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TRAINING MANUAL

# Robust and Sustainable Resource Mobilization: Building Comprehensive Strategies for Resource Mobilization Success

# Robust and Sustainable Resource Mobilization: Building Comprehensive Strategies for Resource Mobilization Success

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# Introduction

## RATIONALE

CRS' approach to capacity strengthening is based in non-formal education and organizational development principles and approaches and intends to be highly participatory, based on the needs of participating partner organizations and focused on organizational and programmatic sustainability. CRS' support to local partners is based on its partnership principles, which recognize and value the skills, resources, knowledge, and capacities of communities and local institutions. As such, CRS facilitates and promotes the strengthening of partners' abilities to identify, build on, and address their vulnerabilities, strengths and specific capacity building needs through a process that leads to sustainability.

CRS' partners, like organizations anywhere in the world, struggle to raise sufficient resources to cover their costs and plan for a sustainable future. To address this challenge, CRS uses a range of country-specific interventions, which are usually focused on proposal writing. However, CRS country programs have expressed interest in having tools to help partners develop a more systematic, broader view of fundraising. This need is particularly acute as funding strategies and philosophies continue to evolve, both from U.S. government agencies and private donors, who wish to work with sustainable institutions with robust and diversified sources of income. In many cases, projects managed by international NGOs are awarded in a second phase to local NGOs, who are expected to demonstrate a greater degree of financial independence than ever before. Finally, partners themselves are extremely concerned about funding diversification and sustainability.

This guide seeks to address this need and provide an overview of the wide range of resource mobilization strategies organizations employ to ensure adequate and sustainable resources. Rather than being a training focused specifically on fundraising campaigns or on deep skills building around a particular approach such as proposal writing, this training looks at what makes organizations successful, and works with participating organizations to look inward and begin to develop and implement successful resource mobilization strategies.

This training is meant to provide a solid foundation for an organization of any size and capacity level interested in strengthening its overall resource mobilization strategies and skills. It is specifically designed to be an introduction for organizations working with CRS who are interested in strengthening their organizational resource mobilization capacity.

As a result of the training, organizations are likely to want more in-depth information on specific resource mobilization strategies. CRS country programs should consider in advance what additional training or technical support, if any, they may be in a position to provide. In addition, it is worth noting that for any of the strategies suggested, there are likely to be dedicated training resources already commercially available. Country programs may want to consider investing in these resources and concentrating their own efforts on mentorship and follow-up, as requested by the participating organizations. There is a list of resources available at the end of the guide (see Day 4 Session 4C Handout: *Additional Resources*).

## ACKNOWLEDGEMENTS

Existing CRS materials, tools, resources and staff experience were the most important contributions to the development of the guide. The project was initiated by Sarah Ford and the guide was developed by Meghan Armistead, who also piloted the first training. John Donahue was also directional from the inception of the guide and throughout its development. Carey McIntosh co-facilitated the first pilot and provided significant input into the guide, including the Resource Mobilization Cycle concept and visual. Emily Burrows and Elizabeth Stierman successfully led the pilot in Zambia and also provided important input into the guide's finalization. Other key contributors included Anna Schowengerdt, Mark Melia, Joanna Nwosu, Erin Baldridge, Betsy Weir, Linda Gamova, Peter Safeli, Martha Maina, Martin Oluoch and Tom Hollywood. Special thanks to the CRS Nigeria and CRS Zambia staff for making the pilot trainings possible. A sincere thanks to the Nigerian and Zambian organizations for their participation and valuable input: Daughters of Charity, Kubwa; Our Lady of Lourdes, Ihiala, Anambra State; St. Vincent Catholic Hospital, Aliade Benue State; St. Mary, Okpoga; Catholic Hospital Benue State; Faith Mediplex, Benin City; Annunciation Specialist Hospital, Emene, Enugu State; Mother of Christ Catholic Hospital, Enugu; Bingham University Teaching Hospital, Jos, Plateau State; St. Gerard Catholic Hospital, Kaduna; Community Support and Development Initiative, Kano, Kano State; Daughters of Charity, Iwaro Oka, Ondo State; St. Francis Catholic Hospital Jambutu, Adamawa State; Catholic Caritas Foundation of Nigerian Staff; Christian Health Association of Nigeria; Kasama Archdiocese; Lusaka Archdiocese; Chipata Diocese; Kabwe Diocese; Livingstone Diocese; Mongu Diocese; Monze Diocese; Ndola Diocese; Solwezi Diocese; Mpika Diocese; Mansa Diocese; Zambia Episcopal Conference Secretariat (PMS); Zambia Episcopal Conference Health Department, and Caritas Zambia.

This guide and training program also builds on the work of a range of organizations. In particular, the International Alliance for HIV/AIDS's Raising Funds and Mobilizing Resources for HIV/AIDS Work and the Association for Fundraising Professional's Introduction to Fundraising guides were key sources used to develop particular guide components. Materials, tools and other resources from the World Bank, the Foundation Center, and the National Catholic Development Conference were also similarly referenced.

## TRAINING GOAL

To identify key organizational building blocks and define strategies for successful resource mobilization.

## TRAINING OUTCOMES

By the end of the training, all participants have the knowledge and skills to:

1. Define resources and identify different types of organizational resource needs;
2. Identify the range of potential resource opportunities;
3. Demonstrate introductory skills in at least two key resource mobilization areas, and
4. Develop initial appropriate and sustainable resource mobilization strategies for their organization.

## TARGET AUDIENCE

This training is meant to serve as a comprehensive introduction to resource mobilization for a wide range of organizations and institutions, operating at the local, regional or national level. Participating organizations will likely have a wide range of experience and capacities in relation to the subject material.

The training is designed for relatively senior staff, and experience has shown that it works best if the participating organizations send at least one staff who is in a leadership position, and at least one other staff who is also familiar with organizational operations.

Since much of the work is done in small groups by organization, it is very important that there are at least two participants from each participating organization. In fact, the facilitator and the host country team should determine in the early stages of planning if they would prefer a group made up of fewer participating agencies, each sending more participants or more agencies with just two participants each. Both options can work well, the choice should be based on the local context and facilitator/host country preference.

<u>Option 1: More organizations with fewer participants:</u> This can be a good opportunity to reach a significant number of partner agencies. It is also a good opportunity for participants to network, share experiences and have an opportunity for cross agency learning. It can however, be challenging if there are many participating agencies, and if there are only two representatives, they may feel limited in their ability to implement their learning when they return home.

<u>Option 2: Fewer organizations and more participants:</u> This option can provide the opportunity for deeper organizational learning and buy in, and for potential change. However, it will also limit the reach of the program to only a few partner agencies. It may also be very difficult to get multiple senior staff members to commit to the time required.

## HOW THE TRAINING IS ORGANIZED

Each section of the guide follows the following format:

### DAY X SESSION Y:

- Title
- Objective
- Time
- Session Overview
- Key Points
- Handouts
- Flip chart/Slides
- Facilitator Notes
- Preparation
- Steps

The content is intentionally broad, and the program is intended to both encourage the participants to think critically about what an organization needs to do in order to be successful in resource mobilization, and to think practically about how it is applicable to their own work.

Overall, the training sessions were developed to have a mix of conceptual and practical aspects through sections that are organized around an introduction to the overall approach, deeper examination of a specific concept, a practical exercise, and then a space for reflection.

The sessions are also cumulative in the sense that the final day is designed to pull together all the lessons learned and apply them toward a concrete action plan for organizational change.

## NOTES TO THE FACILITATOR

*Pre-training preparation*: In the period before the workshop, the facilitator should consider a few additional planning concerns. In addition, to ensure that the training is culturally appropriate and relevant, it is equally important to involve local staff and experts in the training planning process. The facilitator should also take some time to review the facilitator's detailed agenda with local staff to check the feasibility and appropriateness of the timeframes. In particular, it is important to discuss with staff the time required for appropriate opening prayer and reflection.

Also, for each session, the guide lists the flip charts or slides to be used. The facilitator should review these before each session and prepare the flip charts in advance of each session. Also, the facilitator should ensure that there is ample flip chart paper and markers available at all times.

In the session related to the *Local Resource Context*, (see Day1 Session 3) the facilitator should work well in advance with the local CRS team to identify an appropriate person or persons to lead this session, and to identify the kind of material and information about the national resource mobilization context that will be most useful for the participating organizations. If it is more appropriate to do as a panel, the facilitator will need to work with the local CRS team to determine the most appropriate place for a panel in the agenda.

*Facilitators*: Overall, the training works best with a team or facilitator with training experience, knowledge of resource mobilization and experience working with the type of civil society and/or government agencies invited to the training. This guide assumes that a trained facilitator will conduct the training, and unlike a more scripted training guide, there is some leeway in terms of reaching each session's objective. However, all facilitators should be sure to meet the stated objective and to hit all the noted key points in the session.

Though s/he should have experience in resources mobilization and the country context, it is also important to note that the facilitator does not need to be an expert in the specific themes of each training session, and should not need to do additional research on each topic. The guide covers a large amount of content and it is important for the facilitator to understand that this is a foundational and introductory training. If participants want more information or deeper technical assistance on specific sessions, the facilitator can refer them to the resource page, or ask local staff for additional referrals.

*Training size and facilitation*: The training works best if there is a co-facilitator involved, though it is possible for one facilitator to conduct the training if there are 20 people or less participating. If there are more than 20 people, it will be necessary to add an additional facilitator. Prior to the training, the facilitator(s) should read the entire training guide and accompanying handouts to familiarize themselves with the content, and co-facilitators should discuss how they will work together during the training.

*Session Selection*: On Day 2 the training focusses on introducing key skills areas. The guide is divided into five modules: individual donors, fundraising events, institutional donors, entrepreneurial activities and local government funders, which were among the topics of most interest to participating organizations. Decisions should be made during workshop preparation concerning which modules will be covered, depending on how many facilitators are available.

### DAY 2 FACILITATION OPTIONS

- One facilitator: One session in the morning and one in the afternoon (e.g. Individual Donors in the morning and Institutional Donors in the afternoon.
- Two facilitators: Two sessions offered in the morning and two in the afternoon (e.g. Individual Donors and Fundraising Events offered in the morning and Institutional Donors and Entrepreneurial Opportunities offered in the afternoon), leaving participants to choose which to attend.
- More than two facilitators: With more than two facilitators, it is possible to do more than four sessions in a day, with two or three sessions offered in the morning and/or the afternoon.

Choosing which modules to present should be based on the primary interests of the participating organizations, as gathered by the local CRS staff, and on the overall local context.

*Facilitation approach:* Many sessions and steps within sessions open with an introductory sentence or paragraph. This is to give the facilitator an idea for what s/he should talk about in this session, but it is not meant to be read as a script. The facilitator should take enough time before the training to become familiar and comfortable with the material and should then use their own words unless otherwise indicated.

*Participant experience and level:* The facilitator should make every effort before the training to estimate the experience level of the participants, and be prepared to adjust, particularly in terms of the timeline, to the participating organization's level as needed. In addition, the facilitator should work with the local CRS team to get a sense of the participants' particular experience with specific sessions and note if any of the organizations have special expertise that would be helpful to share with the larger group in a given session.

*Timing:* The guide lays out approximate timeframes for each of the program's sessions, based on the experiences with training pilots. However, the facilitator should take these as estimates and should be prepared to adjust according to the skill and experience level of the participants.

*Participant Materials:* In the Robust and Sustainable Resource Mobilization Participant Workbook, the companion to this guide, the facilitator will find a full compilation of the handouts to be distributed to the group. The facilitator should ensure that these workbooks are compiled as needed for the specific design of the training, and that there are enough copies for all participants.

*Session-specific considerations: I*n the sessions on Day 2, which include role playing scenarios, the facilitator should determine if the sample scenarios are appropriate and understandable for the training's participants, either through discussion with host country staff or just by asking the group.

*Note on the low-tech nature of training*: Unlike many workshops, this training makes a conscious effort to be especially light on the use of PowerPoint and other technical presentation approaches. This approach is intended to encourage high participation so participants work together to learn, and is also an attempt to make the training easily replicable across a range of contexts, including those with limited access to technology. As such, it should be possible to do all the visuals and exercises with pens, paper, flip charts and markers.

| FACILITATOR CHECKLIST |
| --- |
| **1) Read all the preparation material:** Have you read the entire training guide? Have you noted areas that will require additional preparation or where you have questions? |
| **2) Know the audience:** What is the experience level of the audience? What might be the dynamics among participants? What is their relationship with CRS? |
| **3) Understand cultural norms and dynamics:** What kind of facilitation style is most appropriate for this group? Have you ensured that participants will feel respected and their experience appreciated? |
| **4) Be aware of gender dynamics:** Do you know the gender make-up of the group? How might this affect facilitation? How might you mitigate any gender challenges? |
| **5) Be familiar with adult learning approaches:** Remember at all times that participants are experienced adults. Remember to involve first, learn through doing and build on experiences. |
| **6) Be mindful of the time spent on presentations and plenary:** Remember that sitting still and listening to one person talking is hard, and can easily drain energy. |
| **7) Be prepared:** Think through all the logistics well in advance and check on them frequently. |
| **8) Keep the goals in mind:** Always keep in mind the overall narrative of the training. Continue to reference the training objectives and goals throughout the program. |

## TRAINING TERMINOLOGY

This training uses a range of common terms when referring to resource mobilization strategies and efforts. For the purpose of the training, the following are the working definitions for the most commonly used terms in the guide.

- Corporate donor: A company or business interested in donating or investing resources.
- Entrepreneurial opportunity: A resource mobilization opportunity that involves for-profit or income generating activities.
- Fundraising event: Event intended to raise money for an organization or organizational resource goal.
- Individual donor: Specific person interested in donating resources to an organization.
- Institutional donor: Public agency or private institution interested in providing resources to organizations. This can include foreign public agencies like USAID or DFID, a foundation or any other grant-making entity.
- Local government funding agency: National, regional or local government agency or office that provides resources to organizations.
- Resource accountability: The state or capacity for demonstrating responsibility for resources; responsibly stewardship, including reporting, justification and answerability for resources.
- Resource diversification: An organizational state of receiving and holding resources from a variety of sources.
- Resource Mobilization Cycle: The circular process of organizational resource mobilization that includes intelligence gathering and research; matching the opportunity with organizational mission, values and work; developing and implementing a strategy to secure the opportunity; and then accounting for the resources obtained and learning from the experience.

- Resource mobilization: The act of increasing organizational funds and other resources.
- Resource opportunity: Opening or opportunity for an organization to increase organizational resources.
- Resource provider: Person or institution interested in providing funding or other resources.
- Resources: Money or other support or aid needed to meet organizational needs.
- Return on investment: The amount of profit resulting from any investment. For the purposes of the guide, we will consider return on investment in broad terms as the resources resulting from specific organizational investments in resource mobilization capacity and strategies.

## SAMPLE INVITATION LETTER

Often the host country program will want to take the lead with invitations to participants. Below is a sample that might be helpful, though it will require additional country specific information to be final.

**Date**

**Invitee Name**
**Address**
**Re: Invitation to Resource Mobilization Training, October 1-4, 20--**

Dear *[Invitee],*

Catholic Relief Services' partners organizations in *[host country]* — and around the world — often express the need to adopt strategies for funds diversification and organizational sustainability. The need to develop tools and resources to guide local partners in developing a more systemic view of fundraising is particularly acute as funding strategies continue to evolve, both from public and private donors, which desire to work with sustainable institutions with robust and diversified sources of income. CRS has recently developed a resource mobilization guide and training curriculum that seeks to address this need and provide an overview of the wide range of resource mobilization strategies that organizations may employ to ensure adequate and sustainable resources. Rather than focusing specifically on fundraising campaigns or deep skills-building around particular approaches, such as proposal writing, the guide and training looks at what makes organizations successful, and works with participating organizations to look inward and begin to develop and implement successful resource mobilization strategies.

CRS introduced this resource mobilization training to local partners in Nigeria and Zambia, with great success and positive feedback, and would now like to extend an invitation to CRS' local partners in *[host country]* to participate in this resource mobilization training. The training will take place from *[date and location]*. Below, please find relevant information about this training.

**Training Goal**

To identify key organizational building blocks and define strategies for successful resource mobilization.

**Training Outcomes**

By the end of the training, all participants have the knowledge and skills to:

1. Define resources and identify different types of organizational resource needs;

2. Identify the range of potential resource opportunities;

3. Demonstrate introductory skills in at least two key resource mobilization areas, and

4. Develop initial appropriate and sustainable resource mobilization strategies for their organization.

**Target Audience**

This training is meant to serve as a comprehensive introduction to resource mobilization for a wide range of organizations and institutions, operating at the local, regional or national level.  The training is designed for relatively senior staff, and experience has shown that it works best if the participating organizations send one staff who is in a leadership position and at least one other who is also familiar with organizational operations. Since much of the work is done in small groups by organization, participants are likely to get much more out of the training if there are at least two participants from each participating organization. If the organization has someone who works on fundraising, they may consider inviting this person to attend.

Based on the information provided about this training, CRS would like to invite two senior staff from each partner organization to attend this training. Please confirm your organization's participation no later than *[date]*. Send the names, phone numbers and e-mail addresses of each participant to *[CRS host staff contact person]*.

CRS will cover the costs of accommodation, lunch and tea breaks, and dinner per diem for each participant. Participants based in *[host city]* will not receive accommodation or dinner per diem. CRS requests that partners support the transport costs of each participant as a contribution. The venue for the training will be communicated to all participants upon confirmation. If you have any questions regarding this training or information included in this letter, please do not hesitate to get in touch with *[CRS host staff contact person]*.

Sincerely,

## OPTIONAL ADDITIONAL SESSIONS

Depending on the experience of the participants and their experience level, the host country team and the facilitator may decide that there are additional topics they would like to cover. In particular, the group might consider creating a more formal space for cross-agency learning, perhaps with a breakfast or lunch session. If this is of interest or seems especially useful, the host country and the facilitator may also consider asking participants to come prepared with any additional support materials that may be of interest to the group.

**Sample 1: Program**

| TIME | DAY 1 | DAY 2 | DAY 3 | DAY 4 |
|---|---|---|---|---|
| 9:00 | Welcome, Introduction & Opening Prayer | Welcome & Prayer | Welcome & Prayer | Welcome & Prayer |
| | | Resources | Successful Strategies/ Action Plans | Sustainability: Accountability & Learning |
| 10:00 | Break | Break | Break | Break |
| 11:00 | Resources | Individual and Corporate Donors; Events or Local Gov't Funders | Successful Strategies/ Action Plans | Sustainability: Accountability & Learning |
| 12:00 | Resource Needs and Gaps | Reflection and Lessons Sharing | Organizational Readiness: Structures and Systems | Action Planning |
| 1:00 | Lunch | Lunch | Lunch | Lunch |
| 2:00 | Resource Providers and Opportunities | Institutional Donors; Entre-preneurial Oppor-tunities | Organizational Readiness: Structures and Systems | Action Planning |
| 3:00 | Break | Break | Break | Break |
| 4:00 | Review & Reflection | Reflection and Lessons Sharing | Review & Reflection | Closing, Prayer and Evaluation |
| 5:00 | Closing Prayer | Closing Prayer | Closing Prayer | Closing Prayer |

**Sample 2: Sample Facilitator Agenda**

**Facilitator Note:** This is only an example of a more detailed agenda for the training program days. The facilitator should work with local CRS staff that are knowledgeable about the capacities and interests of the participating organizations to develop a similar plan to determine the most appropriate timeline for each session, including start, break and lunch times. When working with Church partners, be certain to include time for opening and closing prayer.

| DAY 1 | SESSION | TIME | FACILITATOR | HANDOUT | FLIPCHART |
|---|---|---|---|---|---|
| 8:30 | Welcome and Prayer | 15 minutes | XX | | |
| 8:45 | **Session 1:** Introduction to the Training | 1 hour | | | |
| | **Step 1:** Welcome and Introductions | 15 minutes | YY | | Training objectives |
| | **Step 2:** Define "Resource Mobilization" | 15 minutes | YY | | Resource mobilization definitions |
| | **Step 3:** Ingredients of Successful Resource Mobilization Game | 15 minutes | YY | | |
| | **Step 4:** Introduce Roadmap to Resource Mobilization | 15 minutes | YY | Roadmap to Successful Resource Mobilization | |
| 9:45 | **Session 2:** Introduction to Resources and Resource Providers | 2 hours | | | |
| | **Step 1:** Defining Resources | 30 minutes | ZZ | Understanding Resources | Flip chart paper for group work |
| 10:15 | TEA BREAK | 15 minutes | | | |
| | **Step 2:** Identifying Specific Organizational Resource Needs | 30 minutes | YY | Connecting Organizational Priorities with Resource Mobilization Needs | |
| | **Step 3:** Identifying Current and Future Gaps | 1 hour | ZZ | Identifying Resource Priorities | |
| 12:00 | **Session 3:** Resource Providers and Opportunities | 2.75 hours | | | |

| | | | | | |
|---|---|---|---|---|---|
| | **Step 1:** Introduction | 5 minutes | YY | | Flip chart paper for group work |
| | **Step 2:** Defining "Resource Providers" and "Resource Opportunities" | 25 minutes | | | |
| 12:30 | LUNCH | 15 minutes | | | |
| 13:30 | **Step 3:** Characteristics of Providers and Opportunities | 30 minutes | ZZ | Resource Providers and Motivations | |
| | **Step 4:** Identifying and Understanding Resource Providers and Opportunities | 45 minutes | YY | Resource Provider Outreach | Flip chart paper for plenary |
| | **Step 5:** Exploring the Match | 45 minutes | ZZ | Assessing and Prioritizing | |
| 15:30 | TEA BREAK | 15 minutes | | | |
| | **Step 6:** Philanthropy in Zambia | 45 minutes | XX | | |
| 16:15 | **Reflection:** Resources and Resource Providers and Opportunities | 15 minutes | YY | Reflection: Resources and Resource Providers and Opportunities | |
| 16:30 | Closing and Prayer | 5 minutes | | | |

# Day 1

## OVERVIEW, RESOURCE NEEDS AND RESOURCE PROVIDERS

## D1 SESSION 1: INTRODUCTION TO THE TRAINING

### OBJECTIVE

Review of goals, expectations, agenda, ground rules and logistics

### TIME

1 hour

### SESSION OVERVIEW

- Welcome
- Opening prayer, as appropriate
- Introductions
- Review agenda
- Set expectations
- Review resource mobilization definition
- Lead resource mobilization game

### KEY POINTS

- This is a comprehensive training about making your organization more successful in mobilizing resources.
- It is not a proposal writing or simple fundraising training.
- It will be highly participatory, and will include work on both specific resource mobilization skills and on issues relevant to the participants' own organization.

### HANDOUTS

- *Roadmap to Successful Resource Mobilization*

### FLIP CHART/SLIDES

*Flip chart #1:*

*By the end of the training, all participants have the knowledge and skills to:*

1. Define resources and identify the different types of organizational resource needs;
2. Identify the range of potential resource opportunities;
3. Demonstrate introductory skills in at least two key resource mobilization areas, and
4. Develop initial appropriate and sustainable resource mobilization strategies for their organization.

*Flip chart #2:*

- <u>Resource mobilization:</u> The act of increasing organizational funds and other resources

*Slide:*

- Resource Mobilization Road Map

## FACILITATOR NOTES

Given that the entire session is only one hour, it is important not to spend too much time on introductions or other opening remarks, while still being respectful of country norms.

The game in Step 3 is a warm up and often works best without a lot of preparation, as too much lead in may set up participants to be too primed in a certain direction, making the exercise less effective.

## PREPARATION

When opening the discussion, it can be helpful to be prepared with an ice breaker or to call upon a volunteer to share one with the group.

Have the PowerPoint introduction slides ready and at hand. To prepare for the game in Step 3, the facilitator should print out enough sets of the elements below and cut them into strips of paper, so that each small group of 2-5 people will have a full set.

Human resources manager
Reputation with local businesses
Receptionist
Executive director
Project final report
Participation in community events
Organization's mission statement
Monitoring and evaluation systems
Brochure about your organization
Partnerships with other organizations
Project proposal
Photos of beneficiaries
Current projects
Project from two years ago
Rent for your office
Volunteers in the field
Newspaper article about staff
Annual audit
Internal finance procedures
Human resources manual
Employee code of conduct
Networks your agency belongs to
Staff training
Conferences and workshops
Local newspaper
Success stories
Legal (non-profit) status
Organizational culture around information sharing

## STEPS

### *STEP 1: WELCOME AND INTRODUCTIONS (15 MINUTES)*

Background: A warm and enthusiastic welcome is an important way to start the program off positively.

Instructions: Begin by welcoming the group in a way that is appropriate for the country, culture, and participants in terms of an opening prayer or reflection, presentation and thanks to the hosting organization. After the welcome, be sure to introduce yourself and have the participants give a quick introduction with their name and organization.

Once everyone has been welcomed and introductions and the icebreaker have been completed, review the training goal, objectives and exactly what participants will and will not learn. If possible, stress that this is a training to support the long term strengthening of participating organizations' ability to develop and implement successful resource mobilization strategies. Be clear that it is not a proposal writing workshop, neither is it a training on proposal budgeting, nor a specific donor oriented training. Post the training's goal and objectives and review them with the group.

Ask the group if they have any other expectations for the training and discuss how and if those needs may be met. If they cannot be accommodated, capture them on a "parking lot" for follow up post-training. Leave time for questions and answers.

Review the agenda, made available on a flip chart and/or as a handout. Work with the group to agree on ground rules. Ground rules might include respecting time, cell phone etiquette, speaking clearly and respecting all participants' involvement. Explain that the training is highly participatory and there will be a lot of activities where participants work individually and in small groups. These groups will sometimes be with colleagues from the same organization and sometimes with participants from different agencies. Also note that the training is cumulative, in that many of the exercises build on the ones that preceded them so it is important to attend all sessions.

*Cue the group that the training is now beginning.*

### *STEP 2: DEFINE "RESOURCE MOBILIZATION" (15 MINUTES)*

Background: Often organizations want training on fundraising to help their organization raise money. Or perhaps they want a proposal writing training to win grants. However, this training is focused on the bigger picture of resource mobilization. Resources are broad and may include more than cash, and mobilizing them may involve a wide range of activities. This training is intended to help organizations identify, define and strengthen their key organizational building blocks and strategies for successful and sustainable resource mobilization.

Instructions: Explain the overall purpose of the training and explain that for our purposes we will use the following definition of resource mobilization, which should be displayed in large print in a location where it can be easily read in the training center:

"Resource mobilization: The act of increasing organizational funds and other resources."

### *STEP 3: INGREDIENTS OF SUCCESSFUL RESOURCE MOBILIZATION GAME (15 MINUTES)*

Background: Often organizations will focus on one specific skill or area for improvement in resource mobilization, such as proposal writing or hiring a fundraiser. However, critical to our understanding of successful and sustainable long terms approaches to resource mobilization is the idea that successful resource mobilization requires the attention and commitment of all parts of the organization.

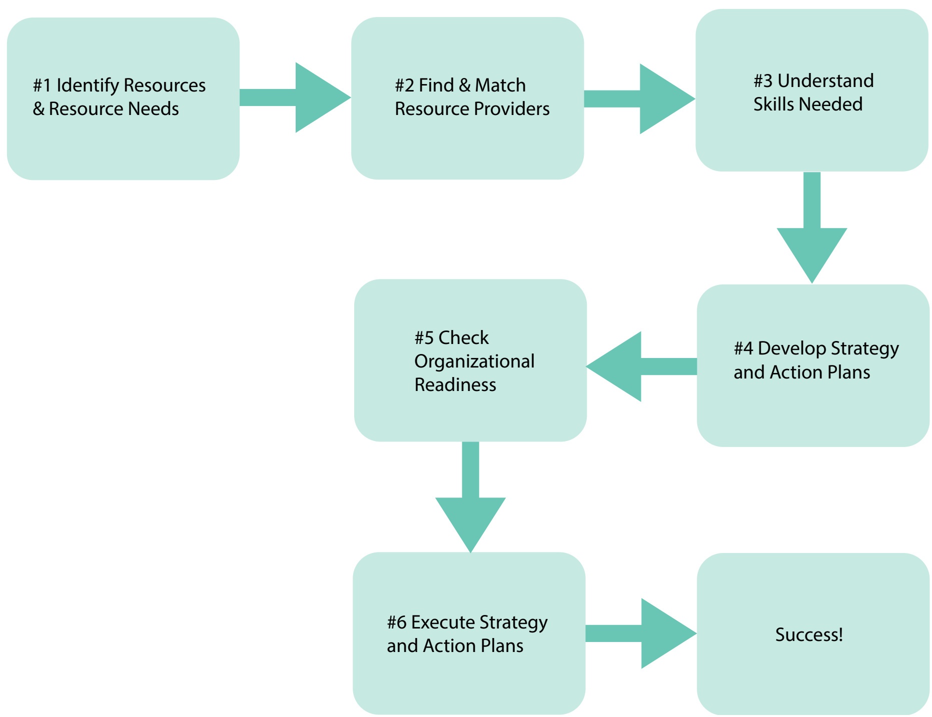
Instructions: Divide the participants into small groups of no more than four people and ask the groups to organize the strips into two piles depending on whether or not the terms have anything to do with resource mobilization success (i.e. does it affect your organization's ability to get money or other resources).

Once everyone has come back into plenary, have the groups say how many strips they have in each pile and ask questions about ones they were not sure about. Then reveal that all the strips are related to resource mobilization success. Take a few minutes to allow people to push back or ask follow-on questions for elements that they had classified as not related to resource mobilization. Give an example from something unexpected (e.g. the role of a receptionist in resource mobilization: the result when a donor calls an NGO and the receptionist picks up the phone and is not helpful or polite).

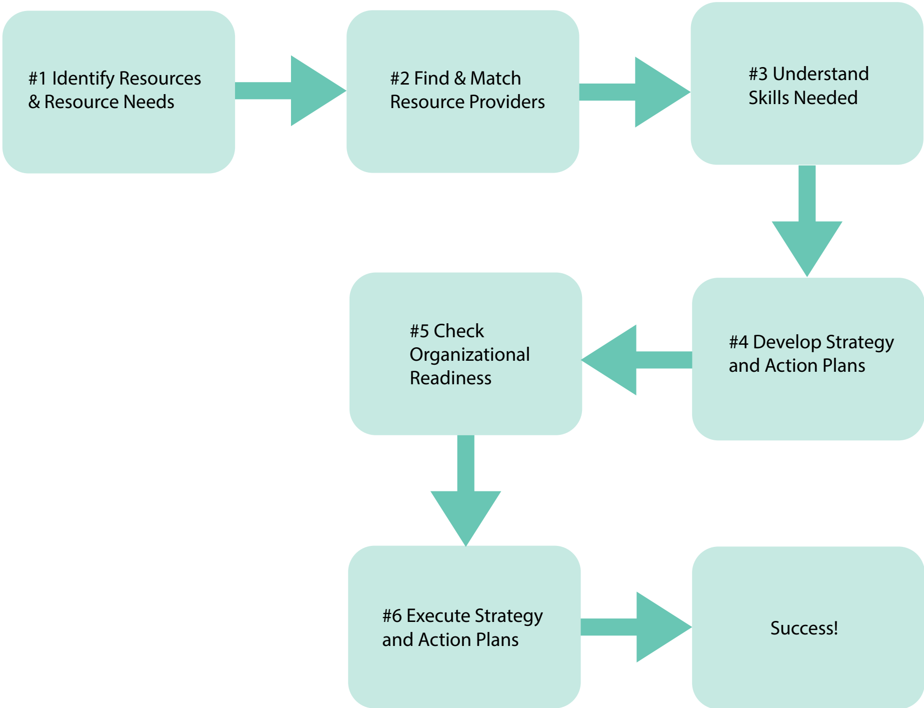
### *STEP 4: INTRODUCE THE ROADMAP TO RESOURCE MOBILIZATION (15 MINUTES)*

Background: Building sustaining resource mobilization strategies is really about building a road map to success: figuring out what is needed, seeing who and what is out there that might help meet these needs, understanding the skills you might need to capture these opportunities, developing actions plans, checking to see that your organization is ready to undertake these action plans, and then implementing them.

Instructions: Walk the group through the training roadmap. Explain that over the course of the four days, the group will go through each stage, looking step by step at the elements that make an organization stronger and better positioned for successful resource mobilization. It is helpful if this is drawn on a flip chart paper and is available for reference throughout the training.



## D1 SESSION 1 HANDOUT: ROADMAP TO SUCCESSFUL RESOURCE MOBILIZATION



## D1 SESSION 2: RESOURCES AND ORGANIZATIONAL RESOURCE GAPS

### OBJECTIVE

By the end of the session, participants can define “resources” and identify their own organizational resource gaps.

### TIME

2 hours

### SESSION OVERVIEW

- Define “resources”
- Identify resource needs for participants’ organizations
- Identify resource gaps for participants’ organizations

### KEY POINTS

- The first step in successful resource mobilization is to understand what resources are and what resources your organization needs.
- To be able to know your needs, your organization needs key tools and systems in place such as operational plans, organizational budgets, strategic or program plans. If these are available, up to date and accessible, resource needs and gaps can be easily identified.

### FLIP CHARTS/SLIDES

*Flip chart #1*

*Sample Resources List*

<u>Money:</u>
For programs
For overhead
For rent

<u>Technical Assistance:</u>
Accounting services

<u>Material Goods:</u>
Clothes
Medicine

<u>Other Donations:</u>
Free office space

<u>Human Resources</u>
Seconded staff
Volunteers

## FACILITATOR NOTES

Participants may not always be comfortable sharing detailed information about current organizational resources and resource gaps, even with their own colleagues. Be aware of the dynamics of each group and if this is an issue, allow the group to work with more broad or generalized information.

Also, remember that these initial sessions are the building blocks for many of the exercises that follow throughout the training. Be sure to spend time with the participants throughout the group work to make sure everyone understands the activity and is on track.

## HANDOUTS

- *Understanding Resources*
- *Identifying Priority Resource Needs*
- *Identifying Priority Resource Needs and Gaps*

## STEPS

### *STEP 1: DEFINING RESOURCES (30 MINUTES)*

Background: Often when organizations think about resource mobilization, they think about money. However, organizations' needs are often much wider and more diverse than simple cash. This session helps remind participants of the range of resources they use to implement and grow programs and then it looks at how they can identify their own organizational resource needs, as well as possible current and/or future gaps.

Instructions: To get participants thinking about the wide range of resources they use, ask the group to name a few categories. Write each category down on a sheet of flip chart and place the sheets in different locations around the room. Have participants work in small groups and name a few different items or types of things that they might include. Give the group a few minutes to work, then ask them to return to the big group and share some ideas. Add any additional ideas to the original sheets as they emerge from the group discussion.

**D1 Session 2 Handout: *Understanding Resources***

### *STEP 2: IDENTIFYING SPECIFIC ORGANIZATIONAL RESOURCE NEEDS (30 MINUTES)*

Background: How do we know what we need to implement projects and grow our institutions? One of the most fundamental building blocks for successful resource mobilization is to know ourselves. A key part of that is to understand how to identify our own needs.

Instructions: Brainstorm with the group about *how* an organization might start to identify some of their resource needs (e.g. money, computers, vehicles, equipment, etc.). Pay close attention to separating out the different categories. They might include a strategic plan, a business plan, a programming annual plan, department plans, or organizational budgets, among others. Make the link between these items/tools and how organizations can identify resource needs.

Next, break participants into groups according to their organization. Have the organizational groups work on the *Identifying Priority Resource Needs* handout.

***NOTE:*** *This exercise and the one that follows will carry over through exercises on the following days. It is therefore critical that participants understand the exercises and have identified and clearly defined their priority resource needs and gaps. To ensure that everyone is on track, be sure to check in with each group throughout the exercises.*

**D1 Session 2 Handout: *Identifying Priority Resource Needs***

### *STEP 3: IDENTIFYING CURRENT AND FUTURE GAPS (1 HOUR )*

Instructions: Explain to the group that up until this point, they have defined the range of resources that might be needed (e.g. cash, technical assistance, etc.). In Step 3, the group will now look more specifically within their own organizations to compare goals and needs and to identify resource gaps.

Have the organizational teams work together on the handout. After 45 minutes, have groups come back together into plenary and pick a few volunteers to share some of their observations. Invite other comments, but avoid a lengthy plenary report-out.

Explain that addressing this resource gap – and meeting their priority resource needs – will be the focus of their subsequent resource mobilization strategy.

**D1 Session 2 Handout: *Identifying Priority Resource Needs and Gaps***

## D1 SESSION 2 HANDOUT: UNDERSTANDING RESOURCES

Organizations need money to successfully implement and expand their programming. However, they also need a range of other resources to succeed. Take some time to think through the range of resources you need in your organization.

- Consider with your group: What are some of your resource needs? Work with your group to name some different types of resources in the first column, and some more specific needs in the second.  Also note if your group decides to create additional categories or sub-categories within those named below

**TABLE 1: DEFINING RESOURCES**

| **Resource category: What are the kinds of resources that might be relevant?**<br><br>*Example: Technical assistance* | **Resource needs: What are your organization's specific needs?**<br><br>*Example: Medical expertise to train laboratory technicians under a health program.* |
|---|---|
| | |
| | |
| | |
| | |

## D1 SESSION 2 HANDOUT: IDENTIFYING PRIORITY RESOURCE NEEDS

Work with your teammates from your organization to reflect on the following questions.

- What are your organizational priorities? What are you hoping to achieve (in a specific timeframe)?
- What resources do you need to meet these priorities?
- What are the timeframes of these goals and needs?
- Does your organization have any additional areas where it would like to grow or expand? Be sure they correspond with an area of work where the organization is particularly strong and is ready to grow.

Based on you discussion above, work with your organizational group members to try to articulate some of your priority resource needs in the table below.

| TABLE 2: PRIORITY RESOURCE NEEDS | |
|---|---|
| **Organization** | |
| **Priority resource need #1:** | *Example: Cover staff costs for a food security program within the next 12 months* |
| **Priority resource need #2:** | *Example: Secure funding to expand emergency food distribution in XX districts.* |
| **Priority resource need #3:** | |

## D1 SESSION 2 HANDOUT: IDENTIFYING PRIORITY RESOURCE NEEDS AND GAPS

In your organizational group, write down the priority resource needs from Table 2 in the first column.

Then, for each priority resource need, identify what resources you already have available and write them in the second column. Be sure to consider many different types of resources, not just cash.

Then identify the gaps (i.e. additional resources you will need to mobilize in order to achieve your goal), and enter those in the third column. This will help you better define and specify your priority resource needs.

**Part A.**

**TABLE 3: RESOURCE NEEDS AND GAPS**

| **Priority resource needs from Table 2** | **Current available resources to meet this need** | **Resource gap**<br>***Current resources that you have available – what you will need to meet your need = resource gap*** |
|---|---|---|
| *Example:*<br>*Cover staff costs for food security program within the next 12 months* | *Approximately six months of salaries currently funded* | *Six additional months of salaries, benefits and other related staff costs* |
| **Priority resource need #1** | | |
| **Priority resource need #2** | | |

**Part B**

What observations can you and your team make about your current and future resource gaps?

## D1 SESSION 3: RESOURCE PROVIDERS AND OPPORTUNITIES

### OBJECTIVE

Participants identify and define a wide range of resource providers and opportunities, and understand successful approaches to reach them.

### TIME:

3 to 3.5 hours

### SESSION OVERVIEW

- Introduce the range of resource providers and opportunities
- Explore donor/resource provider motivations and implications for receiving organizations
- Build on motivations to develop potential outreach strategies
- Begin to assess and prioritize opportunities

### KEY POINTS

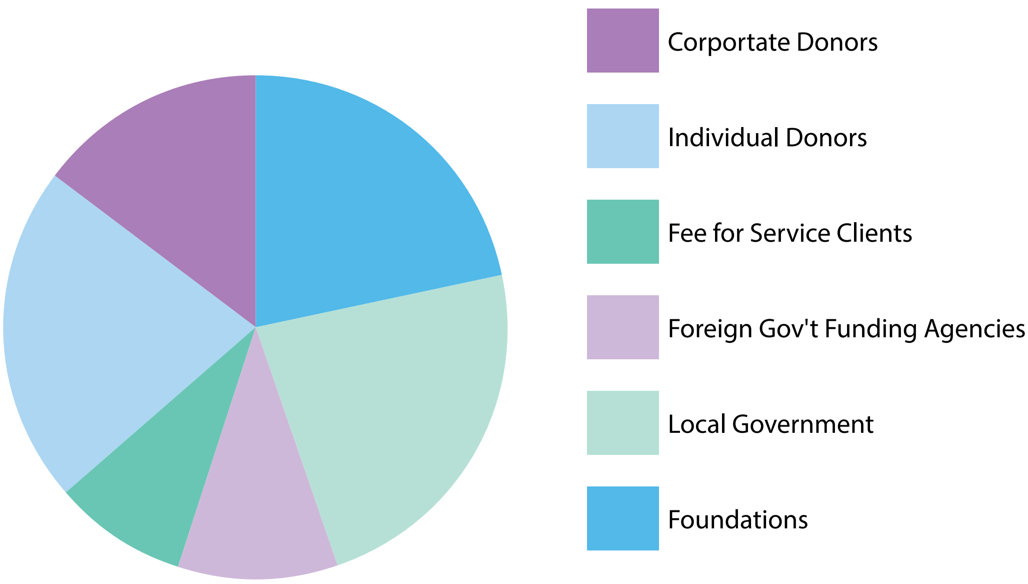
- Having good information and intelligence on resource providers and opportunities is critical for success.
- All resource providers have their own reasons, or motivations, for giving or investing. Organizations will need to understand these to build successful outreach strategies.
- These motivations also need to be understood to ensure that they fit within with the organization's mission and values.
- Understanding the resource provider is critical, but it is also important to assess their potential and prioritize outreach efforts.

### HANDOUTS

- *Resource Providers and their Motivations*
- *Resource Provider Outreach*
- *Assessing and Prioritizing*

### FLIP CHART/SLIDES

*Slide #1:*



## FACILITATOR NOTES

Often going into this session, participants will be thinking in more limited 'donor' terms. It is important to get the group thinking more broadly early in the discussion, and to expand it to all the ways resources could be obtained for the organization.

In Step 3, the term "motivation" may not always be understood in all contexts. The facilitator should be prepared to use other terminology for the same concept including resource provider interests, incentives and reasons for giving. Another way to look at it is that resource providers are *investing* in your organization. What is the reason for them to do that? What kind of benefit do they see to themselves?

Step 5 can be challenging for some participants, depending on their experience level. However, if the facilitator can spend time with the small groups individually, walking them through the steps, it can help significantly.

## STEPS

### *STEP 1: INTRODUCTION*

Background: Where do resources come from? In this session the group will take a deeper look at where organizations secure resources.

Instructions: Take five minutes to explain to the group that in this session, they will look at resource providers and resource opportunities (such as a fundraising event) in broad strokes.

### *STEP 2: DEFINING "RESOURCE PROVIDERS" AND "RESOURCE OPPORTUNITIES" (30 MINUTES)*

Instructions: Break participants into small groups, mixed organizationally. Give them each a piece of flip chart paper and ask them to list out the different kinds of 'donors' and fundraising opportunities they know. Ask them to create a chart which shows these resource providers and opportunities and gives a few specific examples under each category. Return to plenary together and have each group run through their chart quickly.

### *STEP 3: CHARACTERISTICS OF PROVIDERS AND OPPORTUNITIES (30 MINUTES)*

Instructions: Confirm with the group that there is a common understanding of the different kinds of donors and resource opportunities.

Ask the group:

- "Who were some of the donors you listed in your small group?" After hearing some of the responses, ask the participants the following question;
- "What were some of the fundraising opportunities you identified in your groups?"

Instruct the participants to work in mixed groups on the *Resource Providers and their Motivations* handout to explore the different kinds of motivations donors and resource providers may have and how these might impact any kind of funding arrangement. Come back to plenary and discuss together.

**D1 Session 3 Handout: *Resource Providers and their Motivations***

### *STEP 4: IDENTIFYING AND UNDERSTANDING RESOURCE PROVIDERS AND OPPORTUNITIES (45 MINUTES)*

Instructions: Ask the group:

- "What did you learn about donors and funding opportunities?"

Once the group has offered some examples, ask them:

- "What techniques might your organization use to gather information about donors and funding opportunities?"

Write the techniques on a flip chart paper. Some might include:

- newspapers
- websites
- follow large grants awarded as subcontracting may be coming later
- read other organizations' public relations materials as they often state who funds them
- networks

Introduce the idea that different kinds of donors require and respond to different kinds of outreach. For example, some donors may be looking for evidence of technical competency and effectiveness, while others rely heavily on the organization's reputation in the community. Some will look at past projects and others will be looking at the impact of the organization's work on its beneficiaries. For some, like local government, it may be more about advocacy efforts than anything else. For others, like individual donors, a personal relationship is key. Briefly discuss with the group what their experiences have been with a few of the resource provider categories.

Have participants work briefly in organizationally mixed groups to take some of the resource provider categories that were identified in Step 2 and fill in some more specifics for their own organizations using a piece of flip chart paper or on the *Resource Provider Outreach* handout.

**D1 Session 3 Handout: *Resource Provider Outreach***

### *STEP 5: ASSESSING PROVIDERS AND OPPORTUNITIES (45 MINUTES)*

Background: Deciding to pursue any of these resource provider categories is a strategic organizational decision that will require a good deal of effort and investment. The point now is to make sure that we spend our energy on the opportunities that are most likely to result in increased resources, and not to waste our time going after opportunities that will not bring us a lot of benefit in the long run. To ensure that the chosen path is most in line with the organization's strengths and will be worth its effort, now is a good time to do a quick assessment and prioritization exercise.

Instructions: Walk through the prioritization chart with the group, explaining that this is a time to take some of the resource providers (e.g. foundations, public donors, etc.) or opportunities (e.g. fundraising events, entrepreneurial activities, etc.) and think about whether they are strong avenues to pursue. Stress the importance of assessing how good a match a resource opportunity might be and how highly prioritized it should be, taking into account: (a) how much the potential gain is, and (b) how ready the organization is to do what it takes to secure it.

Once the organizational teams have gotten underway with the exercise, walk around and spend time with each group to ensure they understand the prioritization concept and are applying it to their organizational goals.

**D1 Session 3 Handout:** ***Assessing and Prioritizing***

## *STEP 6: THE LOCAL RESOURCE CONTEXT (30 MINUTES)*

For this session, the facilitator should have pre-identified a local resource person or persons familiar with the philanthropic environment or donor landscape in-country. The resource person should give a 15 minute overview of the local resource context, including donor trends, challenges and opportunities, and should share stories of success. The facilitator should then allow another 15 minutes for questions and answers, and should be prepared for follow-up with participants at other points in the workshop, or outside the training program if possible. If the country program is able to get additional local resource persons, this session can be expanded and/or made into a luncheon or the like.

## *SESSION REFLECTION*

Ask participants to take 15 minutes to reflect individually on some of the key themes of the day, using the session review as a guide. Ask them to save their notes and answers, as they will be used later for exercises in Day 4.

**D1 Session 3 Handout:** ***Resources and Resource Providers/Opportunities Reflection***

# DAY 1 SESSION 3 HANDOUTS

## D1 SESSION 3 HANDOUT: RESOURCE PROVIDERS AND THEIR MOTIVATIONS

As an organization begins to think about potential resource providers and opportunities, it can be useful to think about each provider's motivation. Understanding why resource provider gives/funds/donates/buys can help inform how an organization reaches out to them, as well as giving the organization time to consider what implications a strategy targeted to a specific category may have.

Work with your colleagues to consider each category of resource provider below, their motivations and the advantages and disadvantages of engaging with that provider.

**TABLE 4: RESOURCE PROVIDERS AND THEIR MOTIVATIONS**

| Resource providers | What are their motivations to provide resources? Why do they give away or invest resources? What is their biggest interest in investing their resources? What will be most important to them? | What might be the advantages and/ or disadvantages of working with these kinds of resource providers? |
|---|---|---|
| National, provincial, district, local governments | | |
| International NGO donors or partners | | |
| Foreign government funding agencies | | |
| Individuals who donate money to the organizations | | |
| People who contribute as part of a fundraising drive or event | | |
| Corporate donors/businesses | | |
| Clients who pay for services | | |
| Foundations | | |
| Others | | |

## DAY 1 SESSION 3 HANDOUT: RESOURCE PROVIDER OUTREACH

Now that you have thought about resource providers and their motivations, what do you think might be some approaches that would be especially effective with different kinds of resource providers?

Work with your colleagues to fill out the table below. The first column is the same as in Table 4. In the second column, list any specific resource providers you may have in mind for a category, based on your experience and information, and place them in the appropriate box. In the third column, write any ideas you might have on how you might begin to approach or pursue your target.

**TABLE 5 : RESOURCE PROVIDER OUTREACH**

| **Category of resource providers** | **Possible potential target resource provider for your organization**<br><br>***Are there specific targets within this category that are of interest to your organization?*** | **Outreach approach:**<br><br>***How might you find out more and/or reach out to them? What are some initial steps you would take if you were interested in these kinds of donors?*** |
|---|---|---|
| **National, provincial, district, local governments** | | |
| **International NGO donors or partners** | | |
| **Individuals who donate money to the organizations** | | |
| **People who contribute to an event** | | |
| **Corporate donors** | | |
| **Clients who pay for services** | | |
| **Foundations** | | |
| **Others** | | |

## D1 SESSION 3 HANDOUT: ASSESSING AND PRIORITIZING

With this exercise, your team will start to match some of your organizational needs with some of the resource providers that you have in mind. Think about some of the resource providers or opportunities that you and your colleagues have identified in Tables 4 and 5 that you think are especially interesting to your organization. Now take a moment to assess how good a 'fit' or match they might be for your organization.

1) First, think about whether your possible target resource provider/opportunity from the second column of Table 5 has the capacity to provide significant resources or not. If they have a lot of resources, write the name of the provider/opportunity in the upper row. If they do not have a lot of resources to provide, write the name of the provider/opportunity in the lower row.

2) Second, think about how good your organization is at getting resources from this provider/opportunity. If you do not have any experience or are not very good at it, write the name of the provider/opportunity on the left side. If you are good at accessing resources from this provider, write the name of the provider/opportunity on the right side.

3) Once you have placed all your possible target resource providers in the chart, reflect with your organization on how the provider/opportunity placements might affect which ones you will think about pursuing.

**TABLE 6: ASSESSING AND PRIORITIZING**

| **What is the level of resources available to us from this provider or opportunity?** | **How good are we at getting resources from this category?**<br>**not very good** | **very good** |
|---|---|---|
| **high amount** | A lot of resources available, but low capacity to capture them. Invest in getting better at mobilizing these resources.<br><br>*[Insert relevant provider category from **Table 5** here]* | A lot of resources available, and a high capacity to capture them. **Top priority.**<br><br>*[Insert relevant provider category from **Table 5** here]* |
| **low amount** | Low amount of resources, not a lot of capacity to capture them. **Don't invest in cultivating this category.**<br><br>*[Insert relevant provider category from **Table 5** here]* | High capacity to capture resources, but currently these might not be ample. Invest in increasing donor level of commitment.<br><br>*[Insert relevant provider category from **Table 5** here]* |

## D1 SESSION 3 HANDOUT: RESOURCES AND RESOURCE PROVIDERS/ OPPORTUNITIES REFLECTION

### *REFLECTION: RESOURCES AND RESOURCE PROVIDERS/OPPORTUNITIES REFLECTION*

*Take a few minutes either by yourself or with your colleagues from your organization to reflect on the following questions. Write your answers below or at a minimum, jot down some notes. Keep these as they will help inform the group's work on Day 4.*

What lessons or observations did you take away from these resource and resource provider activities?

To be able to identify resource providers and opportunities, what kinds of information, people, systems or structures does your organization need to have? Why?

What kinds of information, human resources, systems or structures does your organization need to reach these providers or tap these opportunities?

How ready is your organization right now?

What might be some ways to help your organization be more ready?

# DAY 2

## INTRODUCTION TO RESOURCE MOBILIZATION APPROACHES

Welcome the participants. Introduce the day's plan. Explain that unlike the previous day, Day 2's program involves choosing from different activities. Explain that the group will be together for the introduction, but then participants will chose a morning session and an afternoon one. Explain that these choices should be in line with the strategies they identified and explored in the previous day's program, and consistent with their organization's greatest chances for success.

**Facilitation Note:** *The guide provides five potential sessions for Day 2. However, unless there are more than two facilitators, usually only four will be possible. The lead facilitator should work with local CRS staff to decide in advance which of the five are most appropriate for the interests and priorities of the participating organizations, or mobilize an additional facilitator for this day.*

**Objective:** Participants gain basic understanding of skills needed to undertake at least two common resource mobilization strategies.

## D2 SESSION 1:  THE RESOURCE MOBILIZATION CYCLE

### OBJECTIVES

Participants understand the Resource Mobilization Cycle and understand its connection to all the day's sessions.

### TIME

15 minutes

### SESSION OVERVIEW

- Introduce the Resource Mobilization Cycle
- Set up the day's workshops

### KEY POINTS

- Regardless of the specific donor or strategy, all resource mobilization efforts should follow this basic cycle.

### HANDOUTS

- *Resource Mobilization Cycle*

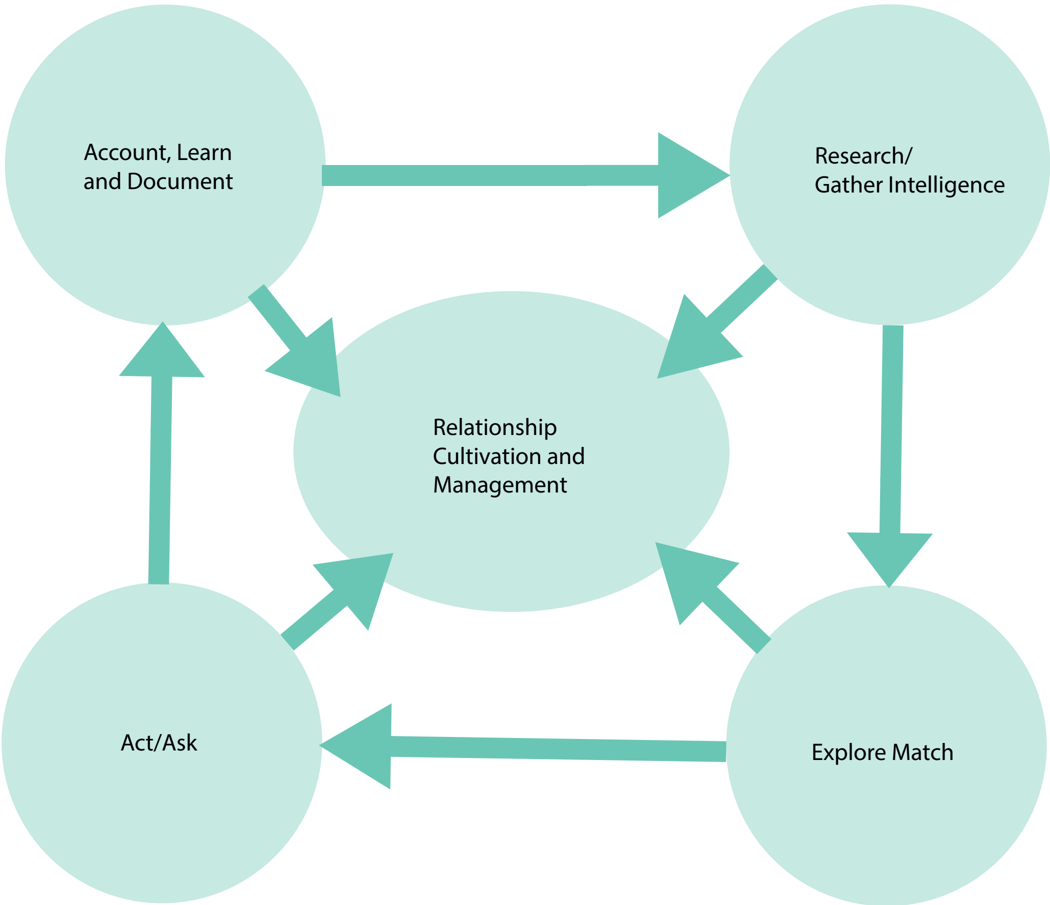
### FACILITATOR NOTES

As participants are making their choices about the sessions, try to check in with as many as possible to see if they are choosing workshops that are appropriate for their organization and their target opportunities and action plans.

In previous trainings, it was very clear that the participants really liked having the resource cycle available throughout the training, especially on Day 2. If possible, having the visual on a flip chart in each room where a session takes place can be helpful for both the participants and the facilitator.

Also, it may be helpful at the beginning of the day to refer to the roadmap again and to note that the training is now at the Stage #3 bubble: looking at what kind of approach and skills might be appropriate for pursuing different types of resource providers or opportunities.

## FLIP CHART/SLIDES



## STEPS

### *STEP 1: INTRODUCTION:*

CRS roots its understanding of resource mobilization in a cycle of reflection and action that will be referred to here as the Resource Mobilization Cycle. It may be slightly amended for different strategies (e.g. the more technical proposal/capture process, or an individual donor strategy), but the basic framework remains consistent and relevant regardless of the resource provider or opportunity.

### *STEP 2: RESOURCE MOBILIZATION CYCLE (15 MINUTES)*

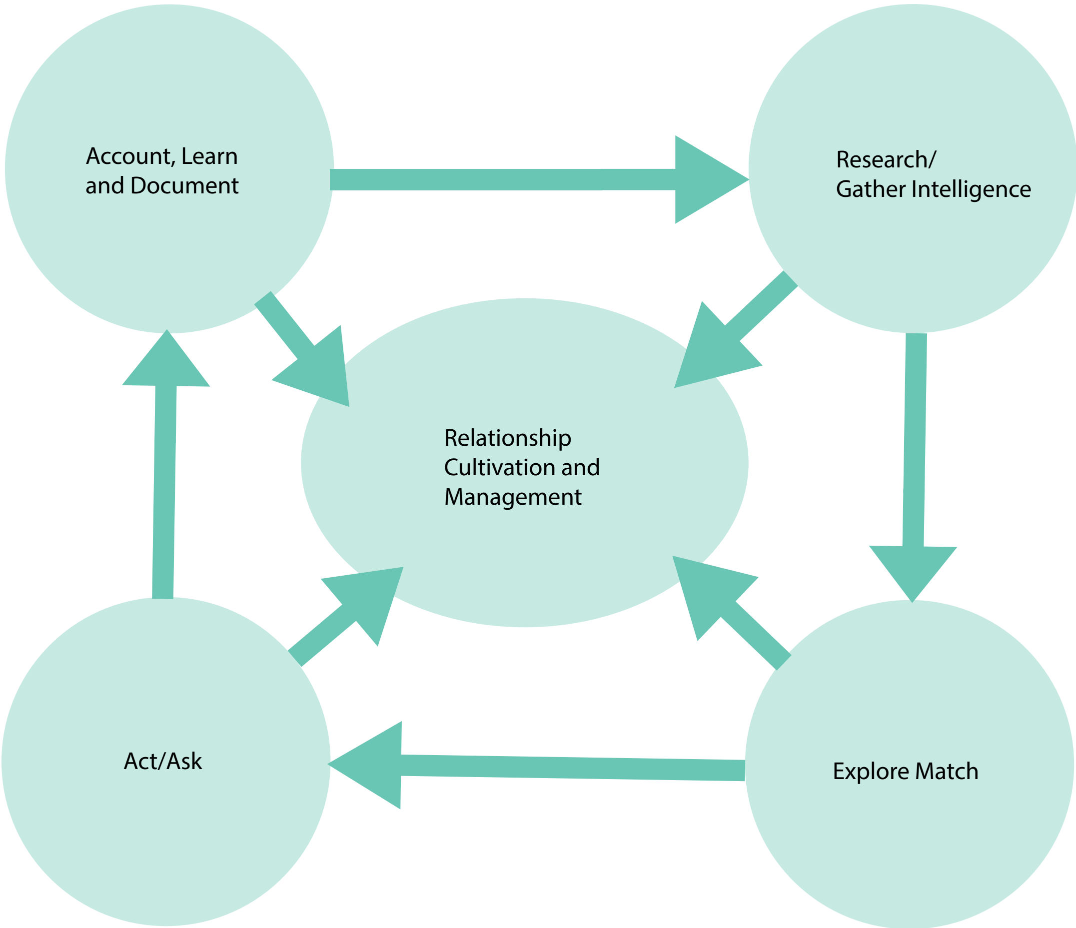
Instructions: Walk through the following graphic with the participants. Introduce each circle and explain the linkages around the cycle. Begin with the first step, explaining that before beginning any kind of resource mobilization effort regardless of the provider, it is important to gather information and intelligence on them to see who they are, what their interests and priorities are, and the level of resources available. Reference yesterday's session that started the process of donor intelligence. Then move to the second step, where it will be important for the interested organization to explore whether their interests and strengths are a match with those of the resource provider. This can be done in very different ways depending on the provider and will require a good deal of relationship building, but it's essentially the same matching concept across different opportunities. Once an organization has decided that there is, or could be, a legitimate match and has done all its research and preparation, the third phase will be the 'ask'. This could come in the form of a proposal submission, a request for funds from a donor, or a myriad of other forms, but it is the point in the Resource Mobilization Cycle where the organization takes action with a targeted resource provider.

Though often overlooked, the final phase is critical for the organization's long term success with resource mobilization and is the part where the organization monitors, evaluates, documents and learns from the experience. This can happen on a number of levels: organizational learning from the actual project and its impact, as well as learning on the resource mobilization process. Both are important and such demonstrations of strong accountability can help position an organization well for the next time it begins to explore a resource mobilization opportunity (hence, back to the beginning of the cycle). All four steps are discrete, however, they are all heavily reliant on relationship development and relationship management with the resource provider.

Facilitate a short discussion and ensure that participants understand that this will be the foundation for all the different sessions for the day. If participants are familiar with the Project Management Cycle, point out similarities to needs assessment, project design, project implementation, and monitoring and evaluation.

**D2 Session 1 Handout: *Resource Mobilization Cycle***

## D2 SESSION 1 HANDOUT: RESOURCE MOBILIZATION CYCLE



# D2 SESSION 2: INDIVIDUAL AND CORPORATE RESOURCE PROVIDERS

## OBJECTIVES:

Participants can describe a basic approach to pursuing individual and corporate donors.

## TIME

2-2.5 hours

## SESSION OVERVIEW

- Introduce the individual and corporate donor idea.
- Identify ways to identify such donors.
- Explore how an organization would determine if an individual or corporate donor would be a good match for its mission and priorities.
- Practice how an organization might begin to reach out to this kind of donor.
- Consider how an organization might capture and leverage its experience with these kinds of donors.

## KEY POINTS

- With individual and corporate donors, it is all about the relationship.
- Ensuring that the person or corporation is a good fit with your organization's mission, values and work is critical.
- Organizations that are successful at mobilizing resources from individual and corporate donors have good systems to support their identification, cultivation, reporting and relationship cultivation.

## HANDOUTS

- *Thinking about Individual & Corporate Donors*
- *Individual and Corporate Donors Mission Match*

## FLIP CHART

*Flip charts #1 & #2:*

Scenarios for each group:

*Scenario #1:* You recently saw a profile in the newspaper of a very successful industrialist, which highlighted his roots in your town. He noted how much he would like to 'give back' to his community, and you would like to approach him for a donation.

*Scenario #2:* A multinational company has recently opened a factory in your town. Your organization would like to approach them for a corporate donation to support your health services program. The company has made public statements that they would like to support the communities in which they operate, but you have not determined an opening yet for approaching them.

*Flip chart #3:*

<u>Individual and Corporate Donor Summary</u>

1. Good intelligence: Know yourself and your "customer"
2. Identify match: Your interests and the motivations of the donor
3. Action: Build the relationship, take time, show results, be respectful
4. Learn and document: Document successes and impact

## FACILITATOR NOTES

If the group seems to have a hard time at the beginning, the facilitator can add a warm up discussion to Step 1 and ask broad questions to the group, such as "why would an organization want to seek out resources from individual or corporate donors?" or "what do you think some of the broad advantages and disadvantages of working with these kinds of resource providers might be"?

In Step 4, it is important for the facilitator to determine in advance — either through discussion with host country staff or just by taking the temperature of the group — if the sample scenarios are appropriate and understandable for the participants. If not, the facilitator should work with host country staff to come up with alternatives that make more sense.

## PREPARATION

Prepare flip charts in advance. Check with local staff in advance about the local individual and corporate donor context.

## STEPS

### *STEP 1: INTRODUCTION*

Individual and corporate donors can be important resource providers to consider for an organization's long term resource mobilization success. These resource providers can often provide funds with fewer restrictions than institutional donors, and can be important ways for an organization to diversify its resources. However, identifying these donors, evaluating how well their interests match with the organization's mission and programming, developing a persuasive and appropriate proposal/ask, and then maintaining a good relationship for future collaboration, often requires a specific approach and skill set. For both individuals and corporate donors, relationships are key. Organizations should carefully consider whether they have the time and resources to invest in cultivating and maintaining these relationships, bearing in mind that individual donors can expect a lot of attention and may also have their own complicated or unusual requirements.

### *STEP 2: RESEARCHING AND UNDERSTANDING INDIVIDUAL AND CORPORATE DONORS (30 MINUTES)*

Background: The first step in the process it to identify individual and corporate donors that might be interested in an organization's work. To do this, it is often helpful to think about why people give and then how to find them.

Instructions: Introduce the Thinking about Individual and Corporate Donors handout and have participants work individually or in pairs. Once everyone has had time to work through the key questions, facilitate a broad discussion on observations across participants.

**D2 Session 2 Handout: *Thinking about Individual and Corporate Donors***

### *STEP 3: MISSION MATCH (30 MINUTES)*

Background: With individuals and in particular with corporations, it is critical for the organization to take the time to explore in depth the match between the donor's interest and their organization's mission, values and work.

Instructions: Talk through with participants how they perceive the areas of matching that might be important with individuals and corporations and then have them work in small groups on the *Mission Match* handout. Bring them back after 20 minutes and spend 5-10 minutes sharing the small groups' ideas.

**D2 Session 2 Handout: *Individual and Corporate Donors Mission Match***

### *STEP 4: ACTION (45 MINUTES)*

Background: Once an organization has determined that it does want to pursue an individual or a corporation, it will need to focus first and foremost on the relationship.

Instructions: Split the participants into two groups. Give each a scenario and give each group 30 minutes to start to make an action plan with a particular focus on how it will cultivate and develop a relationship, and task lists for each. Remind the groups to use the handouts from the preceding sessions to help inform their work.

*Scenario #1*: You recently saw a profile in the newspaper of a very successful industrialist, which highlighted his roots in your town. He noted how much he would like to 'give back' to his community, and you would like to approach him for a donation.

*Scenario #2*: A multinational company has recently opened a factory in your town. Your organization would like to approach them for a corporate donation to support your health services program. The company has made public statements that they would like to support the communities in which they operate, but you have not determined an opening yet for approaching them.

### *STEP 5: REFLECT AND LEARN (15 MINUTES)*

Turn back to the Resource Mobilization Cycle and remind participants of the fourth stage: the reflection and learning that needs to occur to make the targeted resource provider come back. Facilitate a discussion around the following questions:

- What kind of response do these donors want?
- What might be their reporting requirements?
- How might your organization make sure they get the appropriate thank you/recognition?
- Overall, how could we keep them coming back?
- What did we learn about cultivating individual or corporate donors that will help us do it better next time?

### *STEP 6: WRAP-UP (15 MINUTES)*

What's the Overall Approach to Cultivating an Individual or Corporate Donor? Review with participants the overall approach to individual and corporate donors. Go through the flip chart on overview of key steps/summary.

# DAY 2 SESSION 2 HANDOUTS

## D2 SESSION 2 HANDOUT: THINKING ABOUT INDIVIDUAL AND CORPORATE DONORS

*Consider the following questions. As you read through them, jot down a few notes for yourself. After a few minutes, discuss with your small group some of your answers and see what others might think.*

Who might be the kind of individual and corporate donors that might be interested in your work?

What motivates people and companies to give in general, in your country, in your community?

What are the ways in which they give (e.g., one time, once a year, as part of a church drive, etc.)?

What might make individuals, groups and companies interested in contributing to your organization's work specifically?

## D2 SESSION 2 HANDOUT: INDIVIDUAL AND CORPORATE DONORS

### MISSION MATCH

Discuss the idea of mission match with other participants in your small group and try to identify some elements that you might want to consider as you think about funding opportunities (e.g. potential monetary benefits, possible increased constituency, impact on reputation, etc.). List a few more considerations you discussed below:

Keeping all the different ideas from your discussion above, brainstorm some advantages and risks that different kinds of individuals might have.

| TYPE OF INDIVIDUAL OR CORPORATE DONOR | ADVANTAGES FOR ORGANIZATION | DISADVANTAGES OR RISKS TO ORGANIZATION |
|---|---|---|
| **Wealthy individual with ties to the community** | | |
| **Politician who wants to contribute personally** | | |
| **Church group** | | |
| **Extractive industry** | | |
| **Multinational corporation** | | |
| **Others?** | | |

# D2 SESSION 3: FUNDRAISING EVENTS

## OBJECTIVES:

Participants can describe the steps in planning a fundraising event.

## TIME

2.5 hours

## SESSION OVERVIEW

- Explore the key elements of successful fundraising events planning and implementation.
- Understand the importance of matching the event with organizational values, mission and work.
- Walk through how an organization would begin to plan an event.
- Reflect on how important follow up, accountability and learning are for future success.

## KEY POINTS

- Events can be great in terms of increasing visibility and access to resources. However, they also can take a lot of work.
- Solid planning is essential. Knowing the target, the estimated costs and potential return from the outset is critical for success.
- Follow up, including a system for capturing names and information on those who attended is critical for longer term resource mobilization success.

## HANDOUTS

- *Fundraising Events Brainstorming*
- *Mission Match*

## FLIP CHART

*Flipcharts #1 and #2:*
Scenarios: one per group.

*Scenario 1:*

You are the leader at a large regional hospital, and at your last meeting, the leaders decided to hold a special dinner fundraiser for local and regional business people and community leaders. You are now chairing the first official planning meeting.

*Scenario 2:*

Your organization is a national agency that helps vulnerable children. Your board of directors has suggested that you do a big sporting event to raise money and awareness. You have now called together key staff to determine how you will plan for and implement it.

Flip chart #3:

<u>Event Summary:</u>

1. Good intelligence: know yourself, your event potential and your attendees
2. Identify match: appropriate goals and a solid business plan for the event
3. Action: meticulous planning and execution!
4. Account, learn and document: document successes, impact and failures.

## FACILITATOR NOTES

In Step 4, it is important for the facilitator to determine in advance, either through discussion with host country staff or just by taking the temperature of the group if the sample scenarios are appropriate and understandable for the training participants. If not, the facilitator should work with host country staff to come up with an alternative that makes more sense.

## STEPS

### *STEP 1: INTRODUCTION (15 MINUTES)*

Background: Often organizations, both large and small, are interested in holding events to raise money. Events can be a double asset for an organization: raising both money and awareness of the organization's work. However, organizations often underestimate how much work a successful event requires, as well as the resources that result from holding an event. Careful and thoughtful planning, however, can be a powerful investment in ensuring an event's success. And, following the Resource Mobilization Cycle discussed earlier, an important first step in finding the right kind of event for the organization's goals. Ensuring that the event is a match for the organization and its values, effective realization of the event, and consistent follow up are all important to make an event a successful and sustainable resource mobilization strategy.

### *STEP 2: CONSIDERING, RESEARCHING, GATHERING INTELLIGENCE ON POTENTIAL FUNDRAISING EVENTS (30 MINUTES)*

Background: When an organization begins to think about an event, it is important to consider the range of critical questions necessary for good planning logistical, program and financial questions before making the commitment.

Instructions: Ask participants:

- What kinds of questions would you ask if you were planning an event?
- What are all the things that will need to be considered?

Put them up on a flip chart paper. Put specific emphasis on why an organization wants to do an event, what kind and who is the target audience. Facilitate a discussion about what to include, how some often get missed and which are most important in the earliest phases. Distribute the *Fundraising Event Brainstorming* handout as a resource, and note that while some of these questions are more critical in the actual planning phase, it's important to keep in mind the whole picture of what one will entail when deciding to do an event.

**D2 Session 3 Handout: *Fundraising Events Brainstorming***

### *STEP 3: CHECKING FOR A MATCH (30 MINUTES)*

Background: Before moving forward with an event, an organization must ensure that the event is an appropriate match for their mission and work. This can involve a whole range of issues, many of which may be overlapping and at times even contradictory. However, as an organization considers moving forward with an event, it can be useful to consider all these areas and more, and then summarize in a simple advantages and risks chart.

In Step 2, the group thought of a few things an organization might want to do. However, before moving forward, they will need to check for the match between the event and the organization's mission, goals, and reputation.

**D2 Session 3 Handout: *Fundraising Events Mission Match***

### *STEP 4: IMPLEMENTING AN EVENT (45 MINUTES)*

Instructions: Now that the participants have become familiar with the critical planning questions to consider for an event, split them into two groups. Give each group a scenario and 30 minutes to start to make an action plan and task lists for each. Remind the groups to use the handouts from the preceding steps to help inform their work.

*Scenario 1:* You are one of the leaders at a large regional hospital, and at your last meeting, the leadership decided to hold a special dinner fundraiser for local and regional businessmen and community leaders. You are now chairing the first official planning meeting.

*Scenario 2:* You are the head of a national social services agency and your board of directors has suggested that you do a big sporting event to raise money and awareness. You have now called together key staff to determine how you will plan for and implement it.

After the groups have had about 30 minutes, bring them back and have each group present their plan. Have the others ask critical questions and give suggestions for how to strengthen the planning and implementation process.

### *STEP 5: LEARNING AND DOCUMENTATION (15 MINUTES)*

Instructions: Turn back to the Resource Mobilization Cycle and remind participants of the fourth stage: the reflection and learning that needs to occur to make the action worthwhile and the targeted resource provider come back.

Ask the group:

- "What should you do to document every stage of the event in order to learn from the experience for future events?"
- "How will you calculate return on investment?

### *STEP 6: WRAP-UP (15 MINUTES)*

Review with participants the overall approach to fundraising events via the Summary flip chart. Allow time for question and answers.

# DAY 2 SESSION 3 HANDOUTS

## D2 SESSION 3 HANDOUT: FUNDRAISING EVENTS BRAINSTORMING

| | | |
|---|---|---|
| What will the event be? | How is it tied to our mission? | Why is *this* the right kind of event? |
| When will the event happen? | Where will the event be held? | How much do we hope the event will raise? |
| Who else needs to be involved? | Who will lead the planning? | How much will it cost? |
| Who will be invited? | Other considerations to make the event a success? | How will risks be mitigated? |
| How will we let people know about the event and issue invitations? | What will the event's program entail? | |

## D2 SESSION 3 HANDOUT: FUNDRAISING EVENTS MISSION MATCH

Discuss the idea of mission match with other participants in your small group and try to identify some elements you might want to consider as you think about funding opportunities (e.g. potential monetary benefits, possible increased constituency, impact on reputation, etc.). List a few more considerations you discussed below:

Brainstorm some advantages and risks different kinds of events might have.

| TYPE OF EVENT | ADVANTAGES FOR ORGANIZATION | DISADVANTAGES OR RISKS TO ORGANIZATION |
|---|---|---|
| **Sporting event** | | |
| **Celebrity hosted concert** | | |
| **Corporate sponsored dinner** | | |
| **Others?** | | |

*Additional guiding questions:*

- Given these possibilities, which one is best suited to the target audience and desired resources?
- Would there be interest in this type of event/can we get people to come?
- Does the type of event match with our profile/organizational reputation and values?

## D2 SESSION 4: INSTITUTIONAL DONORS (PUBLIC AND PRIVATE)

### OBJECTIVES:

Participants can describe the steps in Resource Mobilization Cycle as they apply to institutional donors and name the key elements of successful institutional donor approaches.

### TIME

2-2.5 hours

### SESSION OVERVIEW

- Introduce and define institutional donors and their motivations.
- Explore how and why good intelligence and data are important.
- Explore how to match donors and organizational strengths, mission, capacity and values.
- Examine systems and processes for developing strong proposals.
- Link proposal development with relationship cultivation and management.
- Reflect on the need for strong systems for monitoring, accounting and learning from proposal-based and relationship-based approaches.

### KEY POINTS

- Institutional donors, public or private, can be providers of significant resources. However, securing these resources, most often through proposal development, requires significant effort, skill and resources.
- Writing a good proposal is important, but equally so is the intelligence gathering; relationship development and cultivation; identifying the match with organizational strengths, mission and skills; and being prepared to monitor and account for any resources secured through grants.

### HANDOUTS

- *Gathering Intelligence on Institutional Funders*
- *Sample Donor Maps*
- *Institutional Donor Match: Is this opportunity a good fit for my organization? Making a go/no go decision*

### FLIP CHART

*Flip Chart #1:*

*Scenario #1*: You are the business development director for a large national organization. You have been tracking a specific opportunity with USAID for over a year and this morning you saw that the Request for Applications (RFA) has been released. You have now called a meeting of a range of staff members that will be involved in putting together your organization's proposal and you need to come up with an action plan.

**WHAT IS AN RFA?**

**A REQUEST FOR APPLICATIONS (RFA) IS AN INVITATION BY A US GOVERNMENT FUNDING AGENCY FOR ELIGIBLE ORGANIZATIONS TO SUBMIT PROGRAM PROPOSALS. ACCORDING TO USAID, RFAS "INVITE INTERESTED PARTIES TO SUBMIT APPLICATIONS FOR ASSISTANCE AND EXPLAIN WHAT THE APPLICATION SHOULD CONTAIN, HOW IT SHOULD BE WRITTEN, AND THE EVALUATION CRITERIA TO BE USED"**

*Flip Chart #2:*

Scenario #2: You are the president of a regional social service agency that is looking to expand your health programming into more districts. In a recent meeting with an international NGO that you have worked with for many years, they noted that they will be looking for sub-granting partners for health programs in the very districts you are interested in. You are now having a strategy meeting with your senior staff on how to pursue this opportunity.

*Flip Chart #3:*

Institutional Donors Summary:

1. Pre-positioning and intelligence: reputation and relationships matter, be prepared!
2. Match: only pursue if it is really a good fit.
3. Action/ask: think about the process. Follow instructions.
4. Learning/documentation: document project successes and lesson for future proposals.

## FACILITATOR NOTES

Often in this session, participants will be looking for proposal development training. It is important to be clear that doing that this type of training would take at least three days, and to remind them that this is an introduction to the key elements of a successful institutional donor approach. It is also important to point out  what will be explored in this session with the Resource Mobilization Cycle, stressing that a successful institutional donor approach is more than a proposal.

## PREPARATION

It can be helpful for the facilitator to get a sense for the level of experience participants have with proposal development. For groups with a higher level of experience, it may be possible to go through this session more quickly, and to add additional information. With groups with less experience, the facilitator may need to go more slowly.

## STEPS

### *STEP 1: RESEARCH AND INTELLIGENCE (30 MINUTES)*

Background: Before doing any kind of proposal, the first step in working with institutional donors is to know who they are and who and what they are funding.

Instructions: Split the participants into small groups and have them work on the Gathering Intelligence on Institutional Funders handout for 15 minutes. Return for 10 minutes of group discussion.

Ask participants to describe how they can use this advance intelligence to their advantage before writing a proposal. Also introduce the idea of a donor map and ask organizations to share ideas and experiences about this kind of intelligence gathering. Distribute the sample donor map handout (noting that it also includes other kinds of donors) and briefly discuss participants' observations.

**D2 Session 4 Handouts:**

- ***Gathering Intelligence on Institutional Funders***
- ***Sample Donor Maps***

### *STEP 2: CHECKING THE MATCH (30 MINUTES)*

Background: Before moving towards pursuing an institutional donor opportunity, it is important for participants to go through an assessment to match their organizational needs and interests with those of the donor. Some organizations have a formal go/no go process, but regardless of the system or structure, it is important for the organization to ask a range of questions about themselves, the donor and the specific opportunity.

Instructions: Distribute the handout and discuss the range of questions. Ask participants if there is any missing information and how they might consider these questions within their organization.

Ask the group how these considerations might impact your assessment of the advantages and possible risks to the organization. Put up a piece of flip chart paper and ask the group to name some risks of working with particular institutional funders. After a few minutes, put another paper up and ask the group to brainstorm some advantages.

**D2 Session 4 Handout: *Institutional Donor Match, is this Opportunity a Good Fit for my Organization? Making a go/no go Decision?***

### *STEP 3: ACTION: PROPOSAL DEVELOPMENT (45 MINUTES)*

Background: Many organizations are familiar with proposal writing to some extent. However, it is important to remind everyone from the beginning that proposals are only one part of an institutional donor strategy, and that a simple description of the activities is only one part of a proposal.

Instructions: Ask the participants to turn to their neighbor and share some examples of their successes and difficult experiences from proposal development with each other.

Remind participants that planning, including identifying roles and responsibilities early is critical. Show some examples of critical questions on a flip chart, such as:

- Who will coordinate?
- Who will do the budget?
- Who will do the writing?
- Who will make a calendar and how will s/he ensure it's followed?
- How will people be held accountable for contributing their pieces?
- What systems are in place for making sure you have followed all of the resource provider's instructions?

Split the participants into two groups. Give each group a scenario and allow 30 minutes for groups to start to make action plans and task lists with a particular focus on how they will cultivate and develop a relationship. Remind the groups to use the handouts from the preceding sessions to help inform their work.

*Scenario #1:* You are the business development director for a large national organization. You have been tracking a specific opportunity with USAID for over a year and this morning you saw that the Request for Applications (RFA) has been released. You have now called a meeting with a range of staff members who will be involved in putting together your organization's proposal and you need to come up with an action plan.

*Scenario #2:* You are the president of a regional social service agency that is looking to expand your health programming into more districts. In a recent meeting with an international NGO that you have worked with for many years, they noted that they will be looking for sub-granting partners for health programs in the very districts you are interested in. You are now having a strategy meeting with your senior staff on how to pursue this opportunity.

### *STEP 4: LEARNING AND DOCUMENTATION (15 MINUTES)*

Instructions: Display the Resource Mobilization Cycle and remind participants of the fourth stage: the reflection and learning that needs to occur to make the action worthwhile and the targeted resource provider come back. Facilitate a discussion around the following questions:

- How do we use results of past projects to pre-position ourselves with donors?
- How do we make sure that lessons learned from past projects make it into future ones?
- What have been some good and bad experiences from proposal development?

### *STEP 5: WRAP-UP (15 MINUTES)*

Review the key points of successful institutional donor outreach with the Summary flip chart. Leave enough time for questions and discussion. Also note additional resources that may be available for further information on proposal development.

## D2 SESSION 4 HANDOUT: GATHERING INTELLIGENCE ON INSTITUTIONAL FUNDERS

The first step to engaging with an institutional donor is to do some background research on potential resource providers. Take some time to work with your colleagues to reflect on the follow questions. Be as specific in your answers and notes as possible.

| WHO IS FUNDING WHAT? | |
|---|---|
| **What kinds of programs are getting funded by which institutional donors? For example, do you know of any public or private agency funding areas of work that are of interest to you?** | **How do you think you could learn more? What might be some ways of getting more information?** |
| | |

| WHO IS FUNDING WHOM? | |
|---|---|
| **What do you know about other organizations similar to yours that receive institutional funding?** | **How do you think you could learn more? What might be some ways of getting more information?** |
| | |

| HOW DID THOSE RECEIVING FUNDS OBTAIN THEM? WHY ARE THEY GETTING FUNDING? | |
|---|---|
| **What do you know about how other groups that are similar to your organization are getting funded? How did they obtain the funding (e.g. a proposal, a contract, unsolicited award, etc.)?** | **How do you think you could learn more? What might be some ways of getting more information?** |
| | |

## D2 SESSION 4 HANDOUT: SAMPLE DONOR MAPS

| INSTITUTIONAL DONORS EXAMPLE | | | | | |
|---|---|---|---|---|---|
| **Donor** | **Strategic areas** | **Geographic areas of interest** | **Eligible?** | **Comments** | **Next steps** |
| Norway | Gender, environment, security, budgeting, | Eastern regions | Yes | next call for proposals due in quarter 1 | Check late July/ August on their website |
| USAID | Economic development | Priority: south and east | only in partnership w/ INGO | | Ask for a meeting with the economic development officer |
| UNICEF | Children, food security | East, other drought pocket areas | Yes | | Director should visit |

| INDIVIDUAL DONORS EXAMPLE | | | | | | |
|---|---|---|---|---|---|---|
| **Donor** | **Strategic areas** | **Geographic areas of interest** | **Initial point of contact** | **Comments** | **Next steps** | **Relationship Manager** |
| Mr. X | HIV/AIDS | Eastern regions | Director met through community meeting | Enjoys meeting staff and seeing projects | Invite to the office for a meeting | Ms. XYZ |
| Mr. & Mrs. Y | Children and Orphans | West (they are from XY town) | Approached staff when seeing project | Want to know their contributions impact at the household level | Put on mailing list, determine next contact | Mr. ABC |
| Church group X interested in donating | Food security | Wherever greatest need | Called the office after seeing organizational materials | Want opportunities for church members to volunteer | Talk with leadership team | Mr. ABC |

| CORPORATE DONORS EXAMPLE | | | | | |
|---|---|---|---|---|---|
| **Donor** | **Strategic areas** | **Geographic areas of interest** | **Initial point of contact** | **Comments** | **Next steps** |
| Local Chamber of Commerce | Economic development | Eastern region | Program director went to school with president | Want to get more involved with local NGOs | Have director invite president to bring staff to a meeting to better understand their interests |
| National Soap Company | Health | National | Board Chair met at function | Looking for organizations to support their national "Wash for Health" campaign | Ask for a meeting with the economic development officer |
| Coca Cola Distributors | Health or children | Communities where they have plants | They invited local NGOs to community outreach meeting | Want to support local groups | Director should visit |

## D2 SESSION 4 HANDOUT: INSTITUTIONAL DONOR MATCH: IS THIS OPPORTUNITY A GOOD FIT FOR MY ORGANIZATION? MAKING A GO/NO GO DECISION

Discuss the following questions with your colleagues. Also discuss whether your organization has a dedicated procedure for making the go/no go decision, and how it works, as well as whether it might be effective in making sure they go through the right steps.

Intelligence on the resource provider:

- Do we have a relationship with the donor?
- Is the Request for Applications clear about what the donor is looking for?
- What else do we know about the donor's interest and goals in this area?

Intelligence on the competition

- Who else may be vying for this opportunity?
- What do we know about their strengths and weaknesses?
- How do we compare? Do we have a good competitive position in relation to others around us?
- Are there ways we could improve our position?

Assessment of organizational capacity to respond

- Is what the donor is asking for something we can do?
- Is it something we are known for?
- Do we have the resources to put together a good proposal in the time required?

Assessment of overall fit

- Is there anything in the donor organization or solicitation that is not a good fit with our organization's values or mission?
- Are we confident that we can implement the program and comply with the requirements over the entire life of the project?

# D2 SESSION 5: ENTREPRENEURIAL OPPORTUNITIES

## OBJECTIVES:

Participants describe key aspects of an entrepreneurial, profit-making opportunity approach to resource mobilization.

## TIME

2.5 hours

## SESSION OVERVIEW

- Introduce and define entrepreneurial opportunities.
- Brainstorm the aspects of feasibility planning and intelligence gathering.
- Assess the match with a for-profit activity and organizational values and strengths.
- Explore initial steps in business planning.
- Explore needs for tracking, accounting for profits and loss, and link to Resource Mobilization Cycle.

## KEY POINTS

- No matter what the specific activity, when an organization initiates for-profit activities, it needs to put on its business hat and treat these activities as just that: a business.
- Income generating activities can reap great rewards for an organization, including unrestricted resources and increased sustainability. However, they can also be very risky, particularly if the organization has little experience with business planning and management.

## HANDOUTS

- *Entrepreneurial Opportunities Consideration and Planning*
- *Entrepreneurial Activities: Mission Match*

## FLIP CHART

*Flip chart #1:*

Scenarios (one per group)

*Scenario 1:* You are a senior staff member at a national microfinance agency. At a recent board meeting, there was a discussion about offering money changing services and possibly wire transfers for a fee.

*Scenario 2:* You a senior staff member at a local health services organization that is interested in opening a for-profit pharmacy.

## FACILITATOR NOTES

As in other sessions for Day 2, the facilitator should check in advance that the role play scenarios in Step 4 are appropriate and understandable, and adjust accordingly if necessary.

## PREPARATION

Some participants may have experience in their organizations with profit-making activities. If possible, it can be helpful to identify one or two who might be open to sharing these experiences with the group.

## STEPS

### *STEP 1: INTRODUCTION (15 MINUTES)*

Background: Many organizations consider income generating opportunities or entrepreneurial, for-profit activities as ways to increase their resources. In many cases, this can be a helpful way to raise money and also to diversify funding sources. However, before pursing these kinds of business ventures, it is important for the group to take a similar approach as was  used with other approaches: research and intelligence gathering, determining a match of mission and the opportunity, develop the 'ask' or action, and learn and document for future events.

### *STEP 2: RESEARCH AND PLANNING A BUSINESS (30 MINUTES)*

Background: Before beginning a new entrepreneurial endeavor, an organization needs to do significant research.

Instructions: Ask the group;

"Think about what your organization would need to know in order to start a business. What are some of the questions you would need to answer before you can start a business?"

Write the answers on flip chart paper and try to group them into categories. Distribute the *Entrepreneurial Opportunities Consideration and Planning* handout. Note with the group where their ideas are reflected and ask if there are any questions on the handout that are surprising to them.

**D2 Session 5 Handout: *Entrepreneurial Opportunities Consideration and Planning***

### *STEP 3: MATCH (30 MINUTES)*

Background: Before moving forward with a for-profit endeavor, an organization must ensure that it is an appropriate match for their mission and work. This can involve a whole range of issues, many of which may be overlapping and at times even contradictory.

Instructions: Separate participants into small groups and ask them to work on the Entrepreneurial Activities Mission Match handout to consider all these areas and summarize overall potential advantages and risks.

**D2 Session 5 Handout: *Entrepreneurial Activities Mission Match***

### *STEP 4: BUSINESS PLANNING (45 MINUTES)*

Instructions: Now that the participants have become familiar with the areas to consider as they explore for profit enterprises, split them into two groups. Give them each a scenario and give each group 30 minutes to start to make an action plan with tasks, along with related questions and concerns for each task. Remind the groups to use the handouts from the preceding sessions to help inform their work.

*Scenario 1:* You are a senior staff member at a national microfinance agency. At a recent board meeting, there was a discussion about offering money changing services and possibly wire transfers for a fee.

*Scenario 2:* You a senior staff member at a local health services organization that is interested in opening a for profit pharmacy.

After 30 minutes, bring them back and have each group present their plan. Have the group not presenting ask critical questions and give suggestions for how to strengthen the action and business planning and implementation process.

### *STEP 5: ACCOUNTING, LEARNING AND DOCUMENTATION (15 MINUTES)*

Instructions: Display the Resource Mobilization Cycle and remind participants of the fourth stage: the reflection and learning that needs to occur to make the action worthwhile and the targeted resource provider come back.

Facilitate a discussion around the following questions:

- How do we track and document how the business is going once underway?
- How will that information be plugged back into organizational planning and management systems?
- How will the organization get more information and/or technical support if it finds it needs some?

### *STEP 6: WRAP-UP (15 MINUTES)*

Instructions: Recap the storyline of the entrepreneurial fundraising for the group:

It's risky: financially and possibly politically. It can be good for capturing funds from people who aren't philanthropically minded, but challenging because it is not our usual mindset.

Avoid the trap of selling a service or good based on "you'll be doing a social good by buying from us". If the product isn't something the market wants, they won't buy it.

# DAY 2 SESSION 5 HANDOUTS

## D2 SESSION 5 HANDOUT: ENTREPRENEURIAL OPPORTUNITIES CONSIDERATION AND PLANNING

### *FEASIBILITY BASICS:*

- What product or service are you considering offering?
- Why do you believe this product or service is of interest to consumers?
- Is it legally allowable under local law? Will generating revenue jeopardize non-profit status?
- Do you have the resources (financial, human, and organizational) to produce this product or offer these services?
- Do you have the technical knowledge to product this product or service?

### *MARKET ANALYSIS:*

- What is the market for your product or services? Who is the intended buyer?
- What makes it different from other similar products?
- What pricing information do you have?

### *FINANCE*

- What is the business model for generating both enough funds to run the business and also generate revenue for non-profit activities?
- Where will the operating funds come from?
- What is the expected profit?
- Over what kind of timeframe?
- Do you have any contingency if something unexpected happens?
- Can you afford to lose your initial investment without jeopardizing your organization

### *SKILLS*

- What skills or capacities might need to be acquired or strengthened before starting a business (e.g. specific skills in accounting, marketing, financial management)?

## D2 SESSION 5 HANDOUT: ENTREPRENEURIAL ACTIVITIES MISSION MATCH

Discuss the idea of mission match with other participants in your small group and try to identify some elements that you might want to consider as you think about funding opportunities (e.g. potential monetary benefits, possible increased constituency, impact on reputation, etc.). List a few more considerations you discussed below:

Brainstorm some advantages and risks different kinds of businesses might have.

| TYPE OF BUSINESS | ADVANTAGES FOR ORGANIZATION | DISADVANTAGES OR RISKS TO ORGANIZATION |
|---|---|---|
| Fee for service | | |
| Rental of space or equipment | | |
| Sale of materials | | |
| Another opportunity of specific interest to your organization | | |

# D2 SESSION 6: DOMESTIC GOVERNMENT FUNDING INSTITUTIONS

## OBJECTIVES

Participants describe the Resource Mobilization Cycle as it applies to funding from their government and list the key elements of successful government resource mobilization approaches.

## TIME

2.5 hours

## SESSION OVERVIEW

- Introduce and define government funders.
- Explore how and why good intelligence on funding from their government is important.
- Explore how to match resource provider and organizational strengths, mission, capacity and values.
- Explain that government fundraising may have a dual focus: proposals and participation in broader advocacy efforts (e.g. for core funding).
- Link resource mobilization with relationship cultivation and management.
- Reflect on the need for strong systems for monitoring, accounting and learning from the different approaches.

## KEY POINTS

- For many organizations, government funders at the national, regional or local level can be key resource providers of significant and often more sustainable resources.
- Relationships with government can be complex, and it is important to carefully consider the match between the funding agency and the organization's capacity, mission, values and priorities.
- Seeking and securing resources from government agencies will likely require a strong proposal. However, securing resources long term and ensuring that these resources exist at all will likely require participation in advocacy efforts.
- This is not an advocacy training, however, if an organization decides to put significant effort into securing local government resources, and does not already have a good deal of advocacy capacity, they may want to seek additional training or technical support in this area (see *Additional Resources* section).

## HANDOUTS

- *Gathering Intelligence on Local Government Funders*
- *Matching with Local Government Funding Agencies*
- *Exploring Advocacy Opportunities for Local Government Funding*
- *Thinking about Proposal Development*

## FLIP CHART

*Flip Chart #1:*

<u>Government Summary:</u>

1. Pre-positioning and intelligence: Understand which government agencies are funding your kinds of programs, what organizations they are funding and why. Know how to position your organization and how to be visible to different branches of government at different levels (as appropriate): national, regional, local.
2. Match: Think through the advantages and risks involved with working with government agencies.
3. Action /ask: Two potential levels, a strong proposal and/or participation in budget advocacy efforts.
4. Learning/documentation: Solid accountability and learning from engagement with government agencies can contribute to long term and sustainable funding relationships.

## NOTE ON ADVOCACY

Organizations around the world often decide to become involved in advocacy efforts to support their mission and work. These efforts can come in many ways:

- Policy advocacy: involves concerted efforts to make or change government policy on issues affecting the organization, its work and/or its membership, constituency and/or its beneficiaries.
- Legislative advocacy: targets specific legislation for change.
- Budget advocacy: involves efforts to effect resource allocation for specific government funding. For example, an organization concerned with health issues might advocate for more resources to go to the Ministry of Health.

## FACILITATOR NOTES

One of the complex aspects of this session is that a successful strategy for engaging and securing local government resources should in reality be two-fold: it will involve specific outreach and engagement with a specific government agency, but it will also likely involve involvement in broader budget advocacy efforts. The facilitator should be clear about these concepts.

It is also important to link early with what will be explored in this session with the Resource Mobilization Cycle, stressing that a successful government approach is more than a proposal or bid.

## PREPARATION

Some of the participating organizations will already be receiving funding from government agencies, or may be part of larger networks linked to government funders. It can be helpful to try to understand the organizations' experience beforehand, perhaps with help from local staff , and draw upon these experiences throughout the session. For those groups with a higher level of experience, it may be possible to go through this session more quickly, and to add additional information. With groups with less experience, the facilitator may need to go more slowly.

## STEPS

### *STEP 1: INTRODUCTION (15 MINUTES)*

In many countries, the government, national, regional and/or local, are critical sources of resources for organizations. This kind of funding can be both significant in terms of the level of resources and also in terms of potential for sustainability. However, successful acquisition of these kinds of resources can require investment in organizational capacity to position and develop strong proposals and for participation in budget advocacy efforts.

### *STEP 2: RESEARCH AND INTELLIGENCE (30 MINUTES)*

Background: Before developing any kind of proposal, the first step in working with government agencies is to understanding who they are, and who, and what, they are funding.

Instructions: Split the participants into small groups and have them work on the Gathering Intelligence on Government Funders handout for 15 minutes. Return for 15 minutes of group discussion.

**D2 Session 6 Handout: *Gathering Intelligence on Local Government Funders***

### *STEP 3: CHECKING THE MATCH (30 MINUTES)*

Background: Before moving towards pursuing a government opportunity, it is important to go through a process of assessment and matching.

Instructions: Distribute the handout and have participants work in small groups discussing and working on its questions. Come back after 20 minutes and discuss together.

**D2 Session 6 Handout: *Matching with Local Government Funding Agencies***

### *STEP 4: TWO LEVELS OF ACTION: PROPOSAL DEVELOPMENT AND ADVOCACY (45 MINUTES)*

Background: Some government funding opportunities will come in the form of a request for a proposal. Solid proposal development requires a good deal of skill and capacity to be successful and often requires significant time and resources. Understanding what is needed for success is an important first step.

While often true for other institutional donors as well, advocacy efforts can be especially important to ensure that government funding exists in areas of interest to your organization and that these resources are well allocated. Networks and collective mobilization efforts are often key ways to begin to explore how an organization interested in local government funding can also support relevant advocacy efforts.

Instructions: Split participants into two groups. Have the first work on the proposal development handout, and have the other work on the advocacy handout. Give them 30 minutes and then bring both groups back to plenary for 15 minutes of discussion and sharing. In particular, ask the group what they observed from the exercises, what may have surprised them and how the exercises relate to their own organizations. Remind the group that there are resources on advocacy in their *Additional Resources* handout.

**D2 Session 6 Handouts:**

- ***Exploring Advocacy Opportunities for Local Government Funding***
- ***Thinking about Proposal Development***

### *STEP 5: LEARNING AND DOCUMENTATION (15 MINUTES)*

Instructions: Turn back to the Resource Mobilization Cycle and remind participants of the fourth stage: the reflection and learning that needs to occur to make the action worthwhile and help the organization move toward a sustainable funding relationship.

Facilitate a discussion around the following questions:

- How do we use results from past projects to successfully receive funding from government again?
- How do we make sure that lessons learned from past projects make it into future ones?
- What have been some good and bad experiences from the process of securing and managing government resources?

### *STEP 5: WRAP-UP (15 MINUTES)*

Instructions: Review the key points of successful local government outreach with the Summary flip chart. Leave enough time for questions and discussion.

## D2 SESSION 6 HANDOUT: GATHERING INTELLIGENCE ON LOCAL GOVERNMENT FUNDERS

The first step in engaging with a local government funding agency is to do some background research on potential resource providers. Take some time to work with your colleagues to reflect on the follow questions. Be as specific in your answers and notes as possible.

| WHO IS FUNDING WHAT? | |
|---|---|
| **What kinds of programs are getting funded by which local government agencies? For example, do you know of specific ministries or other government agency funding areas of work that are of interest to you?** | **How do you think you could learn more? What might be some ways of getting more information?** |
| | |

| WHO IS FUNDING WHOM? | |
|---|---|
| **What do you know about other organizations similar to yours that receive government funding?** | **How do you think you could learn more? What might be some ways of getting more information?** |
| | |

| HOW DID THOSE RECEIVING FUNDS OBTAIN THEM? WHY ARE THEY GETTING FUNDING? | |
|---|---|
| **What do you know about how other groups that are similar to your organization are getting funded? How did they obtain the funding (e.g. a proposal, a contract, unsolicited award, etc.)?** | **How do you think you could learn more? What might be some ways to get more information?** |
| | |

## D2 SESSION 6 HANDOUT: MATCHING WITH LOCAL GOVERNMENT FUNDING AGENCIES

Some key elements of the match phase are matching donor intent and goals with organizational capacity, goals and values. As you think about government funding agencies, what might be some considerations for your organization in this 'match' phase of the Resource Mobilization Cycle? Work with colleagues in a small group to consider the following questions.

### CAPACITY

- Is what the government agency is asking from our organization, something we can do?
- Is it something our organization is known for?
- Do we have the resources to put together a good proposal (or response to a government request ) in the time required?

### VALUES AND MISSION

- Does the interest of the current government and/or specific government funding agency reflect our organizational values?
- Would working with this government funding agency require our organization to do, or to say anything that might not be in line with our organizational values?

### OTHER CONSIDERATIONS

Would working with the government enhance our ability to do our work?

- Might working with the government have any negative implications for our work or other risks?

Based on these considerations, what might be some overall advantages and risks to working with a local government funding agency?

| ADVANTAGES | POTENTIAL RISKS |
|---|---|
| | |

## D2 SESSION 6 HANDOUT: EXPLORING ADVOCACY OPPORTUNITIES FOR LOCAL GOVERNMENT FUNDING

In order to support or engage in advocacy efforts, organizations should first be sure they are clear about what they are seeking, why, where and with whom. Work with your group to discuss and brainstorm around the following questions. Be as specific as possible.

| OVERALL FUNDING AVAILABILITY | |
|---|---|
| **Why are we interested? What do we want to know more about in terms of government funding? What are some of our key questions?** | **What are some specific ways we could learn more? What documents are available publically or who could we meet with to learn more?** |
| *Example: We want to know the level of funding available from the Ministry of Health for HIV/AIDS testing and treatment services in our region.* | *Annual Ministry of Health budget is available online. If that's not clear, the deputy minister has expressed his support for HIV/AIDS treatment. Perhaps we could contact him for more information.* |

| CURRENT ADVOCACY EFFORTS | |
|---|---|
| **Who is currently working on advocacy efforts around these issues? What do we know about them or these issues?** | **How could we connect with these groups and how can we learn more?** |
| *Example: We know there is a national network of healthcare facilities that has started to work on lobbying the Ministry of Health on a range of funding priorities.* | *Our president has been invited to their monthly meetings: ask him to attend the next one and/or set up a meeting with network senior staff.* |

| THINGS TO CONSIDER FOR ADVOCACY | |
|---|---|
| **What might an advocacy effort on the part of our organization require from us? What might be some implications or risks that could come with these efforts?** | **How will we determine if we should move forward with these efforts?** |
| *Example: Doing advocacy seriously might require more staff or staff skills. If we become closely linked with larger advocacy efforts like the network and they take on issues that might not be in line with our mission, it could be challenging.* | *Put this issue on the agenda for the next organizational board of directors meeting.* |

## D2 SESSION 6 HANDOUT: THINKING ABOUT PROPOSAL DEVELOPMENT

Developing a strong proposal takes significant effort and investment beyond a simple writing exercise. Consider the following areas of questions that follow a successful proposal development process with your colleagues. Then share your organization's experience in each of the different phases. Finally, consider your organization's readiness to do each step well.

### *PRE-POSITIONING*

- Do we have a relationship with the donor?
- Is the Request for Application clear about what the donor is looking for?
- What else do we know about the donor's interest and goals in this area?

### *INTELLIGENCE ON THE COMPETITION*

- Who else may be vying for this opportunity?
- What do we know about their strengths and weaknesses?
- How do we compare? Do we have a good competitive position in relation to the others around us?
- Are there ways we could improve our position?

### *VISIBILITY AND TECHNICAL CREDENTIALS*

- How well known are we for this work?
- What materials and communications support exist?
- What kind of impact can we demonstrate?

### *PROJECT DESIGN*

- How will we approach project design?
- Who will be consulted?
- How will we determine the key problem to be addressed, project goals and objectives?

### *PROPOSAL WRITING*

- How will we approach the actual proposal writing?
- Who will lead the process?
- Who else will need to be involved?
- What additional support might we need to seek to pull together a successful package?

## D2 SESSION 6 HANDOUT: REFLECTION ON STRATEGIES AND ORGANIZATIONAL READINESS

### *REFLECTION: REFLECTION ON STRATEGIES AND ORGANIZATIONAL READINESS*

Take a few minutes either by yourself or with your colleagues from your organization to reflect on the following questions. Write your answers or at a minimum, jot down some notes. Keep these as they will help inform the work the group does on Day 4.

*What lessons or observations did you take away from the skills building session you attended?*

*To move forward with any of these strategies, your organization has to have some key skills. Based on today's work, do you feel your organization has these skills?*

*What additional skills or capacity strengthening might help your organization's resource mobilization strategy?*

# DAY 3

## ORGANIZATIONAL APPROACHES AND ORGANIZATIONAL READINESS

Welcome the participants. Introduce the day's plan. Review the previous day's program and ask if there are any lingering questions or emerging concerns. Identify any issues that will be addressed in the sessions to come and create a 'parking lot' for ideas that will be revisited at another point.

## D3 SESSION 1: RESOURCE MOBILIZATION APPROACHES

### OBJECTIVES

Participants describe the key building blocks of a resource mobilization approach and begin to sketch out potential strategies for their organization.

### TIME

2 hours

### SESSION OVERVIEW

- Introduce the concept of a logical resource mobilization approach based on identified resource needs and resource providers.
- Begin to practice the steps from Day 1, by starting to build real-life action plans based on their identified priorities, needs and potential opportunities.

### KEY POINTS

- Once the participants have a sense for their organization's priorities, its resource needs to meet those priorities and what resource providers are out there, they will need to sit down and start to put them together, adding potential logical outreach strategies to the targeted resource provider.

### HANDOUTS

- *Building Resource Mobilization Action Plans*

### FLIP CHART/SLIDES

- Roadmap visual available

### FLIP CHART FOR LEADERSHIP SESSION

| WHAT ARE SOME OF THE CHALLENGES ORGANIZATIONS FACE IN TERMS OF LEADERSHIP AND GOVERNANCE STRUCTURES? | WHAT ARE SOME POTENTIAL WAYS TO STRENGTHEN LEADERSHIP AND GOVERNANCE FOR RESOURCE MOBILIZATION? |
|---|---|
| | |

## FACILITATOR NOTES

It is helpful to make clear at the beginning of the day that, as noted in the introduction, this is a cumulative training and so the group will be building one step at a time one exercise on top of the other.

There may be very different capacity levels and experience within the group. If any of the organizations seem to be struggling, it may help to keep the plenary time limited and spend time working with each group individually throughout the allotted time.

## PREPARATION

Have the Roadmap and Resource Mobilization Cycle graphics on hand, either as a slide or flip chart.

## STEPS

### *STEP 1: INTRODUCTION (30 MINUTES)*

Summarize where the group is in the training program. At this point, participants have considered some organizational priorities and where current and future gaps may exist in terms of the resources needed to achieve them. The group has also explored the kinds of resource providers that may be a potential match for their organization's work and goals. Now the group is going to start to put the pieces together in a series of exercises that will help the group understand how to begin to build resource mobilization strategies.

Make note that the group is now moving into Stage #4 of the Roadmap.

Note: There may be some confusion around overall organizational resource mobilization strategies and specific action plans for capturing specific resource opportunities. For the purposes of this exercise and session, the process will be somewhat simplified. We will look at how the organization is thinking about meeting its overall resource needs and then specifically considering how it might approach specific providers and opportunities.

### *STEP 2: BUILDING INITIAL STRATEGIES OVERVIEW (90 MINUTES)*

<u>Instructions:</u> Introduce the handout. Have participants divide into groups by organization. Give them one hour to work on both Part A and B. Bring them back to plenary for a 30 minute discussion on any questions, concerns or observations the groups may want to share.

**D2 Session 1 Handout: *Building Resource Mobilization Action Plans***

# DAY 3 SESSION 1 HANDOUTS

## D3 SESSION 1 HANDOUT: BUILDING RESOURCE MOBILIZATION ACTION PLANS

Work with colleagues from your organization to think about the priorities and resource gaps exercises completed earlier in the training. Take the priorities and gaps identified in Tables 2 and 3 that you consider most important and write them in the first two columns.

For each one, consider potential resource providers or opportunities that might be a match worth exploring and list them in the third column. Be sure to be clear amongst your team on why you think this is a viable avenue to pursue. This rationale may be taken from Table 5, but should also take into consideration Day 2's activities.

Remember that the resource provider or opportunity is not limited to one type, as demonstrated in the previous exercise. Following the chart are a number of discussion questions to consider as part of the exercise.

### *PART A.*

**TABLE 7: STRATEGY BUILDING BLOCK**

| **Priority resource need from *Table 2*** | **Resource gap from *Table 3*** | **Target resource provider or opportunity from *Table 5 <u>and</u> Day 2 activities*** |
|---|---|---|
| *Example:*<br>*Equip 5 clinics with labs and equipment* | *Space*<br>*Staff salaries* | *National pharmaceutical companies*<br>*Donor funded health programs* |
| **Priority resource need #1:** | **Resource gap 1:** | **Target provider:** |
| **Priority resource need #2:** | **Resource gap 2:** | **Target provider:** |

## DISCUSSION QUESTIONS

- Why do you think this resource provider might be a good match for meeting your goal and/or closing your resource gap?
- How can you learn more about them?

## PART B

Now that your team has identified priority resource needs and possible resource providers and opportunities, it's time to think about how you might begin to act on them.

For each provider/opportunity you identified in Part A, discuss the steps and strategies you might use to reach them and help cultivate an interest in your work and a relationship. Remember to consider the discussion questions below as part of the exercise.

**TABLE 8 DEVELOPING INITIAL STRATEGIES**

| **Priority resource need from *Table 2*** | **Target resource providers/ opportunities from *Table 5*** | **Possible outreach strategy from *Table 5* *and* from *Day 2's workshops*** |
|---|---|---|
| *Example: Equip 5 clinics with laboratories and equipment* | *National pharmaceutical companies* | • *Gather intelligence on two current suppliers and explore their philanthropy efforts*<br>• *Identify contact person*<br>• *Set up a meeting*<br>• *Develop communications materials and talking points geared towards their main interests.* |
| **Priority resource need #1:** | | |
| **Priority resource need #2:** | | |

## DISCUSSION QUESTIONS

- How did you identify these potential providers? Remember to use related reference handouts from Day 1 and Day 2.
- Why do you think these providers might be a good match for addressing your priority and/or closing your resource gap, particularly after Day 2's exercises?
- What additional information or research do you think you would need to do before moving forward with these approaches?

# D3 SESSION 2: ORGANIZATIONAL STRUCTURES AND SYSTEMS

## OBJECTIVE

Participants practice using the tools necessary to consider the key elements of organizational structures and systems necessary for successful resource mobilization.

## TIME

4- 4.5 hours

## SESSION OVERVIEW

- Introduce the idea of organizational readiness.
- Put organizational readiness in the context of the Roadmap and to building successful organizational resource mobilization strategies and capacity.
- Identify key organizational capacity areas that may require investment for successful resource mobilization.
- Discuss the costs of such investments and how to think about the cost versus potential return on these investments.
- Link these capacity needs and investment with the process of identifying and developing appropriate resource mobilization approaches.

## KEY POINTS

- Organizations that are successful in resource mobilization invest in their resource mobilization capacity across the organization.
- Resource mobilization requires investment: in staff, in staff skills, in communications capacity, in systems and structures, etc.
- Successful organizations build up systems for resource mobilization. They have clear roles and responsibilities, dedicate resources to it, and hold people accountable.
- The key is to make sure that you understand what kinds of investments are needed.
- This may be different depending on what kind of resource mobilization approach you are taking.
- There is a two-way relationship between the kinds of investments needed to have the capacity to successfully implement a resource mobilization strategy and the decision to pursue that strategy.

## HANDOUTS

- *Making Your Case*
- *Meeting with a Resource Provider*
- *Thinking about the Costs of Resource Mobilization*

## FLIP CHART

### *FLIP CHART #1:*

A core message is:

- relevant
- differentiating
- conversational

## FACILITATOR NOTES

It is important to keep in mind that some participants may not feel comfortable disclosing and sharing detailed information either about their organizations plans and budgets, or about specific potential funding sources. The facilitator should be attuned to the level of comfort and adjust the plenary level sharing as appropriate.

If pressed for time, Steps 2 and 3 can be combined into a joint session focused on human resource needs and capacities.

Also, in some cases, facilitators have adjusted some of these sessions to be done as a World Café. If this feels like a better option for the group, it can also work well.

## PREPARATION

It can be helpful for the facilitator to think of some real life examples from their own work or organization to help inform this discussion about organizational capacity. For example, in some cases, facilitators have shown some examples of CRS communications (e.g. publications, websites, etc.) to introduce the communications session.

## FLIP CHART:

For the communications session:

- Relevant: talk about the impact you can have on their success.
- Differentiating: don't say things about yourself that everyone else can say about themselves.
- Conversational: your message should not sound like some formal, memorized script. With practice, your elevator speech can come from the heart and roll off your tongue in a very conversational manner.

## STEPS

### *STEP 1: INTRODUCTION (30 MINUTES)*

<u>Instructions:</u> Review with the group: As we were wrapping up the session on building resource mobilization strategies, we started to raise some questions about what might be needed at an organization to explore these strategies further or begin implementation. In this session, the group will look at the concrete needs an organization may have as they begin to implement successful resource mobilization strategies. We have broken the session up into a few critical areas (leadership and planning, staff skills, communication, and finance and administration), but as we learned in the introductory game on the first day, it is important to think holistically and recognize the linkages between all the parts of the organization and successful resource mobilization.

Tell participants to note things of particular interest for their own organization, as we will be coming back to some of these themes on the last day when the group does more specific action planning.

Remind the group that this is Stage #5 on the Roadmap: Assessing Organizational Readiness.

### *STEP 2: LEADERSHIP AND GOVERNANCE (30 MINUTES)*

Background: Strong, active and responsible leadership, as well as appropriate and meaningful planning processes, are critical for resource mobilization success.

Instructions: Ask the participants to reflect on whose leadership in an organization is most important for ensuring success. Ask why the resource mobilization attitudes, knowledge and skills of organizational leadership all contribute to a successful organizational approach. Also ask if governance is an issue in their success in resource mobilization.

Split the group into a few small groups. Ask them to brainstorm some of the challenges they face in terms of leadership and governance and some possible ways to strengthen their leadership or governance for resource mobilization. If it is helpful, show the exercise on a flip chart (see below).

| What are some of the challenges organizations face in terms of leadership and governance structures? | What are some potential ways to strengthen leadership and governance for resource mobilization? |
| --- | --- |
| | |

After 15 minutes, bring everyone back together and ask for a few examples from the Tables. Facilitate a discussion around a few of the answers, noting similarities or areas where there is not agreement. Ask participants if they have any specific examples they would like to share.

### *STEP 3: STAFF AND STAFF SKILLS FOR RESOURCE MOBILIZATION (45 MINUTES)*

Background: Throughout the previous activities, the group likely noted that each area of resource mobilization success is often dependent on skilled staff to implement the strategies.

Instructions: Ask the group to name the different kinds of staff (e.g. program, finance and administration, communication, etc.) involved in resource mobilization. Put each one on a piece of flip chart paper and post the flip charts around the room.

Have participants split into small groups, one for each flip chart, and ask:

- What are the specific skills needed by these functions to successfully contribute to resource mobilization? (List the answers on the flip chart.)

After 15 minutes, have the groups rotate to see how the other groups answered, and ask them to add any additional ideas if they have any. Do two more rotations of no more than 5 minutes.

Then walk around together as a group. As the group stops at each 'station', ask them to reflect on what they agree with and/or where they may have questions/concerns. Ask them whether the skills they have listed normally appear in the job descriptions for those positions.

### *STEP 4: COMMUNICATIONS STRATEGY AND MATERIALS FOR RESOURCE MOBILIZATION (60 MINUTES)*

Instructions: Ask the group how well they think they explain to people what their organization does well. Introduce the idea of a core message: a concise, clear and persuasive description of your work and impact. Ask two or three people to try to describe their organization and its work in a persuasive way in only one sentence. After each, ask the group what they think.

Describe how effective communications help contribute to successful resource mobilization. Distinguish between types of communications vehicles (e.g. brochures, meetings, reports, slide show, newsletters, websites, etc.) and crafting the communications message. Also note that both the vehicle and the message must be appropriate for each kind of resource provider.

Remind participants that communication materials from participants are available throughout the room. Ask them to look at the materials for good ideas.

Introduce the *Making Your Case* handout and give the group 30 minutes to work on it. Make clear that it will not be handed in to anyone, so it does not have to be formal, however, the important thing is that they are able to articulate their key messages clearly and succinctly. Once all the groups are finished, ask two to four volunteers to share different parts of the exercise with the groups, and ask the group where is was strong and where it could be strengthened.

Also introduce the *Meeting with a Resource Provider* handout and explain that it is a simple checklist that builds on successful communication in a specific donor meeting session.

**D3 Session 2 Handouts:**

- ***Making Your Case***
- ***Meeting with a Resource Provider***

### *STEP 5: PHYSICAL AND FINANCIAL RESOURCES & FINANCIAL MANAGEMENT CAPACITY (60 MINUTES)*

Background: Raising funds and mobilizing resources is not free. All resource mobilization strategies require some investment on the part of the organization: in terms of actual money, staff time, staff development, office space, and organizational systems and structures. The important thing is to understand what kind of investment is needed and how to think about the return on that investment.

Instructions: Have the participants split into small mixed groups, ensuring that those who are actual finance staff are distributed among the groups. Give the group 30 minutes to work on the *Thinking About the Costs of Resource Mobilization* handout.

**D3 Session 2 Handout: *Thinking about the Costs of Resource Mobilization***

Once the groups are done, have them return and share some reflections about their exercise.

Introduce the concept of return on investment, as it related to resource mobilization. Ask the group how they think about return on investment and how it is incorporated into their resource mobilization efforts. Discuss that there is a wide range of ways for calculating return on investment, and that it can get complicated pretty quickly. However, remind the group that it is important to consider that what the organization puts into an effort, needs to measure up with what comes out.

### *STEP 6: SESSION REFLECTION (15 MINUTES)*

Instructions: Ask participants to take 15 minutes to reflect individually on some of the key themes of the day, using the session review as a guide. Ask them to save their notes and answers, as they will be used for later exercises in Session 4.

**D3 Session 2 Handout: *Reflection on Strategies and Organizational Readiness***

## D3 SESSION 2 HANDOUT: MAKING YOUR CASE FOR RESOURCE MOBILIZATION

**Part I - Messaging:** Try to answer the following questions in the clearest, most concise way possible. Try to answer in no more than two sentences. Once you have your answers, think and discuss with your colleagues how these might change depending on the target audience (e.g. large international institutional donor vs. corporate partner vs. individual donors).

| | |
|---|---|
| **What does your organization do?** | |
| **What are you really good at?** | |
| **What sets your organization apart from other competitors?** | |
| **Why should the donor fund you rather than another organization that provides a similar service?** | |
| **Imagine you have found yourself sitting next to a potential donor or resource provider, what would be the one message about your organization that you would want them to remember?** | |

**Part II – Communication Vehicles:** Once you have completed the chart think of three possible ways that you could effectively get your organization's message out to resource providers, particularly those you have identified in earlier exercises as being of particular interest to you.

1.

2.

3.

## D3 SESSION 2 HANDOUT: MEETING WITH A RESOURCE PROVIDER

Whether it is going to a conference of donors at an embassy, talking to a potential individual donor or meeting with a foundation program officer, whenever you meet with a potential resource provider, it is important to be prepared. Consider visiting the resource provider's website or doing additional research. Some things to keep in mind might include:

### PRE-MEETING PREPARATION

- Do you know the name and title of the person or people you are meeting with?
- What do you know about their organization?
- Do you know their key areas of interest?
- Do you know why they are meeting with you?
- What do you want to get out of the meeting?
- Do you know where the meeting is and how to get there?

### CORE MESSAGES

- If you only have five minutes with this person, what do you want them to know?
- Do you know your core message and what you are hoping to convey?
- Can you express your message clearly and succinctly?
- Can you also clearly and quickly introduce the basics about your organization and its key strengths?

  *Example: We are the largest rural healthcare provider in XX district, serving over 10,000 people. We focus largely on maternal child health, but also do a lot of innovative programming with children and families.*

### SUPPORT MATERIALS

- Do you have business cards for everyone attending?
- Do you have any promotional materials for your organization, especially as they relate to the areas where you already know the donor has an interest?

### QUESTIONS FOR THE PROVIDER

- What questions do you know you have for the person you will be meeting with?
- Can you think of at least two questions that might also demonstrate your own organizational success or effectiveness?

### QUESTIONS THE PROVIDER MIGHT ASK YOU

- Are you prepared to answer any difficult questions about your organization?

### AFTER THE MEETING

- Send a thank you note within 24 hours.
- Implement the follow-on action items.

## D3 SESSION 2 HANDOUT: THINKING ABOUT THE COSTS OF RESOURCE MOBILIZATION

Resource mobilization efforts are critical for an organization's health, but they are often costly. To be successful, it is important for an organization to think critically about the kinds of resources and money that will be necessary to support resource mobilization efforts, in order to inform and shape resource mobilization strategies.

Review: To remind yourself and your team about the kind of resource mobilization strategies your organization is considering, review the results of your previous exercise (especially Table 8).

Priority resource needs:

Target resource provider(s) or opportunities:

Initial outreach strategy:

- Cost Check List. Now think about what implementing this approach might cost your organization. Look at the list below and decide for each line if your resource mobilization strategy written in the box above will require investments on the part of the organization.

**TABLE 9: RESOURCE MOBILIZATION COSTS**

| | **Do you have any of the following resources already available for the costs associated with implementing the strategy? (Yes or No)** | **Are there additional costs in these categories needed for your resource mobilization strategy? (Yes or No)** | **Will this be a significant new cost/investment for your organizations?** |
|---|---|---|---|
| Administration/ salaries | | | |
| Professional staff (program, business development, etc.) for resource mobilization | | | |
| Office support staff for resource mobilization (administrative, etc.) | | | |
| Other staff | | | |
| Benefits | | | |
| Pay increases | | | |
| Consultants | | | |
| Office expenses | | | |
| Office supplies | | | |
| Phones | | | |
| Phone charges | | | |
| Internet | | | |
| Postage fees | | | |

| | | | |
|---|---|---|---|
| Printing | | | |
| Travel | | | |
| Vehicle | | | |
| Local travel | | | |
| Entertainment | | | |
| Dues/memberships | | | |
| Insurance | | | |
| Office rentals | | | |
| New equipment | | | |
| Equipment maintenance | | | |
| Purchased services | | | |

## D3 SESSION 2 HANDOUT: REFLECTION ON STRATEGIES AND ORGANIZATIONAL READINESS

### *REFLECTION: REFLECTION ON STRATEGIES AND ORGANIZATIONAL READINESS*

Take a few minutes either by yourself or with your colleagues from your organization to reflect on the following questions. Write your answers or at a minimum, jot down some notes. Keep these as they will help inform the work the group does on Day 4.

*What lessons or observations did you take away from the strategy building activities?*

*What lessons or observations did you take away from the organizational systems and structures session?*

*To implement the identified strategies, successful organizations have to be "ready". Based on today's work, how ready is your organization currently?*

*How ready is your organization right now? Among the areas discussed in the Organizational Systems and Structures session, where did you feel your organization was strong? Where might there be challenges?*

*What might be some ways to help your organization be more ready?*

# DAY 4

## RESOURCE SUSTAINABILITY, ACCOUNTABILITY AND LEARNING

*Welcome the group to the final day. Review the previous day's observations and check in with the group to see how they are feeling about the training so far. Introduce the day's program. Be sure to emphasize that a sizable amount of time has been scheduled for action planning in the latter part of the day. This is intended to avoid the common 15 minute 'jot down some next steps' approaches to action planning. Instead, it is a culmination of many steps from earlier in the program, and is intended to leave the participants with significant actions to move forward on their self-developed resource mobilization strategies.*

## D4 SESSION 1: RESOURCE SUSTAINABILITY

### OBJECTIVE

Participants can assess sustainability of various resource mobilization approaches.

### TIME

15 minutes

### SESSION OVERVIEW

- Introduce the idea of long term resource sustainability and two of the key pillars to achieving it: accountability and diversification.

### KEY POINTS

- Winning a proposal, getting a gift or holding a successful event is only as good as the follow up afterwards.
- Keeping resource providers coming back by showing you are accountable and are a responsible steward of their resources, and by demonstrating impact, which is critical for resource sustainability.
- Having a diversified portfolio of resource providers is also critical to risk management and to longer term sustainability.

### HANDOUTS

- None

### FLIP CHART/SLIDES

- Roadmap

### STEPS

#### *STEP 1: INTRODUCTION (15 MINUTES)*

Winning a grant, getting donations and earning revenue are all great ways for an organization to secure the support it needs to realize its mission. However, for long term success the organization also needs to keep securing those resources over time. Going back to the Resource Mobilization Cycle, it's all about building and maintaining relationships. Days 1-3 were mostly about building relationships. Today we are talking about maintaining and deepening them. Explain that this is a continuation of Stage #5 on the Roadmap, determining how ready and able an organization is to maintain accountability and diversification in their resource mobilization.

Facilitate a discussion with participants about what kinds of things organizations might need to consider to build and support sustainability in their resource mobilization strategies. Jot down some of the group's ideas. Try to identify common themes, and if possible draw out accountability, diversification and learning.

# D4 SESSION 2: ACCOUNTABILITY AND LEARNING

## OBJECTIVE

Participants describe the importance of accountability for sustainable resource mobilization and the link between donor accountability requirements and resource mobilization strategy development.

## TIME

1.5 hours

## SESSION OVERVIEW

- Introduce and define accountability.
- Explore the different means of accountability and impact that different resource providers may require.
- Identify the types of organizational capacity required to be able to deliver and demonstrate the appropriate level and means of accountability.

## KEY POINTS

- Every resource provider whether a large public funding agency or a person buying a ticket to a fundraising event will want to know what you did with the money.
- It is critical to understand the level and means of accountability required and to have the systems in place to be able to deliver on it.
- The ways that resource providers will want to see results may impact your organization's decision to pursue resources from them. For example, if you know that a particular funding agency will require frequent and detailed financial reports that follow very specific rules and regulations, but you know that you only have one part-time accountant for finance staff, you may decide that your organization is not yet ready to pursue this donor.

## HANDOUTS

- *Accountability Mix and Match*

## FLIP CHART/SLIDES

- Roadmap
- Resource Mobilization Cycle

## FACILITATOR NOTES

Throughout the session, it is important to put accountability in the larger context of the Resource Mobilization Cycle and the Roadmap to successful resource mobilization. It can be helpful for the facilitator to note that in the Roadmap, the arrow between organizational readiness and strategy development goes in both directions, and to remind participants that as they are thinking about accountability, they should also be thinking about their strategies and approaches and considering if they will be able to meet their target donor's accountability needs.

## PREPARATION

It can be helpful to have the Resource Mobilization Cycle and Roadmap visuals available.

## STEPS

### *STEP 1: INTRODUCTION (30 MINUTES)*

No matter what resources are needed, which donors are identified and cultivated, and how successful a win strategy is, the organization will need to be accountable for all the resources it secures and will need ways to capture critical lessons for the future.

### *STEP 2: KNOWING THE NEED (30 MINUTES)*

Background: Different resource providers will have different expectations, and there will be more effective and less effective means of meeting those expectations.

Instructions: Review the *Mix and Match* handout with participants, refer to the *Resource Provider Motivations* exercise (Table 4) from Day 1 if helpful, and give them 15 minutes to work individually or in pairs at their tables. Review either in two groups or together and identify where there may be disagreements.

**D4 Session 2 Handout: *Accountability Mix and Match***

### *STEP 3: SYSTEMS AND SUPPORT STRUCTURES FOR ACCOUNTABILITY (30 MINUTES)*

Instructions: Take some of the categories from the "means of accountability" column of the mix and match exercise and put them on the top of a piece of flip chart paper. Review the different categories and approaches named in the mix and match exercise. Have a lot of markers available and ask people to walk around and write on the paper the things organizations would need to do each well. For example, what would an organization need to do quality financial reports? After 15 minutes, do a gallery walk together to review the flip chart papers on the wall.

Note with the group that seeing all that good accountability requires can feel overwhelming. However, it is all good data for helping organizations to make decisions about where they want to invest and how to prioritize their resource mobilization strategies.

Note: Accountability and learning are critical to sustainability, but in order to continue to maintain a funding opportunity, it is also important to have a plan and a strategy specific to the resource provider.

## D4 SESSION 2 HANDOUT: ACCOUNTABILITY MIX AND MATCH

Match the resource provider or opportunity with the means by which you think they might expect the receiving organization to account for the resources they have received. It is not a 1:1 match and some answers might have more than one possible resource provider. Once you have completed the game, discuss with your colleagues some observations you may have. See if everyone agrees.

| MEANS OF ACCOUNTABILITY | | RESOURCE PROVIDER/ OPPORTUNITY |
|---|---|---|
| **Quarterly narrative reports** | | **Corporate Funder** |
| **Personal stories of how work has changed people's lives** | | **Foundation** |
| | | **Contributors to an event** |
| **Financial records** | | |
| | | **People who bought services or products** |
| **Annual reports** | | |
| | | **International NGO** |
| **Detailed reports on profit and loss** | | |
| | | **Groups that gave material or other non-financial good** |
| **Photos of beneficiaries** | | |
| | | **USAID** |
| **Financial audit** | | |
| | | **People who gave the organization money** |
| **Evidence of monitoring and evaluation systems** | | |
| | | **Government of your country** |
| **Thank-you letter** | | |
| **Trip to see a project** | | **People or groups who donated services or technical assistance** |

# D4 SESSION 3: DIVERSIFICATION

## OBJECTIVES

Participants assess and reflect on the value of diversification of resources and on their own organizations' resource diversity.

## TIME

1 hour

## SESSION OVERVIEW

- Define diversification concept.
- Walk through sample organization resource diversity charts.
- Help participants assess their own organizations' resource diversity picture.
- Reflect on the observations from the exercise and link back to the resource mobilization approaches and action plans from previous sessions.

## KEY POINTS

- Understanding how reliant your organization is on which funders is critical to resource sustainability.
- This is an easy but powerful exercise that organizations can do often as a check on their overall resource sustainability.

## HANDOUTS

- *Diversification and Sustainability*

## FLIP CHART

- None

## FACILITATOR NOTES

The exercise in Step 2 where participants assess their own organization's own fund diversity can be a powerful tool. The facilitator should ensure enough time for each organization to walk through the exercise at their own pace.

## STEPS

### *STEP 1: INTRODUCTION (15 MINUTES)*

Being able to be accountable to donors and demonstrate the impact of their contributions is important and part of ensuring long term sustainability. However, another important aspect of sustainable resource mobilization is related to resource providers and opportunities.

### *STEP 2: ASSESSING DIVERSIFICATION AND DEPENDENCY (45 MINUTES)*

Instructions: Begin a discussion with the group about the link between how many and what kind of donors their organization may have and how this may impact organizational sustainability. Break into groups or work individually on both parts of the diversification handout. Come back together for a 15 minute discussion about lessons learned from the exercise. What did participants observe? Did they find anything surprising?

**D4 Session 3 Handout: *Diversification and Sustainability***

# DAY 4 SESSION 3 HANDOUTS

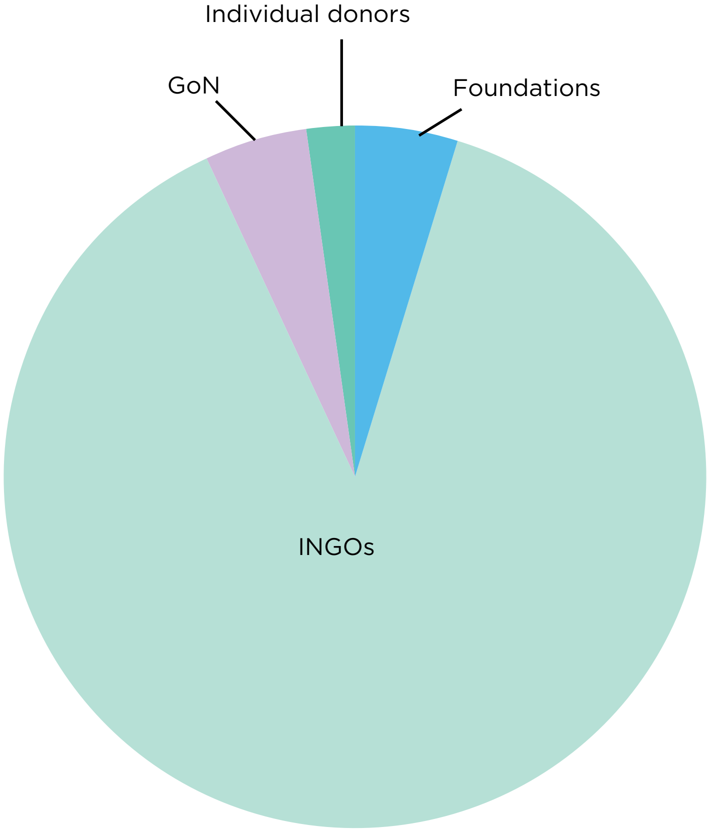
## D4 SESSION 3 HANDOUT: DIVERSIFICATION AND SUSTAINABILITY

Discuss your impression of the two organizations in Part I with your colleagues. Once you have discussed the two scenarios, turn your attention to your own organization. In Part II, discuss your own organization's funding and what its own chart might look like with your colleagues.

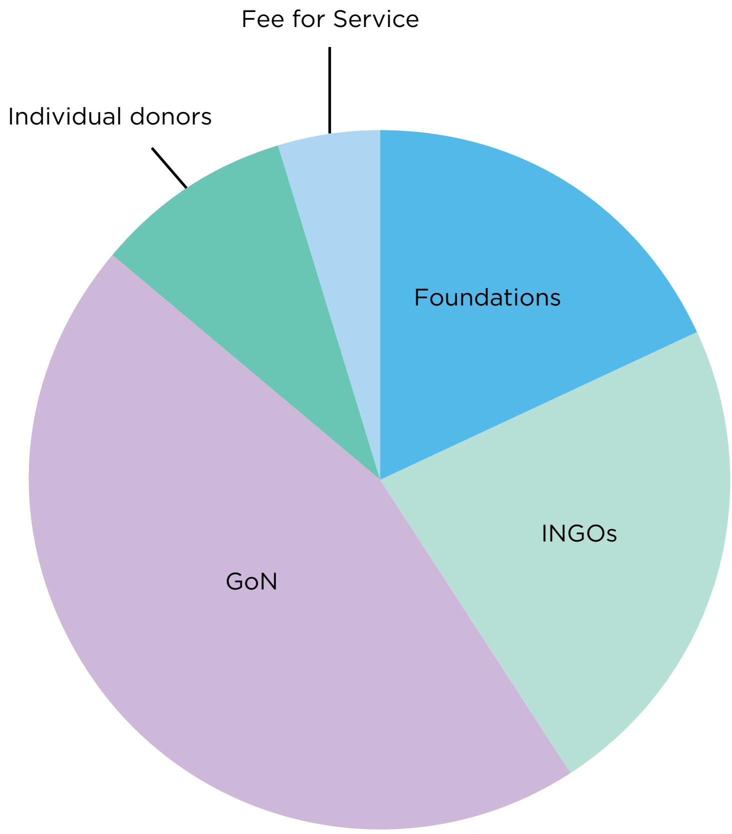
### *PART I. SAMPLE ORGANIZATION X*

The pie charts below are a picture of the various ways this sample organization receives funding. What do you observe? Do you think they are better off in scenario A or scenario B? Do you think it matters?

**Scenario A:**



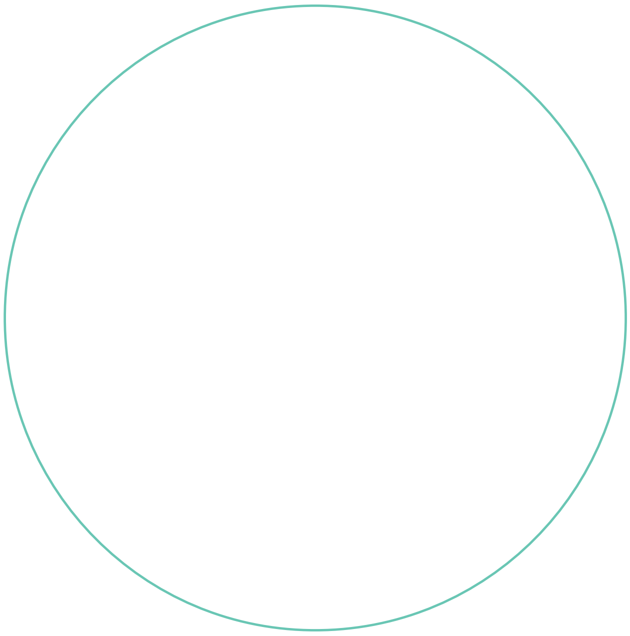
**Scenario B:**




*PART II: YOUR OWN ORGANIZATION*

What does your organizational funding look like now?

Use the circle below to make a rough pie chart for what you think your organization's funding looks like now. What can you observe about your chart? What do you think it might tell you about your organizational funding sustainability? Are there things you might like to change in the future?



# D4 SESSION 4: IMPLEMENTATION AND ACTION PLANNING

## A. CONFIRMATION OF APPROACHES

### OBJECTIVES

Participants assess and confirm organizational resource mobilization strategies or approaches.

### TIME

1 hour

### SESSION OVERVIEW

- Re-introduce the idea of prioritization and assessment of resource mobilization approaches.
- Have participants review the approaches they have identified as good for their own organizational resource mobilization and to see if they still seem like a good fit based on the full range of learning over the previous session.
- Confirm or amend strategies/approaches as needed.

### KEY POINTS

- The process of prioritization and assessment is ongoing and critical to successful implementation of any strategy.
- Organizations should be constantly thinking about how feasible a resource mobilization strategy may be, what kind of investments may be necessary to carry out, and how likely it is to bring significant returns.
- The idea of return on investment, even in very broad terms, is important for successful strategy development.

### HANDOUTS

- *Assessing Strategies*
- *Confirming Strategies*

### FLIP CHART/SLIDES

*SLIDES:*

- Roadmap
- Prioritization exercise chart

### FACILITATOR NOTES

The assessment chart can be challenging for groups with limited experience. If the facilitator observes that this may be the case, s/he can simplify the exercise to review the strategies in light of what has been discussed in previous exercises and amend as needed.

## STEPS

### *STEP 1: REVIEW*

Instructions: Spend five minutes recapping these four days of work. Remind the group that this is the part of the training where the group will try to bring together all of the work that participants have done throughout the training and position participants for successful next steps. The first of these steps is to review some of the approaches that were identified and explored on Day 3 and confirm that they are still desirable and feasible.

### *STEP 2: REVISITING ORGANIZATIONAL STRATEGIES AND ACTION PLANS (60 MINUTES)*

Instructions: On Day 3, the group spent a good deal of time exploring potential strategies their organizations might employ to close resource gaps and grow. Now that the group has had time to explore other aspects of resource mobilization, including some necessary skills, different approaches and important sustainability considerations, it is a good time to do a quick assessment and prioritization before confirming that those previously identified strategies are still good matches for your organization. Have the participants work with their organizational colleagues on the Assessing and Confirming handouts.

**D4 Session 4A Handouts:**

- ***Assessing Strategies***
- ***Confirming Strategies***

## D4 SESSION 4A HANDOUT: ASSESSING STRATEGIES

Now that the group has had the chance to look more deeply at what it takes to succeed with different resource providers (Day 2) and at what investments and capacities might be needed within an organization to be successful, it is time to assess and prioritize again.

Take your worksheets from Day 3 (Tables 7 and 8) and consider the following questions.

- Overall, what do you think about your approaches now that you've had time to explore other aspects?
- How feasible do they seem overall?
- How do they rate in terms of resource sustainability (accountability and diversification)?
- How do they rate in terms of the investments (physical, staff, organizational) that would need to be made to succeed?

Using your answers to the above questions, try to determine where you would now place these approaches (with targeted resource providers) on the assessment/ prioritization chart.

**TABLE 8: ASSESSING STRATEGIES**

| | **Expected Benefit** | |
|---|---|---|
| **Expected feasibility (in terms of cost and capacity)** | Highly feasible but potentially low benefit. Determine if worth the effort.<br><br>*[Insert resource mobilization strategy from **Table 8** here]* | Highly feasible, high benefit. **Top priority.**<br><br>*[Insert resource mobilization strategy from **Table 8** here]* |
| | Low feasibility and likely low benefit. **Do not pursue at all.**<br><br>*[Insert resource mobilization strategy from **Table 8** here]* | Not easily feasible but potentially high benefit. Weigh pursuing carefully.<br><br>*[Insert resource mobilization strategy from **Table 8** here]* |

## D4 SESSION 4A HANDOUT: CONFIRMING STRATEGIES

Taking your work in the previous handout (Assessing Strategies), confirm that the approaches you would like to move forward on still hold, or if you would like make any adjustments.

| PROPOSED STRATEGY | ANY CHANGES TO STRATEGY? |
|---|---|
| | |
| | |
| | |

## B. ORGANIZATIONAL NEEDS AND INVESTMENTS

### OBJECTIVES

Participants review what they have learned and compile reflections from previous sessions, including gap analysis, to create a detailed action plan for their organization.

### TIME

2 hours

### SESSION OVERVIEW

- Identify the range of capacity strengthening needs the participating organizations may have to successfully implement their resource mobilization approaches and strategies.
- Identify specific short and longer term next steps.

### KEY POINTS

- Resource mobilization requires significant efforts and resource investment.
- All organizations that are successful in resource mobilization invest in increasing their resource mobilization capacity across their entire organization.
- The key to success is to assess and evaluate where to invest and where to increase organizational capacity for the greatest return.

### HANDOUTS

- *Organizational Readiness Needs and Investments*
- *Next Steps*
- *Additional Resources*

### FLIP CHART/SLIDES

- Roadmap
- Resource Mobilization Cycle

### FACILITATOR NOTES

It is important for the facilitator to spend time with each group individually on these exercises to make sure that they understand the instructions and are developing useful and meaningful next steps to take back to their organization.

Participants may come out of the last sessions requesting additional support from CRS, particularly in terms of additional skills-building workshops. The host country team should discuss this in advance and be prepared to discuss with participating organizations what, if any, additional capacity strengthening support CRS might be able to contribute.

### PREPARATION

If the facilitator can bring real life examples of ways that successful organizations invest in their own resource mobilization capacity, it can help enrich the discussions in this session.

### STEPS

#### *STEP 1: INTRODUCTION (15 MINUTES)*

Now that the groups have revised their strategies, it is important to look more deeply at what steps will need to be undertaken to ensure that the organizations have the necessary skills, resources and capacities to succeed. Introduce the *Organizational Readiness Needs* and *Investments* exercises.

### *STEP 2: ORGANIZATIONAL RESOURCES NECESSARY FOR SUCCESS (60 MINUTES)*

Instructions: Ask the participants: Looking at the lists identified and developed in the staff skills, leadership and communications areas in earlier sessions, how easy do you think it will be to move your strategy forward? What might you need to do organizationally to succeed? Distribute the handout and ask participants to work with their colleagues from their organizations to identify some necessary skills and next steps to fulfill them.

**D4 Session 4B Handout: *Organizational Readiness Needs and Investments***

### *STEP 3: SPECIFIC NEXT STEPS (30 MINUTES)*

Instructions: To pull all the exercises together, ask the participants to look at the previous three handouts. Acknowledge that it may seem like there is a lot to do, and that it may even be a daunting picture of their organization's needs. Help encourage participants by asking them to list three to five priorities from the action items noted throughout the exercises and then to list at least two things that they personally will do once back at their organization.

**D4 Session 4B Handout: *Next Steps***

## D4 SESSION 4B HANDOUT: ORGANIZATIONAL READINESS NEEDS AND INVESTMENTS

First, review the priorities, needs and approaches you and your colleagues have identified from previous exercises in your workbook. Start with your most pressing priority, write it down in the box below and then try to work through the questions below. You'll find another copy of this worksheet in your workbook. If you find that you have completed the exercise and there is still time, take the next priority need identified and explored in the previous days' program and repeat the exercise.

Review:

Priority resource need:

Target resource provider:

Resource mobilization strategy:

Now consider the following question: To successfully carry out this approach and secure these necessary resources from this targeted resource provider what will you need to do within your organization?  The categories below mirror the exercises, and in particular, the reflections from the previous days.

Work with your teammates to consider what additional investments and efforts might be needed within each area for you to successfully meet your resource mobilization goals. Write down your answers to the questions below as comprehensively as is possible. Be as specific as possible.

**Organizational leadership and governance:** *What might the leadership of your organization need to do more of or do differently to achieve help implement this resource mobilization strategy? What kinds of planning processes might need to be improved or strengthened?*

**Staff and staff skills:** *What will we need to invest in terms of additional staff time or staff persons to achieve our resource mobilization goal? What additional staff training or skills might be needed? Do we need to further define roles and responsibilities between staff members?*

**Communications:** *What do we need to do in terms of developing communication messages and materials to achieve our resource mobilization goal?*

**Finance management and administration systems:** *How ready is our organization to pursue outside resources in terms of our finance and administrative skills? What might we need to do to track costs, and track and manage financial information, in order to both pursue and manage external resources? What might need to be strengthened for us to be sure that we will be able to account for any resources we do secure?*

**Monitoring, evaluation, reporting (accountability and learning) systems:** *What might need to be done to strengthen our monitoring and evaluation systems in order to both achieve our resource mobilization goal, and also to ensure that we will be able to account for external resources and their impact? How strong is our organizational learning? How might it need to be strengthened for resource mobilization success?*

**Physical Investments:** *Are there any physical investments that might be needed to achieve our resource mobilization goal?*

## DAY 4 SESSION 4B HANDOUT: NEXT STEPS

The previous exercise identified a range of investments and efforts that may be needed within your organization to reach your resource mobilization goal.

Imagine that you are back at your desk and that you and your team have to determine where and how to start your resource mobilization efforts.

What are the first three things you will do to start addressing these needs and start to implement your resource mobilization plans?

1)

2)

3)

## C. ADDITIONAL RESOURCES

Acknowledge that this training is only the beginning as organizations seek to strengthen and expand their resource mobilization capacity. Distribute the additional resources handout, and quickly review.

**D4 Session 4C Handout: *Additional Resources***

## D4 SESSION 4C HANDOUT: ADDITIONAL RESOURCES

CRS' Institute for Capacity Strengthening www.ics.crs.org is a robust resource library and dynamic learning space for CRS and partner staff, with helpful courses, tools, and resources on partnership and capacity strengthening.

Search the ICS www.ics.crs.org for some particularly helpful resources that include:

*Institutional Strengthening Guide:* The Institutional Strengthening Guide is intended to serve as a reference for organizations wishing to develop or improve existing institutional strengthening systems and processes. The guide presents principles, minimum standards and best practices, business processes, references and tools deemed important for effective, efficient, and sustainable organizations. The guide consists of ten chapters that cover the key functional areas of most organizations. Each chapter (and indeed each step and process within each chapter) can be used as a stand-alone document. CRS offers the guide as an adaptable tool which may be used to develop new, or strengthen existing, policies, processes and practices.

*Project Design and Proposal Guidance for CRS Project and Program Managers (Pro Pack):* ProPack (Project Package) aims to help CRS staff work in a consistent manner with partnering organizations to raise the quality of its planning processes.

*Propack II:* Propack II follows directly from ProPack I, Project Design and Proposal Guidance, and builds on the simple concepts and methodologies introduced in that volume. It includes sections on project management theories and concepts, detailed implementation planning, monitoring and evaluation, and builds on the tools introduced in ProPack I.

*Propack III:* This guide presents an approach to developing a monitoring and evaluation system for projects supported by CRS. The content is derived from guidance in ProPack (CRS, 2004 and CRS, 2007) and streamlined based on experience in CRS country programs in Africa, Asia, and Latin America. The new approach is called SMILER: Simple Measurement of Indicators for Learning and Evidence-based Reporting.

*M&E Training and Capacity-Building Modules:* CRS and the American Red Cross collaborated on this nine-part series of training and capacity-building materials in program monitoring and evaluation. The modules provide practical information across a wide range of topics, from hiring monitoring and evaluation staff to preparing for a program evaluation. They were conceived and developed to respond to field-identified needs for specific guidance and provide tools that are not available in other publications. Examples focus on Title II programming, but the material is also relevant outside the realm of food security.

**The Foundation Center:** A U.S.-based organization that links to foundation and corporate sites of interest to fund raisers, and provides general information on foundations and giving. http://fdncenter.org

**Inyathelo - the South African Institute for Advancement:** South Africa-based organization that offers resources, training and capacity building to non-profit organizations, particularly in relation to fundraising, organizational governance and their overall long-term sustainability. http://www.inyathelo.org.za/

**The Resource Alliance:** A UK registered charity, based in London, the Resource Alliance works to be a global network for fundraising, resource mobilization and philanthropy. http://www.resource-alliance.org/index.php

**International HIV/AIDS Alliance:** The Alliance has a range of practical information, tools, and guidance on supporting NGOs and community based organizations. http://www.aidsalliance.org/

**Innovation Network:** A network that helps NGOs evaluation tools on a range of topics from mission statements to logframes to program design to post-program evaluation. www.innonet.org/

**CIVICUS:** An international civil society organization, CIVICUS has a range of tools aimed at strengthening NGOs' organizational capacity. http://www.civicus.org/

**Network Learning:** For resources and manuals specifically for development and humanitarian NGOs, including manuals on financing income generation activities in conflict-affected countries, NGO capacity assessments, and building a small NGO. www.networklearning.org.

**Board Source:** An organization that offers information on governance and organizational structures support and on building effective boards. www.boardsource.org.

## D4 SESSION 5: CLOSING

Once the group has completed the entire program, bring the training to a close. If time remains, this can be an opportunity to ask for some short free form reflection. Ask the group if anyone would like to share the key lessons or ideas that they will be taking back to their organizations.

In some places, a formal closing speech or prayers will be necessary and should be planned for in advance. In addition, if time and budget allow, the facilitator can work with the local CRS staff to explore organizing a potential social opportunity after the training.

Distribute the final evaluation and request that it be returned before participants leave the training center.

**Final Questions:** When you go back to your organization next week and people ask what you got out of this training, what will you say? What was the biggest surprise for you from the training?

Thank everyone for their participation and thank the host country program!

## D4 SESSION 6: DAILY AND FINAL EVALUATION

The facilitator should feel free to use a range of evaluation techniques to assess how the training is going throughout, and to evaluate its effectiveness at the end. Following are sample daily and final evaluations.

## DAILY EVALUATION

Please take a few minutes to write down your answers to following questions. The facilitator will collect them from you before you leave. Your feedback is very important to us and your participation is appreciated. Thank you!

**What was most useful for you today? What did you like the most?**

**What was most difficult? What suggestions do you have for overcoming this difficulty?**

**What would you do differently if you were the facilitator?**

**What suggestions do you have for tomorrow?**

**Other comments?**

## SAMPLE FINAL EVALUATION

Please take a few minutes to write down your answers to following questions. Your feedback is very important to us and your participation is appreciated. Thank you!

**1) Please check the box that most fits your assessment.**

| | DON'T AGREE | SOMEWHAT AGREE | AGREE | AGREE WITH EMPHASIS | DON'T KNOW – PLEASE EXPLAIN |
|---|---|---|---|---|---|
| I can define resources and identify different types of organizational resource needs | | | | | |
| I can identify a range of potential resource providers and/or opportunities | | | | | |
| I gained new knowledge/ skills in at least two key resource mobilization areas (fundraising events, entrepreneurial opportunities, proposal writing, individual/ corporate donors) | | | | | |
| I know how I might develop appropriate, robust and sustainable resource mobilization strategies for an organization. | | | | | |
| I understand the kinds of things my organization should do to strengthen our organizational resource mobilization. | | | | | |
| I have clear and specific actions that I will take back to my organization. | | | | | |

**What was the most useful part of the training for you?**

**Can you name two things that you learned that you did not know before you came? What are they?**

**What was most difficult?**

**Was there something that would could have skipped? What would it be?**

**Were there any topics that the training missed or that you wished we covered more deeply?**

**What would you do differently when the training is held again somewhere else?**

**Please comment on logistics (meals, breaks, hotel, conference facilities, etc.).**

**Please provide feedback to the facilitator(s) so they may continue to improve their work.**

**Other comments? (Please use the back side if you need more room)**

**Thank you and safe travels home!**

To learn more about our work in partnership and capacity strengthening visit CRS' Institute for Capacity Strengthening www.ics.crs.org or contact us at ics@crs.org.
CRS World Headquarters, 228 W. Lexington Street, Baltimore, MD 21201, USA