leaning on political arguments or taking a political position. A simple statement of facts will be the strongest support for your project. Written words can fly far and fast and can seldom be overtaken.
- Use active words and phrases. Give up your pet words and phrases if clarity is not served.
- Do not use "iffy" or "hopeful" language – emphasize the positive. Don't say, "The agency cannot go on without the funding," but rather, "look at all that we could do with funding!"
- Use good layout, spacing and subheadings for readability.
- Be positive. Remember that you are offering the funding source an opportunity to participate in an important activity.
- Package neatly and simply.
- Carefully select attachments and do not overuse. Follow instructions for attachments.
- Foundations seek to invest their funding dollar in projects, which are unique and stimulating. Strive for the innovative concept. The president of the Rockefeller Brothers Fund once remarked that he scrutinized each proposal submitted to him with the same criteria employed in making a personal investment.
- It is the grant writer's responsibility to know their agency WELL. Keep a boilerplate of information, i.e. history, mission statements, client statistics, current programs, current annual report, latest audit, board roster, organizational chart, 501 (c) (3), and other relevant material. Visualize the reader when writing and write from the assumption that the reader knows nothing of you and your efforts.
- Don't wait until the last minute to submit draft for review process – criticism is devastating the day before a grant is due. Keep your deadlines well ahead of the funder's final deadline, so you have time for contingencies and can still get the proposal in early. It's best to send the proposal through regular first-class mail, well in advance of the deadline. This allows the foundation to get in touch with you to clear up any questions, or to look at additional material. The low-pressure approach works best with funders, and sending the proposal in early shows that the agency has their act together.
- Be a salesperson. It is your job in writing a proposal to convince the reader that your activity is within the scope of their stated purpose, is valuable and justifies the proposed cost and that you are qualified and appropriately situated to implement the activity.
- Address the issue of future funding. Make proposal development a year-round effort.

Developed for Grant Writing Seminars by Carole A. Wright, CFRE

What Grantmakers Want Applicants to Know

GuideStar asked a group of grantmakers what they would most like to tell applicants. The idea was to come up with some sound advice that would help nonprofits increase their chances of success in the competition for foundation money.

The grantmakers who shared their advice are Nathanael Berry, program director of the Sandy River Charitable Foundation in Farmington, Maine; Michelle L. Greanias, director of grants management at the Fannie Mae Foundation in Washington, D.C.; Kippy Ungerleider King, grants associate for the Mathile Family Foundation in Dayton, Ohio; and Tom Springer, staff writer and editor at the W.K. Kellogg Foundation in Battle Creek, Michigan.

1. Do your homework—research, research, research

Before sending your application, make sure the organization supports the kind of program or activity you want to fund. Grantmakers, Michelle Greanias explains, face "an incredible demand…for our limited funds." Thus proposals that "do not fit well within our programs…will likely not be competitive."

Tom Springer agrees: "Foundations have their own funding priorities; [including] geographic considerations." He stresses that applicants should "plan on spending time to research and identify potential foundations who appear to have the best fit with regard to the type of program or target audience you are seeking funding for."

Grant guidelines are one source of this information. Greanias uges applicants to "read our guidelines carefully." Nathanael Berry advises, "If you don't fit, don't apply. If you are unsure, contact the foundation and discuss the matter, or submit an application that is straightforward."

Springer suggests checking an organization's Web site to identify its funding priorities. He notes that applicants can also ask for recent programming information, copies of requests for proposal (RFPs), and the most current annual report.

2. Don't limit your search to the "top ten" largest foundations

According to Tom Springer, "The best fit and least competition for dollars may be through a local community foundation."

3. Follow the application guidelines

Kippy Ungerleider King urges grant seekers to pay special attention to "guidelines that specify proposal length, content and any additional documentation that is requested." She also notes that "all financial information that is requested should be provided without hesitation."

4. Be concise

"Avoid using a lot of adjectives that 'puff up' your organization," Michelle Greanias advises. "It's hard to see around the extra words to determine what you are actually doing. A professional presentation outlining who you are and what you are trying to accomplish is much easier to assess."

Nathanael Berry echoes her sentiments: "Keep proposals/applications short and to the point. We will ask for more information if needed."

5. Be specific

"Provide a strong and credible description of the need for the project, especially if the project is community based," says Kippy Ungerleider King.

Tom Springer advises, "Don't provide a list of possible different projects with the hope that the grantmaker will pick out one of the ideas that best meets their priorities. Be specific and tailored in your request for support." Should a grantmaker permit your organization to submit more than one proposal, he recommends that you "put the requests in separate letters so they can each be reviewed by the appropriate team." This procedure, he explains, "could potentially speed up the review time."

6. Define precisely your goals, how you will reach them, and how you will measure your success

"Make sure your project has clear, reasonable and measurable outcomes, advises Kippy Ungerleider King.

"Be very specific about outputs (things you can count) and outcomes (changes in status or behaviors)," adds Michelle Greanias. "Help us understand exactly what your goals are and how you know when you meet those goals. It is easier for the foundation to make an investment when it knows what it will 'get' for its money."

7. Show how the project relates to your organization's future

Kippy Ungerleider King advocates, "Have a strategic plan that communicates the long-term growth of the organization demonstrating where you want to go and how you're going to get there." Link your proposal to the strategic plan.

8. Describe how you will fund the project once the grant money runs out

"The foundation," explains Michelle Greanias, "will not want to fund your organization in perpetuity. You will have a much better chance of being funded if you have a long-term fund-raising strategy for the project/program that phases out the solicited foundation's support." Such a plan, however, "doesn't mean you can't come back for funding of future projects."

9. Think beyond money

"Is there some other way that the funder can help you?" asks Michelle Greanias. Perhaps they can provide volunteers, technical assistance, in-kind donations, loans, or meeting space. "It might be better to build a relationship through non-monetary contributions before you hit them up with a big funding request," she explains.

10. Make sure the application is legible

Your fifth-grade teacher was right: neatness counts. Tom Springer notes, "If the request or address information is not legible, a review may not be conducted and/or a response to the request may never be received."

11. Provide clear contact information

Specifically, Tom Springer advises:

- Make sure an individual, organization, and complete address or valid e-mail address are indicated on the letterhead or within the letter itself.
- If the letterhead indicates multiple organizations, indicate in the letter or signature block which organization is to receive the response.
- If several individuals are signing the submitted request, identify one person for future contact.

12. Avoid sending piles of fliers, videos, books, and similar materials

"Instead," Nathanael Berry advises, "make a list of what is available, a summary if not self-explanatory, and how to obtain items easily."

13. Don't send copies of the same request to multiple contacts at an organization

According to Tom Springer, multiple submissions merely increase costs for both grant seekers and grantmakers. "Additional postage, supplies, and increased handling are just a few of the human and financial expenses that result," he explains.

14. Send information electronically whenever possible

"In most cases," says Nathanael Berry, "you are paying for the connection—use it! Post annual reports, audit reports, IRS determination letter, organization history, and any general information on publicly available sites (your own, GuideStar, etc.). Use links to this information wherever appropriate…, and avoid reproducing the same information over and over. Cut and paste if links won't do. E-mail when appropriate."

But, Tom Springer cautions, "Avoid faxing or submitting requests via the Internet and then following up with a hard copy in the mail." He also advises applicants to "give the grantmaking organization time to receive and initially process/acknowledge the request before calling to see if they have received it. Grantmaking organizations typically receive anywhere from hundreds to thousands of requests per year. In the event your request cannot be located or was not received, the person to whom you speak should be able to advise you on the best way to resubmit."

15. Start early and be patient

"It may take awhile to identify and locate a funding partner for a project," Tom Springer notes. "While it can be disheartening to receive one decline letter after another, many projects are successful at locating dollars eventually."

Springer also warns, "Don't expect to send a letter for support and expect the check to arrive the very next month. Grantmaking priorities are often set years in advance and thoughtful review processes do not readily accommodate the quick turnaround time grant seekers sometimes demand."

Following these suggestions doesn't guarantee that you will receive the funds you seek, but they will make your application more competitive. As Nathanael Berry notes, "A healthy grant relationship involves trust. Trust is earned, and involves both grantmaker and grant receiver. Approach every application and project/organizational decision with this in mind."

"Grantmakers," he concludes, "should be doing the same on their end!"

Suzanne E. Coffman, 2003
© Philanthropic Research, Inc.

Proposal/Grant Writing Glossary

The following list includes terms used by grant makers and grant seekers.

Annual Report: A voluntary report issued by a foundation or corporation that provides financial data and descriptions of grant making activities. Annual reports vary in format from simple typewritten documents listing the year's grants to detailed publications that provide substantial information about the grant making program.

Assets: The amount of capital or principal money, stocks, bonds, real estate, or other resources controlled by the foundation or corporate giving program. Generally, assets are invested and the income is used to make grants.

Beneficiary: In philanthropic terms, the donee or grantee receiving funds from a foundation or corporate giving program is the beneficiary, although society benefits as well. Foundations whose legal terms of establishment restrict their giving to one or more named beneficiaries are not included in this publication.

Bricks and Mortar: An informal term for grants for buildings or construction projects.

Capital Support: Funds provided for endowment purposes, buildings, construction, or equipment, and including, for example, grants for bricks and mortar.

Challenge Grant. A grant awarded that will be paid only if the donee organization is able to raise additional funds from another source(s). Challenge grants are often used to stimulate giving from other donors. (See also Matching Grant)

Community Foundation: A 501(c)(3) organization that makes grants for charitable purposes in a specific community or region. Funds are usually derived from many donors and held in an endowment independently administered; income earned by the endowment is then used to make grants. Although a few community foundations may be classified by the IRS as private foundations, most are classified as public charities eligible for maximum income tax-deductible contributions from the general public. (See also 501(c)(3); Public Charity)

Community Fund: An organized community program which makes annual appeals to the general public for funds that are usually not retained in an endowment but are used for the ongoing operational support of local social and health service agencies. (See also Federated Giving Program)

Company-Sponsored Foundation (also referred to as Corporate Foundation): A private foundation whose grant funds are derived primarily from the contributions of a profit-making business organization. The company-sponsored foundation may maintain close ties with the donor company, but it is an independent organization with its own endowment and is subject to the same rules and regulations as other private foundations. (See also Private Foundation)

Cooperative Venture: A joint effort between or among two or more grant makers (including foundations, corporations, and government agencies). Partners may share in funding responsibilities or contribute information and technical resources.

Corporate Giving Program: A grant making program established and administered within a profit-making company. Corporate giving programs do not have a separate endowment and their annual grant totals are generally more directly related to current profits. They are not subject to the same reporting requirements as private foundations. Some companies make charitable contributions through both a corporate giving program and a company-sponsored foundation.

Distribution Committee: The board responsible for making grant decisions. For community foundations, it is intended to be broadly representative of the community served by the foundation.

Donee: The recipient of a grant. (Also known as the grantee or the beneficiary.)

Donor: The individual or organization that makes a grant or contribution. (Also known as the grantor.)

Employee Matching Gift: A contribution to a charitable organization by a company employee that is matched by a similar contribution from the employer. Many corporations have employee matching gift programs in higher education that stimulate their employees to give to the college or university of their choice.

Endowment: Funds intended to be kept permanently and invested to provide income for continued support of an organization.

Expenditure Responsibility: In general, when a private foundation makes a grant to an organization that is not classified by the IRS as a public charity, the foundation is required by law to provide some assurance that the funds will be used for the intended charitable purposes. Special reports on such grants must be filed with the IRS. Most grantee organizations are public charities and many foundations do not make expenditure responsibility grants.

Family Foundation: An independent private foundation whose funds are derived from members of a single family. Family members often serve as officers or board members of the foundation and have a significant role in grantmaking decisions. (See also Operating Foundation; Private Foundation; Public Charity)

Federated Giving Program: A joint fundraising effort usually administered by a nonprofit umbrella organization which in turn distributes contributed funds to several nonprofit agencies. United Way and community chests or funds, the United Jewish Appeal and other religious appeals, the United Negro College Fund, and joint arts councils are examples of federated giving programs. (See also Community Fund)

501(c)(3): The section of the Internal Revenue code that defines nonprofit, charitable (as broadly defined), tax-exempt organizations; 501(c)(3) organizations are further defined as public charities, private operating foundations, and private non-operating foundations. (See also Operating Foundation; Private Foundation; Public Charity)

Form 990-PF: The annual information return that all private foundations must submit to the IRS each year and which is also filed with appropriate state officials. The form requires information on the foundation's assets, income, operating expenses, contributions and grants, paid staff and salaries, program funding areas, grantmaking guidelines and restrictions, and grant application procedures. Foundation Center libraries maintain files of 990-PFs for public inspection.

General Purpose Foundation: An independent private foundation that awards grants in many different fields of interest. (See also Special Purpose Foundation)

General Purpose Grant: A grant made to further the general purpose or work of an organization, rather than for a specific purpose or project. (See also Operating Support Grant)

Grantee Financial Report: A report detailing how grant funds were used by an organization. Many corporations require this kind of report from grantees. A financial report generally includes a listing of all expenditures from grant funds as well as an overall organizational financial report covering revenue and expenses, assets and liabilities.

Grassroots Fundraising: Efforts to raise money from individuals or groups from the local community on a broad basis. Usually an organization's own constituents, people who live in the neighborhood served or clients of the agency's services are the sources of these funds. Grassroots fundraising activities include membership drives, raffles, auctions, benefits, and a range of other activities.

Independent Foundation: A grant making organization usually classified by the IRS as a private foundation. Independent foundations may also be known as family foundations, general purpose foundations, special purpose foundations, or private non-operating foundations. The Foundation Center defines independent foundations and company-sponsored foundations separately; however, federal law normally classifies both as private, non-operating foundations subject to the same rules and requirements. (See also Private Foundation)

In-Kind Contributions: Contributions of equipment, supplies, or other property as distinguished from monetary grants. Some organizations may also donate space or staff time as an in-kind contribution.

Matching Grant: A grant that is made to match funds provided by another donor. (See also Challenge Grant; Employee Matching Gift)

Operating Foundation: A 501(c)(3) organization classified by the IRS as a private foundation whose primary purpose is to conduct research, social welfare, or other programs determined by its governing body or establishment charter. Some grants may be made, but the sum is generally small relative to the funds used for the foundation's own programs. (See also 501(c)(3))

Operating Support Grant: A grant to cover the regular personnel, administrative, and other expenses of an existing program or project. (See also General Purpose Grant)

Payout Requirement: The minimum amount that private foundations are required to expend for charitable purposes (includes grants and, within certain limits, the administrative cost of making grants). In general, a private foundation must meet or exceed an annual payout requirement of five percent of the average market value of the foundation's assets.

Private Foundation: A non-governmental, nonprofit organization with funds (usually from a single source, such as an individual, family, or corporation) and program managed by its own trustees or directors that was established to maintain or aid social, educational, religious or other charitable activities serving the common welfare, primarily through the making of grants. Private foundation also means an organization that is tax-exempt under code section 501(c)(3) and is classified by the IRS as a private foundation as defined in the code. The code definition usually, but not always, identifies a foundation with the characteristics first described. See also 501(c)(3); Public Charity.

Program Amount: Funds that are expended to support a particular program administered internally by the foundation or corporate giving program.

Program Officer: A staff member of a foundation who reviews grant proposals and processes applications for the board of trustees. Only a small percentage of foundations have program officers.

Program-Related Investment (PRI): A loan or other investment (as distinguished from a grant) made by a foundation or corporate giving program to another organization for a project related to the grantmaker's stated charitable purpose and interests. Program-related investments are often made from a revolving fund; the foundation generally expects to receive its money back with interest or some other form of return at less than current market rates, and it then becomes available for further program-related investments.

Proposal: A written application, often with supporting documents, submitted to a foundation or corporate giving program in requesting a grant. Preferred procedures and formats vary. Consult published guidelines.

Public Charity: In general, an organization that is tax-exempt under code section 501(c)(3) and is classified by the IRS as a public charity and not a private foundation. Public charities generally derive their funding or support primarily from the general public in carrying out their social, educational, religious, or other charitable activities serving the common welfare. Some public charities engage in grant making activities, although most engage in direct service or other tax-exempt activities. Public charities are eligible for maximum income tax-deductible contributions from the public and are not subject to the same rules and restrictions as private foundations. Some are also referred to as public foundations or publicly supported organizations and may use the term foundation in their names. (See also 501(c)(3); Private Foundation)

Qualifying Distributions: Expenditures of private foundations used to satisfy the annual payout requirement. These can include grants, reasonable administrative expenses, set-asides, loans and program-related investments, and amounts paid to acquire assets used directly in carrying out exempt purposes.

Query Letter: A brief letter outlining an organization's activities and its request for funding sent to a foundation or corporation to determine whether it would be appropriate to submit a full grant proposal. Many grantmakers prefer to be contacted in this way before receiving a full proposal.

RFP: Request For Proposal. When the government issues a new contract or grant program, it sends out RFPs to agencies that might be qualified to participate. The RFP lists project specifications and application procedures. A few foundations occasionally use RFPs in specific fields, but most prefer to consider proposals that are initiated by applicants.

Seed Money: A grant or contribution used to start a new project or organization. Seed grants may cover salaries and other operating expenses of a new project

Set-Asides: Funds set aside by a foundation for a specific purpose or project that are counted as qualifying distributions toward the foundation's annual payout requirement. Amounts for the project must be paid within five years of the first set-aside.

Special Purpose Foundation: A private foundation that focuses its grant making activities in one or a few special areas of interest. For example, a foundation may only award grants in the area of cancer research or child development. (See also General Purpose Foundation)

Technical Assistance: Operational or management assistance given to nonprofit organizations. It can include fundraising assistance, budgeting and financial planning, program planning, legal advice, marketing, and other aids to management. Assistance may be offered directly by a foundation or corporate staff member, or be offered in the form of a grant to pay for the services of an outside consultant. (See also In-Kind Contributions)

Trustee: A member of a governing board. A foundation's board of trustees meets to review grant proposals and make decisions. Often also referred to as a director or board member.

A number of sources were consulted in compiling this glossary, including The Handbook on Private Foundations, by David F. Freeman and the Council on Foundations (New York: The Foundation Center, 1991); The Law of Tax-Exempt Organizations, 7th Edition, by Bruce R. Hopkins (New York: John Wiley & Sons, 1998); and the NSFRE Fund-Raising Dictionary, (New York, John Wiley & Sons, 1996).

Sample Proposal Request

JESSIE BALL duPONT
COMMUNITY BUILDING FUND

THE COMMUNITY FOUNDATION, INC.
112 W. Adams Street
Suite 1414
Jacksonville, Florida 32202

"Heart Health… Tomorrow's Wealth"
A Family Fitness Program

Alimacani Recreation Booster Club
Alimacani Elementary School
2051 San Pablo Road
Jacksonville, Florida 32224

Name of Organization: Alimacani Recreation Booster Club

Mailing Address: Alimacani Elementary School
2051 San Pablo Road
Jacksonville, Florida 32224

Telephone: (904) 221-7101

Fax Number: (904) 221-8823

E-mail address: tipton_j@firn.edu

Web site address: http://www.educationcentral.org/alimacani/Cardio.htm

Contact Person: Jan Tipton
Physical Education Specialist

Telephone: work – (904) 221-7101 home – (904) 246-3476

Fax Number: work – (904) 221-8823 home – (904) 246-9771

Description of the Project:

Using high tech equipment, phase two of the "Heart Health…Tomorrow's Wealth" Program will offer children and their families a chance to workout together in a state of the art fitness lab, well equipped multipurpose room and outdoor park on Monday through Thursday evenings during the school year. The goal of our program is to promote wellness and health among our students and their families. We hope to encourage healthy lifestyle choices and perhaps change some that may be unhealthy. This program will: increase protective factors that influence choices and decrease several risk factors that cause problems in families. In fully funded, this program would last three years.

November 10, 2000

Jessie Ball duPont
Community Building Fund
Jacksonville Community Foundations, Inc.

To Whom It May Concern:

I am writing to let you know that the administration, faculty, staff, PTA, and School Advisory Council of Alimacani Elementary School support the Recreation Booster Club's project 100%.

Alimacani has already set the tone for exemplary physical education programs in Duval County with its "Heart Health…Tomorrow's Wealth" program. Greater numbers of Jacksonville students are beginning to reap the benefit, as other schools replicate our program and participate in workshops offered my Mrs. Tipton, our Physical Education Specialist. Students love learning in such a high tech fashion and motivation in certainly a factor in the program's success. The Booster Club was very creative in securing funds for this new project, but it took a long time because funding came in small increments. Receiving your help to accomplish the extension of this program would allow us to implement it immediately.

The idea of offering a chance for family fitness in the evenings has been endorsed by the Duval County School System. It will be wonderful to bring families together in such a fun and positive way. Our Superintendent and the School Board have encouraged more use of school facilities and this project certainly fits that request. The Duval County School Board's Safety Department and Risk Management Department have approved the "Heart Health…Tomorrow's Wealth" evening program.

It is our hope that you will consider funding this proposal and realize the significant effect and endless possibilities for the community. Please contact Alimacani Elementary School if you have any additional questions or requests.

Sincerely,

Pamela Rogers
Principal
Alimacani Elementary

*HRM – heart rate monitor	
Salary for three years	
1 director @$30.00, 2hours/4days a week	
(total of 260 hrs. per year x 3yrs)	$23,400.00
1 trainer @$25.00, 2hours/4days a week	
(total of 260 hrs. per year x 3yrs)	19,500.00
	$42,900.00*
Employer Contributions for three years	
1 director benefits @31.5% of the salary ($23,000 for 3 years)	$7,371.00
1 trainer benefits @31.5% of the salary ($19,500 for 3 years)	6,142.50
	13,513.50*
Equipment, Supplies and Maintenance	
Polar Incorporated	
1 Polar Class Pack-includes 36 HRM's and teaching aids	5,000.00
3 Polar Accurex II a HRM @ $122.00 each	366.00
4 Polar Vantage XL HRM @ $207.00 each	828.00
63 elastic straps @ $4.50 each	283.50
4 Polar Interface @ $159.00 each	636.00
Watch Maintenance Contract @ $770.00 x 3 years and shipping	2,327.00
	$9,440.50*
HealthFirst Corporation	
1 HealthFirst – TriFit 620 Evaluation System	$4,995.00
1 Trackmaster Treadmill, system interface software	7,490.00
Fitness assessment software	4,800.00
Wellness Center	3,195.00
Exertrack 3 year school access	2,376.00
3 Companion color PC w/software @$640.00 each	1,920.00
On site in-service and warranty	1,145.00
Shipping and crating	420.00
	$26,341.00
Multi-purchase discount	- 1,317.00
	$25,024.00*
Logical Business Systems	
4 Stud workstations "A" IBM @ $899.00 each	$3,599.80
4 HP Deskjet 840C with Printer Cables @ $165.00 each	660.00
	$4,259.80*
Demco	
1 (1000) Half-hexagon Computer Center plus shipping	$752.99*
Best Offer	
Paper, copying, office and educational materials supplies	
@ $500.00 per year x 3	$ 1,500.00*
Maintenance Contract for Three Years	
Maintenance and repair contract to service fitness equipment	$ 2,550.00*
TOTAL BUDGET	**$ 99,940.79**

Alimacani Elementary School is located on San Pablo Road between Beach and Atlantic Boulevards. This community is made up of all income levels with very diverse employment opportunities. For the most part of the majority of our support the school and faculty.

The Recreation Booster Club's mission is to provide a safe outdoor play area with ample equipment in pursuit of wellness. Much has been accomplished in this area over the years, but as society becomes more and more sedentary problems continue to occur such as heart disease, obesity, the onset of diabetes at an early age and poor lifestyle choices. In an effort to make a difference in these statistics, Alimacami developed a program called "Heart Health…Tomorrow's Wealth." The program was tailored to the specific needs of the school using the curricula from the American Heart Association, Safe and Drug-Free Schools and the Tobacco/Prevention Program.

Our program begins with pre-kindergarten and continues through fifth grade. Older students use the fitness lab and heart rate monitors that act as personal trainers and promote safe cardiovascular exercise. The heart rate monitor gives immediate feedback to individual students. This program manages to motivate even the challenged child. Children are able to prove they are working. Ours is high tech program that integrates health, wellness, science, math, and technology with physical education.

The fitness lab is designed to promote a desire for heart health and wellness in our student population. We also wish to encourage students to find ways to relieve stress and anxiety and teach the importance of anger management and its relationship to heart rate. Data from this program provides valuable information to parents and on occasion detailed information to physicians of students with medical problems. The fitness lab has far exceeded our expectations. It did not take long before the lab hours were extended to after school so the faculty and staff could take advantage and enjoy working out. The population of the school is beginning to think healthy thoughts and they are having FUN!

It is worth mentioning that in the last three years over $35,000.00 has been raised to finance the "Heart Health…Tomorrow's Wealth" program. From the beginning, this idea was supported by the administration, faculty and staff of the school. It has also had the backing of the Parent Teacher Association (PTA), School Advisory Council (SAC), Extended Day Program and several businesses in the community. We have received support, both informational and monitory, from the Young Men's Christian Association (YMCA), the American Heart Association (AHA), the Tobacco Prevention Department of the Duval County Health Department, Mayo Clinic, City Council, the Jacksonville and Merrill Lynch. This program is already being replicated in other schools in Jacksonville and around Florida.

EVALUATION

The recreation Booster Club will make every effort to secure information that will evaluate the program.

We plan to:

- Review the program quarterly by sending home four surveys to those families participating in the "Heart Health…Tomorrow's Wealth" evening program. The surveys will be checked for any changes or improvements that need to be made and whether the participants feel the program is beneficial.
- Monitor students participating in the program to see if there is any improvements in grades, attendance and/or behavior.
- Send home an anonymous questionnaire at the beginning of each year regarding lifestyle behaviors. A second questionnaire will be sent at the end of each year checking for any significant lifestyle behavior changes that may have occurred due to participation in the "Heart Health…Tomorrow's Wealth" evening program.
- Monitor participation using sign in sheets and family folders.
- Make a comparison of the Presidential Fitness Scores from previous years to present for those participating in the evening program.

In the short term, we hope to increase activity levels of our students and their families in a safe way by offering this high tech program. We will provide a wide variety of exercise choices that will add a high degree of motivation and enjoyment to the program. As families begin to feel better and enjoy each other's company, we hope to see more long-term effects taking place. Some of these could be improved eating habits which could decrease obesity and diabetes, hearts strengthening as evidenced by computer printouts, witnessing smoking parents stopping and lines of communication opening families who now have a common bond. Extending the Heart Health Program into the evening hours will certainly have a positive impact as it becomes a model for the state.

The "Heart Health…Tomorrow's Wealth" program has adopted the American Heart Association's slogan.

Learn It!…Love It!…Live It!

It's as easy as 1-2-3,

Eat Healthy Stuff,
Move Around Enough
And
Live Tobacco Free!

SET GOALS…AIM HIGH…HEART POWER!

If the proposal is funded, we plan to encourage fourth and fifth grade students to return on Monday through Thursday evenings with their older siblings and parents to work out in the lab. The Alimacani students along with their Physical Education Specialist will teach families what has been learned and model the behaviors we hope to see in all family members. The reason we will begin with just 4th and 5th is because there are over 400 students in these two grades alone. Plans have been made to handle large numbers, but if we are overwhelmed, two nights will be given to each grade level. Special programs an various health topics have also been planned throughout the year.

Phase II of the "Heart Health…Tomorrow's Wealth" program will be directed by the physical education specialist at the school. Since she developed the original program, she is best qualified to continue this evening program. She also knows most of the families and they certainly respect her authority. The trainer position must be someone who has sufficient teaching experience and high qualifications in the fitness area. It is felt that the success of this program will certainly depend largely on their organizational skills, inservices attended and experiences. As reflected in the Project Budget, these salaries and benefits will be funded for three school years. We want to give the program time to develop and grow. We feel that time is a factor in securing enough data to see if the program has any significant long-term effects.

The equipment needs in the Project Budget will provide the latest in technology and offer parents valuable health information for the whole family. The HealthFirst software asked for in this proposal is the most advanced program now being used in schools. We will be the first in Jacksonville to add this part to the program. It has been proven to be very successful in other school in Florida and around the country. Using this new technology will provide the latest health information which is automatically updated. The extra equipment from Polar, Demco and LBS will better handle the crowd. We have also asked for funds to maintain some of the equipment. We have found from experience that maintenance is a very important issue that is sometimes forgotten. If fully funded, this program will be totally self-sufficient for three years.

"It is easier to build a child than repair an adult"

After evaluating students participating in the "Heart Health…Tomorrow's Wealth" program, it is noted that a very important link was missing — family participation. We still have families making poor lunch choices and there is not as much outside activity after school. Research has shown that modeling has a positive effect on children and the habits are formed at an early age. It was determined that in order to make long-term changes in lifestyle behaviors, the entire family would have to be included in the process. We had "Family Fitness Night," which was extremely successful but quickly forgotten because it was not going on. Another problem with our student population is that Physical Education classes are scheduled only once every ten days. The possibility that students and families could visit the lab 16 additional times per month would greatly strengthen this program. Our answer has to be more time spent on physical activity. We must build a consistent and motivating program that provides for small increments of success and where good habits can be formed.

We also decided to include older siblings because according to a recent survey, the west beaches and beaches area of Jacksonville has the highest tobacco usage among teens. Since "Heart Health…Tomorrow's Wealth" does not yet exist in the feeder middle schools or high schools, we will invite those students back on campus to take advantage of this program. Once these teens see their heart rate on a heart rate monitor and concrete evidence is placed before them – it is hoped that a significant difference in outlook will occur.

The specific objectives of the Alimacani's "Heart Health…Tomorrow's Wealth" evening program are stated below:

- After demonstrating mastery of healthy aerobic conditioning through the use of heart rate monitors, at least 75% of students in the family fitness evening program will be able to explain this program to their families. Success will be noted by individual print-outs and teacher observation.
- After participating in the family fitness evening program, 100% of the students will be able to list a number of healthy alternatives to smoking and the benefits of not smoking for a healthy lifestyle.
- After participating in the family fitness evening program, at least 50% of the families will improve their lifestyle choices (i.e. quit smoking, keep children away from second-hand smoke, make good nutrition choices and commit to daily exercise.) This objective will be measured via an anonymous questionnaire given to each participant at the beginning and end of each year.

Researching Funding Sources on the Web

INTRODUCTION

Each day more and more government agencies, foundations, corporations and other grantmakers are adding information to the Internet. In addition, information on individuals' wealth is also readily available. Most of this information can be found by going directly to Web pages or to specially designed databases (that often charge a fee). Resources in both of these areas can help fundraisers search for appropriate funding or determine a prospect's net worth. Increasingly most research can be done from your computer.

FOUNDATIONS

On the Internet there are several approaches to information on foundations. One is visiting the homepage created by the grantmaker. This contains descriptive material on the mission, perhaps a brief listing of the most recent grants, guidelines on eligibility and how to apply. Sometimes you can note you've been there by signing their guest book, requesting further information and asking to be put on their mailing list. Always you can see how the foundation presents itself visually — does it favor lots of bells, whistles, and glitz or is the website rather plain vanilla in its look? This offers you a lot of information on how to shape your approach.

The following three websites offer free lists or connections to foundations:

- The Council on Foundations is the trade association of grantmakers. Its site (www.cof.org/links/memberindex.htm) connects you to a growing list of their over 1800 members' Websites.
- Philanthropy News Network Online (www.pnnonline.org) offers current news about philanthropic organizations, allows you, through its LINKS button, to see various lists of grantmakers (private foundations, corporations, and community foundations) and offers a Meta-index of Nonprofit Sites.
- The Foundation Center's homepage (www.fdncenter.org) connects you through its GRANTMAKERS button to many brief foundation descriptions and links to their websites. You can also contact a professional librarian who is available to answer questions submitted via e-mail about foundations, nonprofit resources, corporate giving, and the best utilization of the Center's wide range of information services and resources. Along with this Online Librarian, the Electronic Reference Desk has two other components: responses to frequently asked questions (FAQs) and a directory of links to other nonprofit sites of interest. Another service provided by The Foundation Center is their Philanthropy News Digest, a free emailed overview of grantmaker news.

Some, like the following databases, charge fees for access which can get expensive quickly. The Dialog Corporation provides definitive online information on grantmakers. You access DIALOG (after subscribing) through the Internet or directly through your modem. For details, dial them up at 800-334-2564 or look at their website www.dialog.com/info/products. There are over 600 databases which this vendor provides, some of them of particular interest to those doing funding searches. A subscription is necessary before you can access the information.

While DIALOG is not easy for a novice to search, these valuable databases offer excellent, current, and in-depth information. If you want to start your foundation grants research by using the three DIALOG databases, here is a hint to save money, time and frustration: Find a nearby techie type of corporation that searches DIALOG for its own daily information needs. Any research and development organization in fields such as pharmaceuticals, computers, or biological science will probably have a librarian on staff who does this type of database searching. Request a gift-in-kind from the corporation of an hour or so of searching with the firm's most experienced DIALOG searcher. This individual will know how to speak to DIALOG efficiently. With your thorough knowledge of the project you want funded, you will be sitting right there to help refine a too huge or too tiny search. Easy? No. But searching online saves weeks of print research.

Also, The Foundation Center, a clearinghouse of grantmakers' information, has two huge, beautifully crafted, elegantly indexed databases -- one covering 900,000 grants and the other information on 53,000 foundations. The Foundation Center databases are also available for purchase on CD-ROM (discussed below). OryxPress, publisher of many directories, has one database that indexes thousands of grants offered by federal, state, and local governments, commercial organizations, associations, and private foundations.

OryxPress also offers this database on the Internet, calling it GrantSelect (www.grantselect.com) with 10,000 funding opportunities in both the United States and Canada. Oryx also offers an E-mail Alert Service to update users.

The Chronicle Guide to Grants (www.philanthropy.com/grants) is another online database that presents all corporate and foundation grants listed in The Chronicle of Philanthropy since 1995. Access is over the Internet, by subscription. This is the archive of the grants you can review on their Website every other week.

SPECIALIZED LISTS

Amazingly enough, some of the large colleges and universities are willing to share the lists of foundations they have researched. One example is Foundations Relations Digest. This publication comes from a department within the Office of University Development and Alumni Relations at Columbia University. The website is gopher://gopher.cc.columbia.edu:71/00/faculty/frd. Their Digest gives lots of interesting details on private foundations.

VIA SEARCH ENGINES

Search engines have already done the hard work of searching the Internet and entered millions of sites into databases for you. Any search engine will help you find “grantmakers.” Even though some curiosities will appear, since searching the Internet is always an adventure, there are often very fruitful finds. Try this large search engine to start: Ixquick Metasearch (www.ixquick.com) searches 14 of the major web search engines simultaneously and has a star rating system to help you find the sites that include the highest number of appearances of the term for which you're searching.

CD ROMS

The Foundation Center’s FC Search CD-ROM gives access to over 53,000 foundations, over 210,000 current grants and over 200,000 trustees/officers/directors. It is easy to use and, since this is a purchase, not a subscription, you won't feel the pressure of the time clock to research quickly.

CD ROMS
Continued

In Taft's Prospector's Choice (www.taftgroup.com) you'll find detailed funder profiles covering nearly 10,000 foundations and corporate giving programs providing information on up to 50 grants per profile, as well as total giving figures and helpful directions for making contacts and completing applications.

CORPORATIONS

Finding corporation and business funding on the Internet is sometimes as easy as remembering their name or abbreviation; for example, the Internet address for IBM is www.ibm.com. Some corporations such as IBM include corporate giving information on their website. On the "about IBM" page, there is a "philanthropy" link with details of their giving. In addition, addresses, stock filings and holdings, and annual reports of public companies are often available.

For corporate giving information, the current best Internet source is The Foundation Center's "Corporate Grantmakers on the Internet" (http://fdncenter.org/grantmaker/gws_corp/corp.html). A site search engine offers quick access by subject and geographic terms. Brief listings contain the company's interests and giving areas but often no mention of the amounts of money that have been given. Each site links you with the corporation's own website, providing many more details on the company (but not necessarily on their corporate giving).

There are any number of good sites for general corporate and business information on the Internet:

- The Insider Trading Monitor is a commercial online service that is available through DIALOG or direct from Thomson Financial WealthID. Thomson Financial Wealth Identification, formerly CDA/Investnet, is the leading provider of wealth identification data, insider trading information, and innovative prospecting solutions. Since 1983, Wealth ID has been helping America's largest nonprofit organizations, banks, insurance companies, and brokerage firms identify and track high net worth prospects, donors, and clients at www.wealthid.com. The Insider Trading Monitor compiles all SEC information on 10,000 public company insiders (covering over 200,000 executives, directors, and major shareholders). You can search for your prospect and see what his or her stock holdings are or if he or she has purchased or sold stock. This helps in estimating giving capacity and liquidity, and can be used to determine what type of gift, cash or planned, makes sense, particularly if capital gains are an issue. This information is only available on publicly traded companies, and only on stock that is held by a company insider. Private portfolio information is not included.
- Hoovers (www.hoovers.com). Contains, in their COMPANIES & INDUSTRIES,12,500 profiles of corporations. Snapshots are free; in-depth profiles entail a nominal monthly fee.
- Business Journals' Book of Lists (www.bizjournals.com). At the end of the year, each of the 41 business journals throughout the U.S. compiles the lists of the top 25-or-so businesses they have highlighted throughout the year and makes them available on paper and on CD. Here are your neighboring businesses with addresses, CEO/decision makers, amount of sales, and number of employees.

Securities and Exchange Commission (SEC) (www.sec.gov). Salaries and stock holdings of top executives, as well as their corporate board memberships, are listed on proxy statements filed with the SEC. The information is available online through the SEC's EDGAR database.

GOVERNMENT

For free information, you can't beat what the U.S. Government gives away. Government funding research begins with The Catalog of Federal Domestic Assistance (CFDA) (www.cfda.gov). Every federal funding program is listed in full detail. Click on "Search The Catalog (FAPRS)" to get to the very straightforward searching screen. CFDA contains over 1500 financial and non-financial assistance programs worth about $300 billion a year. Among them are: grants, loans, use of property, facilities, equipment, technical assistance, direct payments, insurance, advisory services and counseling, and training. The CFDA search tool is user-friendly. Use a keyword, subject, or phrase to search. A list appears of the programs that have that word anywhere in the entry. Click the program that interests you, and the entry in its entirety is shown.

Each entry contains: restrictions, eligibility, application & award process (including deadlines), assistance considerations (formula & matching requirements, timing), post assistance requirements, financial information, program accomplishments, regulations (guidelines), contacts, related programs, examples of funded projects, and criteria for selection. The Catalog is also available free in print at most public libraries.

MORE GOVERNMENT ACCESS POINTS

Direct access to most of the federal agencies and departments is also available online. These sites give you more of a flavor of the departments and agencies and often give you detailed information on their grantmaking. If you know that you want to see the National Endowment for the Humanities, the site is www.neh.fed.us. Look at the "Overview of Programs" or "Grants & Applications" to get their details. A further sampling:

- National Institutes of Health (www.nih.gov) Check out their "Grants & Contracts."
- National Science Foundation (www.nsf.gov) Look at their "Grants & Funding Opportunities."
- Department of Veterans Affairs (www.va.gov) Use their SEARCH key to look for "grants."
- Department of Education (www.ed.gov). Using their SEARCH key with the term "grants" turns up a large listing. The related site of the Office of the Chief Financial Officer of the DOE (gcs.ed.gov) offers an even more compact listing, "Grants & Contracts Information."
- Department of Housing and Urban Development (www.hud.gov). Look at the "Funding Announcements" (www.hud.gov/fundanoc.html).

This article was adapted from Zimmerman Lehman's book GRANTSEEKING: A STEP-BY-STEP APPROACH.

SAMPLE DINNER SPECIAL EVENT CHECKLIST AND TIMEFRAME

DATE	TASK	PERSON	COMMENTS
6 to 12 Months Ahead			
	Decide event purpose		
	Select event planner		
	Select planning committee		
	Select chairperson		
	Hold planning meeting with appropriate co-sponsors		
	Select committee chairs		
	Form committees		
	Select honorary chair		
	Generate sponsorship forms and fact sheets		
	Review sites and costs		
	Select site		
	Get bids for music		
	Get bids for videos		
	Apply for funding		
	Get bids for printing		
	Get bids for other major items		
	Draft initial budget		
	Designate someone to oversee budget		
	Select honorees		
	Compile mailing lists		
	Compile sponsorship lists		
	Compile ad lists		
	Get written contacts		
	Consider pre-party event for PR or underwriting		
	Invite/confirm VIP's		
	List items to be underwritten and possible sources		
	Set marketing/pr schedule		
	Develop press release and calendar listings		
	Select photographer		

DATE	TASK	PERSON	COMMENTS
	Select videographer		
	Begin invitation design		
	Get biographical information on VIP's, celebrities, honorees, chairperson		
3 to 6 Months ahead			
	Begin monthly committee meetings		
	Write/send requests for funding or underwriting to major donors, corporations, sponsors		
	Review all graphic designs		
	Prepare final copy for invitations, return card, posters		
	Order invitations, posters, tickets etc.		
	Select music and sign contract		
	Complete mailing lists for invitations and list of locations for posters		
	Finalize mailing lists; begin soliciting corporations and major donors		
	Obtain lists from honorees, VIP's		
	Obtain radio/TV sponsor, arrange pr announcements, promos		
	Set menu		
	Get written confirmation of celebrity participation		
	Select/order awards		
2 Months ahead			
	Hold underwriting or preview party if applicable		
	Coincide with mailing of invitations		
	Invite media		
	Assemble/address invitation (with personal notes		
	When possible)		
	Mail invitations		
	Distribute posters		
	Finalize transportation and hotel accommodations		
	For VIP's, honorees		
	Confirm TV/radio participation		

DATE	TASK	PERSON	COMMENTS
	Follow-up to confirm sponsorships and underwriting		
	Obtain logos from corporate sponsors for printing		
	Review needs for signs at dinner		
	All chairpersons to review plans		
	Hold walk-through of event with chairs		
	Review/revise budget, task sheets		
	Start phone follow-up solicitation for sponsors of tables		
1 Month Ahead			
	Phone follow-up to mailing list (ticket sales)		
	Place newspaper ads if appropriate		
	Release press announcements		
	Confirm staff for hosting		
	Write to VIP's, celebrities, program participants Confirming participation		
	Complete list of contents for VIP welcome packets		
	Get enlarged site plan diagram		
	Arrange seats/tables		
	Draft script		
2 Weeks Before			
	Continue phone follow-ups for ticket/table sales		
	Continue assigning seats		
	Confirm hotel and transportation schedules for VIP's if appropriate		
	Prepare welcome packet for VIP's, chairs, speakers, and key staff		
	Confirm set-up time with event site		
	Finalize plans with decorations committee		
	Give caterer numbers to date		
	Meet with key staff, chairs to finalize any of the above		

DATE	TASK	PERSON	COMMENTS
1 Week Before			
	Meet with all committees to ensure last minute details are covered		
	Finish phone follow-ups for sales		
	Confirm number attending		
	Finish seating/table arrangement		
	Hold training session with volunteers: finalize arrangements		
	Secure two or three volunteers to assist with emergencies		
	Distribute seating chart, table assignments to hosts/ hostesses		
	Reconfirm event site, hotel rooms, transportation		
	Deliver final scripts to all committee chairs, program participants		
	Make follow-up calls to news media for advance and event coverage		
	Hold final walk-through at site		
	Schedule rehearsals and volunteer assignments for day of event		
	Establish amount of petty cash needed for tips and emergencies		
EVENT DAY			
	Be sure VIP's are in place and have scripts		
	Check with volunteers to make sure all tasks are covered		
	Go over details with caterer/site		
	Make final calls/FAXes to media		

Websites of Interest

TOP TEN SITES

1. **Philanthropy News Network Online** (http://www.pnnonline.org) - This site lists current news in the world of philanthropy. Links are available for areas such as corporate giving, foundations, fund raising and tax law, and money issues. There are also links for conferences, employment, books, and online classes. This site is a little slow but user friendly.
2. **American Philanthropy Review** (http://charitychannel.com) - This site contains links to discussion forums, online career search, book reviews, and philanthropy research.
3. **The Chronicle of Philanthropy** (http://philanthropy.com) - News for nonprofit organizations on grant seeking, foundations, fund raising, managing non-profit groups, technology, and non-profit jobs. This is the online version of the monthly printed publication.
4. **The Philanthropy Round Table** (http://philanthropyroundtable.org) - This site contains links to the *Philanthropy* publication, grants information, round table meetings, and offers to join the roundtable and subscribe to *Philanthropy*. The experienced development professional would probably get more out of this site than the beginner or intermediate development professional.
5. **The Foundation Center** (http://fdncenter.org) - The Foundation Center's directory of private foundations on the Internet. Contains links to grantmaker info, online library and the Foundation Center Digest. Link also available to search for Foundation Center Libraries and Locations.
6. **Women's Philanthropy Institute** (http://www.women-philanthropy.org) - This site contains information about the WPI that promotes women in the world of philanthropy.
7. **Institute of Philanthropy** (http://www.instphil.org) - This site contains a history of the institute, principles of philanthropy, and ideas of redefining philanthropy. This is not a site that will perform a subject search.
8. **4Nonprofits.com** (http://4nonprofits.com) - This site contains links to tools for nonprofits, donor information, associations & publications and related articles.
9. **The Council on Foundations** (http://www.cof.org) - This site contains information on foundations such as starting a foundation, resources, and legal & government affairs. The "Links & Resources" link leads the user to a list of links on topics such as Affinity groups, Searchable Community Foundation Locator, Job Bank, Legislative Network and other related topics.
10. **Forum of Regional Associations of Grantmakers** (http://www.rag.org) - This site contains information on the Forum of Regional Associations of Grantmakers (RAGs), individual RAGs, promotion of philanthropy, communication & technology and measuring effectiveness.

ADDITIONAL SITES

11. **Internet Nonprofit Center** (http://nonprofits.org) - This site contains links to articles relating to philanthropy and nonprofit issues. There are also links for Nonprofit Locator, Nonprofit FAQ, and Nonprofit Library.
12. **National Committee on Responsible Philanthropy** (http://www.ncrp.org) - This site provides links to general philanthropy and nonprofit websites. General Philanthropy/nonprofit links, Alternative funds assistance project links, Democracy and Philanthropy project links, corporate grantmaking to racial and ethnic populations links, Affinity group links, Civil society and international links, and Academic/Research philanthropy links are also available.
13. **Indiana University Center on Philanthropy** (http://www.philanthropy.iupui.edu) - This site contains information about academic programs, research, publications and the Fund Raising School.
14. **The Center for the Study of Philanthropy** (http://www.philanthropy.org) - This Site contains links to a bibliographic database of publications, digital texts, and web sites; resources in philanthropy that contain links to organizations and research online; issues and trends links to multicultural sites and news updates on trends in philanthropy; a global network containing a membership site for women in the third sector around the world. This site is great for searches.
15. **The Maine Philanthropy Center** (http://www.megrants.org) - This site contains information about the Maine Philanthropy Center but also has links for research, funding, and management.
16. **Funders Online** (http://www.fundersonline.org) - This site contains links to information on National, Regional and International philanthropy organizations. Links available for grantseekers, news articles, and a search engine for independent funder web sites. Fast and easy site to navigate.
17. **Independent Sector** (http://www.indepsec.org) - This site contains information on the nonprofit sector, donors, and volunteers. Links available for research, public policy, leadership, lobbying, and publications search.
18. **Philanthropy Search.com** (http://philanthropysearch.com) - Great search engine for issues in philanthropy. Speed searches available by categories as well as speed searches to find a charity. Have had some instances where the server is down and can't access.
19. **The Nonprofit Times** (http://www.nptimes.com) - The online version of the monthly printed publication. Contains nonprofit web links, articles on philanthropy and nonprofit issues.
20. **The Philanthropy Center** (http://www.philanthropycenter.org) - An online information resource for charitable and nonprofit donors. Links provide general information on the nonprofit world and a nonprofit organization database.
21. **National Society of Fund Raising Executives** (http://www.nsfre.org) - Web site for NSFRE. Non-members can access the latest news in the world of fund raising, membership information, books, audio/video tapes, professional certification, continuing education, and access to the Fund Raising Resource Center. Members must have a user ID and password to access Members Only information. Site is fast and easy to

navigate.

22. **Planned Giving Today** (http://www.pgtoday.com) - A source for planned giving information. Links to planned giving resources, newsletter, employment opportunities, books and other related areas. Site is fast and easy to navigate.

23. **Idea List** (Action Without Borders) (http://www.idealist.org) - Site provides links to information about nonprofits. Links to finding organizations, programs and services, books, videos and articles; tools for products and services, conferences and consultants; online job search for employment and internships. Fast and easy site navigation.

24. **Guidestar** (http://www.guidestar.org) - A searchable database of nonprofit organizations in the US. User can search by charity. Links to charity news. Good search engine. Fast and Easy navigation.

25. **American Association of Fund Raising Counsel** (http://www.aafrc.org) - News and ideas on choosing a fund raising counsel, professional standards, and press releases and a list of firms that are AAFRC members. This site also contains links to information in the AAFRC Trust for Philanthropy. Navigation is relatively quick and easy.

26. **The Internet Nonprofit Center** (http://www.nonprofits.org) - Has a gallery of organizations where the user can find information about US nonprofits, including links to government records about tax-exempt organizations. Navigation is quick and easy.

27. **The Prospect Research Page** (http://www.presbyterianchurchusa.com/dlamb) - The information on this site is researched and maintained by David Lamb. He has attempted to list valid and useful information and links. User must click on Foundations link at start page. This site has good links for researching funding sources – especially pertaining to businesses and corporations.

28. **Charity Village** (http://www.charityvillage.com) - Super site for Canada's nonprofit sector. Links to information on jobs, news, resources, volunteers, suppliers, events and a search engine. Navigation of this site is fast and easy.

29. **National Council of Nonprofits** (http://www.ncna.org) - Site for a network of 40 state and regional nonprofit associations. Links provide information on state associations, news, event calendar, publications and employment opportunities. Navigation is fast and easy.

30. **National Network of Grantmakers** (http://www.nng.org) - Site for NNG, a membership association of funders who support social change. The site contains information on NNG membership, donor organizers network, conferences, caucuses, publications and other related topics. This site is slow to download and navigation is slow but user friendly.

31. **Capital Research Center** (http://www.capitalresearch.org) - This site contains links to information on the latest research in philanthropy today. Navigation is fairly quick and easy.

32. **American Fund Raising Institute** (http://www.afri.org) - Web site for AFRI, a co-op of independent fund raising topics and ideas and other services offered by AFRI.

33. **Regis University** (http://www.regis.edu) - Site provides a link to Internet Resources for Nonprofit Research. Links to resource directories, online publications, mailing

lists & newsgroups, nonprofit organization directory, and research links for individuals, companies, foundations and government agencies. Quick and easy navigation.

34. **Grant Guides Plus, Inc.** (http://www.grantseeker.com) - This site provides a link to the Internet Source for Grantseekers that provides links to information on foundations, businesses/corporations, nonprofits and nonprofit resources, grant proposal writing and grant research. Site is fast and easy to navigate.
35. **Nonprofit.net** (http://www.nonprofit.net) - This site is for a company that specializes in creating and maintaining an online presence for nonprofit organizations. The site contains links to nonprofit organizations that are hosted on that site. Navigation is fast and easy.
36. **Policy.com** (http://www.policy.com) - This site contains links to foundations and articles on philanthropy. The search engine is really fast.
37. **Nonprofit Genie** (http://www.genie.org) - This site contains links to "Hot Topics", "Cool Sites" and "Board Café." User may also access opinions on various topics by nonprofit experts, leaders and grantmakers; view publication list of books on nonprofits; and access links to nonprofits by a search engine that searches by area code, name city, and/or category. The user can also browse through links submitted by other Genie users. Site is fast and easy to navigate.
38. **National Charities Information Bureau** (http://www.give.org) - This NCIB promotes informed giving. The site contains links to NCIB publications, a quick reference guide for charities, and links to other nonprofit/charity web sites. Fast and easy navigation.
39. **The American Institute of Philanthropy** (http://www.charitywatch.org) - Site for a nationally prominent charity watchdog service. Site provides donors with information on charities, tips for giving wisely, and articles relating to charitable giving/philanthropy. Fast and easy to navigate.
40. **The Urban Institute** (http://www.urban.org) - Site provides a link to the Center on Nonprofits & Philanthropy, which attempts to develop, maintain, and expand data on nonprofit organizations.
41. **National Center for Charitable Statistics** (http://nccs.urban.org) - Site for NCCS, the national repository of data on the nonprofit sector in the US. Links available for databases, publications and other charity related web sites. Good navigation speed.
42. **The Philanthropic Initiative** (http://www.tpi.org) - TPI is a nonprofit organization that promotes the growth of strategic philanthropy. Consulting service. Site provides links to conference/symposium information, educational program, and job listings.
43. **The Fund Raiser's Guide Online** (http://www.fundraisers-guide.com) - Site for fund raising newsletter. Links to previous articles and subscription information. Search engine also available to search the guide. Good navigation speed and ease.
44. **The National Philanthropic Trust** (http://www.nptrust.org) - Site for information on the advantages of philanthropy, ways to give, and information for donors. Fast and easy to navigate.
45. **Grantscape** (http://www.grantscape.com) - Link to Grantseeking 101, which gives user information on the elements of a successful grant. Fast and easy site navigation.

46. **The Better Business Bureau Philanthropy Advisory Service** (PAS) (http://www.bbb.org/about/pas.asp) - This site contains donor education information on such areas as standards for Charitable Solutions, Direct Mail, Charitable Giving, and Tax Deductions for Charitable Contributions.

47. **CharityNet** (http://charitynet.org) – Site for information and resources for nonprofit charities. Searchable databases, listings and links to nonprofit/charity information. Fast and easy navigation.

section five

Request Forms

NONPROFIT MENTORING & TRAINING CENTER
SPEAKER REQUEST THROUGH ENVISION 2020

Completed request should be mailed or faxed to the Envision 2020 office:

600 South Court St.
Suite 311
Montgomery, AL 36104
334.240.6869 fax

Please complete each section.

Date of application:	Task Force:
Name of person making request:	Contact information for person making request: Address: Phone: E-mail:
How will this speaker relate to your Task Force's mission statement, goals, objectives and programs?	What topic(s) do you want speaker to address? 1. 2. 3.

Description of request:

Name of conference/workshop and brief description of its objectives:

Name of all organizations involved with event:

Dates of event:

Location of event:

Description of event attendees (i.e. public officials, business leaders, community leaders, etc):

Speaker Request Form

NONPROFIT MENTORING & TRAINING CENTER
WORKSHOP REQUEST FORM

Completed request should be mailed or faxed to:

600 South Court St.
Suite 312
Montgomery, AL 36104
334. 263.5343
334.240.6869 fax

Please complete each section.

Date of application:	Organization:
Name of person making request:	Contact information for person making request: Address: Phone: E-mail:
How will this workshop relate to your mission statement, goals, objectives and programs?	What topic(s) do you want workshop to address? 1. 2. 3.

Description of request:

Name of conference/workshop and brief description of its objectives:

Name of all organizations involved with event:

Dates of event:

Location of event:

Description of event attendees (i.e. public officials, business leaders, community leaders, etc):

Workshop Request Form

ENVISION 2020 TASK FORCE REQUEST FOR FOUNDATION RESEARCH

Completed request should be mailed or faxed to the Envision 2020 office:

600 South Court St.
Suite 311
Montgomery, AL 36104
334.240.6869 fax

Please complete each section.

Date of application:	Task Force:
Name of person making request:	Contact information for person making request: Address: Phone: E-mail:
Name of person who will do research:	Contact information for person who will do research: Address: Phone: E-mail:

Research Categories:

1.

2.

3.

How will this research relate to your Task Force's mission statement, goals, objectives and programs?

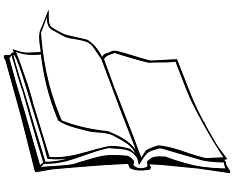
Date referred from Envision:

Date research completed:

section six

Suggested Reading

Suggested Reading



Bolger, J. (2000) Capacity Development: What, Why and How? Capacity Development Occasional papers, CIDA Policy Branch.

ECDPM. (1998) Approaches and Methods for National Capacity Building. Report of a workshop. Maastricht: ECDPM.

Eade, D. (1997) Capacity Development—An Approach to People-Centered Development. Oxford: Oxfam. (to order)

Lavergne, Réal and John Saxby (2001) Capacity Development: Vision and Implications. CIDA Policy Branch, Capacity Development Occasional Paper Series No. 3, January. 11 pages.

Lusthaus, C. et al. (1999) Capacity Development: Definitions, Issues and Implications for Planning, Monitoring and Evaluation. Paper prepared for UNICEF/UNDP Capacity development Project-Universalia.

Morgan, P. 1998 Capacity and Capacity Development: Some Strategies. Note prepared for the Political and Social Policies Division. October, 1998. Canadian International Development Agency Policy Branch.

UNDP (1998) Capacity Assessment and Development: In a Systems and Strategic Management Context. Technical Advisory paper No. 3, Management Development and Governance Division, Bureau for development Policy. New York: UNDP.

Barry, Bryan. *Strategic Planning Workbook for Nonprofit Organizations.* St. Paul, MN: Amherst H. Wilder Foundation, 1986.

Creighton, James. *Involving Citizens in Community Decision Making: A Guidebook.* Washington, D.C. Program for Community Problem Solving, 1992.

Doyle, Michael and Strauss, David. *How to Make Meetings Work.* New York: Jove Books, 1982.

Fisher, Roger and Ury, William. *Getting to Yes.* New York: Penguin, 1981.

Howard, V.A. and J.H. Barton. *Thinking Together: Making Meetings Work.* New York: William Morrow and company, Inc., 1992.

Kaner, Sam. *Facilitative Guide to Participatory Decisionmaking*. New Society Publisher, 1996.

Katz, Neil and Lawyer, John. *Communication and Conflict Resolution Skills.* Dubuque, IA: Kendall/Hunt Publishing Company, 1985.

Kinlaw, Dennis. *Facilitation Skills: The ASTD Trainer's Sourcebook.* McGraw Hill companies, 1996.

Kretzmann, John and McKnight, John. *Building Communities from the Inside Out.* Evanston, IL: Center for Urban Affairs and Policy Research, Northwestern University, 1993.

Kroehnert, Gary. *100 Training Games.* Sydney, Australia: McGraw-Hill, 1991.

Moore, Carl. *The Facilitator's Manual.* Chattanooga, TN: Chattanooga Venture, 1992.

Pokras, Sandy. *Team Problem Solving: Reaching Decisions Systematically.* Menlo Park, CA: Crisp Publications, Inc., 1989.

Schrage, Michael. *Shared Minds.* New York: Random House, 1990.

Schein, Edgar. *Organizational Cultural and Leadership.* San Francisco: Jossey-Bass Publishers, 1992 (second edition).

Schwartz, Roger M. *The Skilled Facilitator.* San Francisco: Jossey-Bass, 1994.

Winer, Michael and Ray, Karen. *Collaboration Handbook.* St. Paul, MN: Amherst H. Wilder Foundation, 1994.

Carver, John. *Boards that Make a Difference.* San Francisco, CA: Jossey-Bass, 1990, 242 pages.

The chapter "Officers and Committees" considers "how the work of committees can be useful to a board at minimal cost to its unity." The author offers an alternative to some traditional views of board committee purposes and responsibilities.

Conrad, William R., Jr., and William E. Glenn. *The Effective Voluntary Board of Directors*, rev. ed. Athens, OH: Shallow Press, 1983, 244 pages.

A chapter on "The Role and Function of Committees" includes useful checklists and illustrations, including sample agendas and minutes. Appendices contains sample descriptions of responsibilities for nine hypothetical committees and a sample procedures manual for a nominating committee.

Houle, Cyril O. *Governing Boards: Their Nature and Nurture.* San Francisco, CA: Jossey-Bass, 1989, 225 pages. (Available from the National Center for Nonprofit Boards.)

This comprehensive resource features discussion of the board committee structure, including the benefits and pitfalls of committees.

Ingram, Richard T., and associates. *Making Trusteeship Work.* Washington, DC: Association of Governing Boards of Universities and Colleges, 1988, 184 pages.

Through chapters on each of nine board committee describe committee charge, membership and structure, responsibilities, and typical agenda. Common issues peculiar to each committee are also identified. Although written for university and college boards, the authors' guidance is easily transferable to other nonprofit organizations.

Lang, Andrew S. *The Financial Responsibilities of Nonprofit Boards: An Overview of Financial Management for Board Members.* Washington, DC: National Center for Nonprofit Boards, 1993, 36 pages.

Provides an overview of financial management and describes the work of key committees in ensuring the financial health of nonprofit organizations.

O'Connell, Brian. *The Board Member's Book.* New York, NY: The Foundation Center, 1985, 208 pages.

This broad overview of the role of nonprofit boards includes chapters on committees, Robert's Rules of Order, planning and evaluation, and the roles of board and staff.

Price Waterhouse. *The Audit Committee: The Board of Trustees of Nonprofit Organizations and the Independent Accountant.* New York, NY: Price Waterhouse, 1986, 11 pages.

This booklet explains the purpose, composition, responsibilities, and functions of the audit committee and suggests a list of topics that committee members might cover in discussions with independent accountants.