Fiscal Management

Grant Writing

Strategic Planning

Needs Assessment

Program Development

Technology Development

Volunteer Management

Human Resources

Surviving an Audit

Program Evaluation

Board Development

Faith-Based Leadership Development

Starting a Nonprofit

Leadership Development

FAITH-BASED LEADERSHIP

NATIONAL MINORITY AIDS COUNCIL

Dear Colleague,

On behalf of the National Minority AIDS Council, thank you for picking up this manual and taking a step toward increasing your capacity in this struggle. As we enter the third decade of HIV/AIDS, it is more important than ever to develop our skills and knowledge to better serve our communities and our constituents.
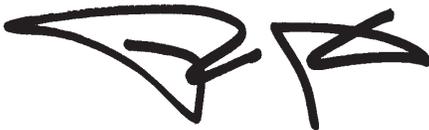
NMAC, established in 1987 as the premier national organization dedicated to developing leadership within communities of color to address the challenge of HIV/AIDS, recognizes the challenge before all of us and works to proactively produce and provide skills-building tools to our community. One such tool is the manual that you hold in your hands.

The Technical Assistance, Training and Treatment Division's mission to build the capacity and strength of community-based organizations, community planning groups for HIV prevention and health departments throughout the United States and its territories is supported through a multifaceted approach. This approach includes individualized capacity-building assistance, written information (manuals, publications and information provided through NMAC's website and broadcast e-mail messages) and interactive learning experiences (trainings). All components are integral to providing a comprehensive capacity-building assistance experience, as opposed to offering isolated instances or random episodes of assistance.

After undergoing a revision of existing curricula and publications, and an expansion of our current catalog of subject areas to include more organization infrastructure topics, NMAC is proud to present you with this new manual, Faith-Based Leadership Development. One of 15 topic areas in which we provide capacity-building assistance, this manual will provide you with detailed information, resources and the knowledge to enhance your capacity to provide much-needed services in your community.

Our hope is that this revised manual will give you the skills and knowledge to increase your capacity and serve your community at a greater level than ever before. Please feel free to contact us if you would like further information on other services we can provide to you and your community.

Yours in the struggle,

Paul Akio Kawata
Executive Director

Contents

Preface

Organizational Effectiveness

Successful community-based organizations (CBOs) can attribute their success to employing 15 key components that support organizational effectiveness. See the model below.

Ongoing learning and training in each of these areas will allow your organization to meet the needs of your constituents.

For information regarding training in any of these areas, contact the National Minority AIDS Council's Technical Assistance, Training and Treatment Division by telephone at (202) 234-5120 or by e-mail at ta_info@nmac.org.

ORGANIZATIONAL EFFECTIVENESS MODEL

Organizational Effectiveness

Board Development
Faith-Based Leadership Development
Fiscal Management
Grant Writing
HIV Prevention Community Planning
Human Resources
Leadership Development
Needs Assessment
Program Development
Program Evaluation
Starting a Nonprofit
Strategic Planning
Surviving an Audit
Technology Development
Volunteer Management

Introduction

Purpose:

This manual is designed for leaders in the faith community, both lay and clergy. The leaders' faith provides the framework and commitment to serve their communities in this way and this manual provides the technical community mobilizing knowledge and skills.

This manual provides tools that will be helpful to both new and experienced faith-based leaders and organizations for engaging communities on their behalf. Topics covered in the manual include:

✓ Leadership skills development
✓ Community diversity
✓ Community mobilization/planning
✓ Program development
✓ Coalition building
✓ Operational management
✓ Board of directors
✓ Fiscal management
✓ Funding opportunities and sources

The philosophy guiding this manual is that you, a faith leader, make the connection between your faith commitment and the holistic approach to community engagement that sustains and builds capacity for community empowerment. An empowered community is called to action, responds to crises and growing concerns, and is more self-reliant and effective in creating its own solutions. The members of the community are the experts on their community and its needs, and the solutions that will heal and liberate the community. Moreover, an empowered community will address more than the illnesses that affect it. It will set priorities to address the community from a holistic perspective, through program development and utilization of existing resources that address issues specific to the community. Community well-being in the 21st Century utilizes all participants in the community.

This manual's goal is to provide faith leaders with the necessary skills to organize community members to develop networks and coalitions to address the issues specific to their community.

LEADERSHIP

The ability or capacity to lead others or to be a leader; the ability to guide a group towards the achievement of goals.

COMMUNITY MOBILIZATION

A community's process of preparing and organizing to take action, specifically toward its own development, meeting its own needs, and caring for its own people by accepting full responsibility of its duties.

BOARD OF DIRECTORS

A group of people legally charged with the responsibility to govern a corporation.

FISCAL

Relating to financial matters.

COMMUNITY

A society, the public, or a social group functioning cooperatively under the same set of laws through a mutual form of participation, living within a limited geographical area and whose social relationships fulfill major social and economic needs.

PROGRAM

An organized set of services designed to achieve specific outcomes for a specified population that will continue beyond the grant period.

MOBILIZATION

The process of movement requiring action on the part of all entities involved, organizing and preparing them to accept various duties and responsibilities.

SPIRITUALITY

The complex and multi-dimensional part of the human experience possessing cognitive (search for meaning, purpose and truth in life), experiential and behavior components. The experiential aspect incorporates feelings of hope, love, connection with others and the surroundings, inner peace, comfort, and support. The behavioral aspect externally manifests one's spiritual beliefs and inner spiritual state. Expressions of a person's spirituality may be grounded in faith, but usually transcend it.

Learning Objectives:

Upon completion of this manual, learners will be able to:

✓ Identify the points of intersection between their faith commitment and community mobilization.
✓ Assist faith leaders in assessing the needs and resources in the community.
✓ Identify ways in which local faith communities can serve as active community organizers.
✓ Develop leadership skills in order to take an active role in community mobilization.

Integrated into the manual are practical tips and a "Spirituality Inventory." The Spirituality Inventory is a group of activities designed to engage you in self-reflection and spiritual connectivity with members of other faith communities. The questions in the inventory are deliberately broad to encourage reflection and participation of people of all faiths. Use the inventory as a guide to help you to translate your faith and spirituality into acts that will drive a paradigm shift within the communities you serve.

Pre-training Assessment

The Pre-training Assessment is an opportunity for you to check your knowledge against the information that will be addressed in this manual. Take this test now and again when you have finished the manual. Answers are found on page 74.

Pre-training Assessment

Please circle the following statements either True or False.

1. **True** **False** One's faith can play an important role in how one attempts to organize a community.

2. **True** **False** An effective leader recognizes each person's skills and contributions.

3. **True** **False** One disadvantage to a company or organization that values diversity is a decrease in innovative ideas.

4. **True** **False** One role of the community mobilizer is to identify solutions to the problems a community faces.

5. **True** **False** The survival of a coalition is based on the participation of its members.

6. **True** **False** A specific method of evaluating the implementation of an organization's strategic plan is not important. A good plan will evaluate itself.

7. **True** **False** Volunteers need job descriptions.

8. **True** **False** The board is legally entrusted with the responsibility of overseeing the activities of an organization.

9. **True** **False** Consistent, detailed recordkeeping by employees is essential in order to account for the costs of an organization's programs.

10. **True** **False** A fund-raising plan is not important. Foundations and corporations are standing by with checks, ready to fund your worthy cause.

Check answers on page 74, after reading the manual thoroughly.

UNIT 1:
By Faith

Purpose:

To establish an understanding of how faith can influence leadership.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Describe spirituality.

✓ State why faith is important to the members of the group.

Introduction

T here are those who would criticize organized religious groups for being progenitors and perpetuators of oppression, wars and genocide. However, faith institutions have been on the front lines fighting against these very same injustices. Throughout history, ordinary people, guided by their faith, demanded justice, equality, wholeness and freedom for their communities. Armed with a spiritual indignation because of injustice, a commitment to their communities and learned skills, these leaders cried out on behalf of, mobilized for and served their communities. Some of these leaders rose not just to affect their local community, but to impact a broader global community. Faith-inspired leaders such as Nehemiah, Francis of Assisi, Red Cloud (Makhpiya-Luta), Mahatma Gandhi, Cesar Estrada Chavez, Fannie Lou Hamer, Al-Hajj Malik El-Shabazz (Malcolm X) and Celina Cossa have had an influence on their communities and the rest of the world.

Today, faith communities stand on the shoulders of these leaders. Leaders such as you, together with their faith institutions, address poverty, early pregnancy, gang-related violence, HIV/AIDS, police brutality, discrimination, health disparities, domestic violence, elder and child welfare, and illegal drugs.

Faith institutions are uniquely positioned to mobilize and organize communities because of their long-standing relations in the community. Those institutions that are successful in serving the community see themselves as part of the community. Robert Wood explains that faith-based community organizations (FBCOs) are at an advantage because they provide enforcement for the formation of "social capital," the common identity that fosters trust, support and shared responsibility among members of a community. In FBCOs, there is usually a chief authority that provides context and acts as a central mobilizing figure. Finally, FBCOs have a diversity that crosses societal division lines.[1]

FAITH-BASED COMMUNITY ORGANIZATION

An organization aligned with a community that is founded on valuing religious beliefs, principles, practices and traditions. An organization may use one religion's principles or incorporate the shared values of many religions to create an interfaith entity.

DIVERSITY

The mosaic of people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact.

Spirituality Inventory

Self-Reflection

✓ Why did you choose to read this manual?
✓ Describe your faith.
✓ List five overriding principles you have developed along your spiritual journey that guide you today.

---

1. Robert L. Wood, "Faith and Power," 1998.

✓ Are you currently part of a centralized community of faith? If so, describe the community in which it is located. According to your basic observations, what are some of the areas of concern that the community faces? Why are these concerns important to you?

✓ Review your five guiding principles. In what way, if any, do these principles shape the community concerns you deemed important?

✓ Why is faith important?

✓ What is spirituality? How is spirituality exhibited?

✓ Is there a difference between faith and spirituality? Why or why not?

✓ How do faith and spirituality affect a person's leadership?

UNIT 2:

Leadership Skills Development

Purpose:

To establish an understanding of the leadership skills and five different leadership styles.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Define leadership.

✓ List at least three leadership styles.

✓ List functions as a leader.

I.   Introduction

In community mobilization, the important task for leadership is to assist people to build organizations and start new projects within the community. But there is a difference between leading and managing people to accomplish these tasks.

II.   Leadership vs. Management

While both leadership and management are focused on getting tasks completed, leadership focuses on people, while management deals with the allocation of resources associated with a task.

Leadership is situational, and different situations call for different styles of leaders. Effective leaders listen to the wishes and needs of the group or followers. Leaders integrate people with tasks.

Other qualities shared by effective leaders are that they:

✓   Are democratic.
✓   Involve the group in decision making.
✓   Recognize each member's skills and contributions.
✓   Promote the interests of the group.

Five Leadership Styles

✓   **Authoritative:** The leader makes and announces decisions.
✓   **Political:** The leader decides and sells the decision to the group.
✓   **Evaluative:** The leader presents ideas and invites questions.
✓   **Participative:** The leader presents alternatives and the group chooses from among them.
✓   **Laissez-faire:** The group defines the boundaries and makes the decisions.

III. Functions of a Leader

Each member of a group has a responsibility to the rest of that group to help it to be effective. The leader coordinates the activities of the group. These include **task functions** (things that must be done if tasks are to be accomplished) and **maintenance functions** (things which help the group stay together).

A. Task Functions

✓ **Initiating:** Defining a problem, suggesting a procedure for problem solving, making a proposal.

✓ **Seeking information or opinions:** Requesting background data, generating suggestions and ideas, gathering facts.

✓ **Giving information or opinions:** Offering facts or relevant information, stating beliefs, sharing new ideas or suggestions.

✓ **Clarifying or elaborating:** Interpreting others' ideas, clearing up confusion, pointing out alternatives.

✓ **Summarizing:** Pulling together related ideas, establishing where the group is and what has been covered.

✓ **Testing agreement:** Checking to see if the group has come to a consensus or has reached an understanding.

B. Maintenance Functions

✓ **Encouraging:** Being responsive to and accepting of others; listening and trying to understand.

✓ **Expressing group feelings:** Being sensitive to how the group feels and being aware of interpersonal relationships within the group.

✓ **Harmonizing:** Attempting to reconcile opposing points of view — tensions must be reduced before group members can explore their differences objectively.

✓ **Compromising:** Admitting errors if you make one, helping to maintain a group feeling, offering to adjust your own position to help the group.

✓ **Setting standards:** Developing a code of operation adopted by the group, such as a policy of letting everyone have one turn to be heard.

C. Needs of People in Groups

If you want loyalty, honesty, interest and the best efforts from your group members as a leader, you must take into account that:

✓ People have a need to belong. People need to feel that they are sincerely welcome.
✓ People need to share in the planning of the group goals. Their needs will be satisfied only when they feel that their ideas have had a fair hearing.
✓ They need to feel that the goals are within reach and make sense.
✓ They need to feel that what they are doing contributes something important to human welfare.
✓ They need to see that progress is being made toward the goals of the group.
✓ They need to know in clear detail just what is expected of them so they can work confidently.
✓ They need to be kept informed.
✓ They need to have confidence in their leaders.

Regardless of how much sense the situation makes to the leader, it must also make sense to the members. People continue to participate and contribute when they feel rewarded by the leadership.

IV. Responsibilities of a Leader

Leaders must keep in mind their obligations to the group. The responsibilities of a leader are:

✓ To listen
✓ To discourage criticism
✓ To contribute
✓ To be fair
✓ Not to dominate
✓ To give recognition
✓ To show enthusiasm
✓ To promote teamwork
✓ To put the group at ease
✓ To focus on the problem or task
✓ To offer encouragement and support

Qualities of Leadership

Successful organizations are led by individuals who:

✓ Work from set goals.
✓ Are effective communicators.

✓ Are perceptive and sensitive to the group and their needs.
✓ Are good at integrating various interests and priorities.
✓ Are creative and adaptable.
✓ Provide a positive role model.
✓ Tactfully allow for differences.
✓ Demonstrate patience and professionalism.
✓ Can move beyond their biases.

Organizations succeed because they bring out the best in all involved. It is the people who make things happen. A strong, successful leader approaches all tasks from the perspective of how the individual's needs can be met in the process.

V. Characteristics of Successful Organizations

Organizations that succeed are those that have a unifying philosophy of self-determination. They believe in their ability to determine their own destiny. In a successful organization, there is a sense of purpose for all actions, which creates a sense of identity among the staff and volunteers. The organization is an extension of individual purpose and this allows for the satisfaction of feelings of self-worth. Successful organizations are committed to the people, not just the tasks at hand. There is concern for the well-being and growth of members at large. Opportunity is provided for individuals to make a meaningful contribution. Successful organizations invest time and energy listening to and meeting the needs of the staff, board and volunteers who deliver the programs. It is the leader who facilitates this.

Spiritual Inventory

Self-Reflection

✓ Select from your sacred text(s), oration or historical accounts from your faith's tradition three people who exhibited leadership. Briefly reflect on their leadership. Whom did they lead? Under what conditions did they rise as leaders? In what ways did they stand out from the community? In what ways did they blend with the community?
✓ What characteristic of leadership do you admire about each of these people? Why?

✓   How do they influence your leadership style?
✓   List five things that you value about your leadership style.

Second Activity

Identify from your sacred text(s), oration or historical accounts in your faith's tradition an account where the leader caused a paradigm shift to occur in a community. Think about the following:

✓   What issues did the leader address? Why were those issues important to the leader?
✓   How did the leader prioritize the issues? What was the leader's strategy?
    How did the leader make the connection between faith and actions used to address the issues?
✓   How did the members of the community react to the leader? Why?
✓   Was there a change in the community's perspective? When? Why?
✓   How did the members of the community participate in their own liberation? In what ways were they successful in their efforts?

UNIT 3:

Valuing Diversity

Purpose:

To understand the value, dimensions and advantages of diversity.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Define diversity.

✓ State primary and secondary dimensions of diversity.

✓ State and explain advantages of diverse groups.

I.   Introduction

Any organization that expects to succeed in a diverse community needs to at least have an appreciation of diversity.

Diversity is not about teaching people about different cultures. That may only reinforce stereotypes and "us versus them" thinking.

Diversity extends far beyond the obvious dimensions of race and gender. People are similar and different on an infinite number of dimensions. By viewing diversity as something that is relevant to all of us, it becomes inclusive as well as liberating for everyone.

II.   What Is Diversity?

DIVERSITY

The mosaic of people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact.

In thinking about diversity, consider the Platinum Rule, an extension of the Golden Rule. It says: **Treat others as they want to be treated.**

Diversity is a celebration of our humanity, of our individual uniqueness as well as the common characteristics that bring the group together. It gives us permission to be appreciative of who we are, and to laugh at ourselves for our strengths and weaknesses. Valuing diversity is openness in discovering how we can join together — with all our complementary human characteristics — to create more as a united team than any of us can on our own.

Changes in Viewpoint on Diversity

Old View	Modern View
Affirmative action	Valuing diversity
Being nice to minorities	Makes good business sense
Race/gender differences	Infinite number of differences/similarities
Dominant culture's bias	We all have biases
Learn about cultures	Learn about people as individuals
Burden	Asset
Golden Rule	Platinum Rule
Melting pot	Mosaic

III. Primary and Secondary Dimensions of Diversity

A. Primary Dimensions of Diversity

Primary dimensions are those we are born with. People are usually the most sensitive about these dimensions because others can tell these things about us (with the exception of sexual preference) just by looking at us.

Age
Sexual Orientation
Gender
Race
Physical Qualities
Ethnicity
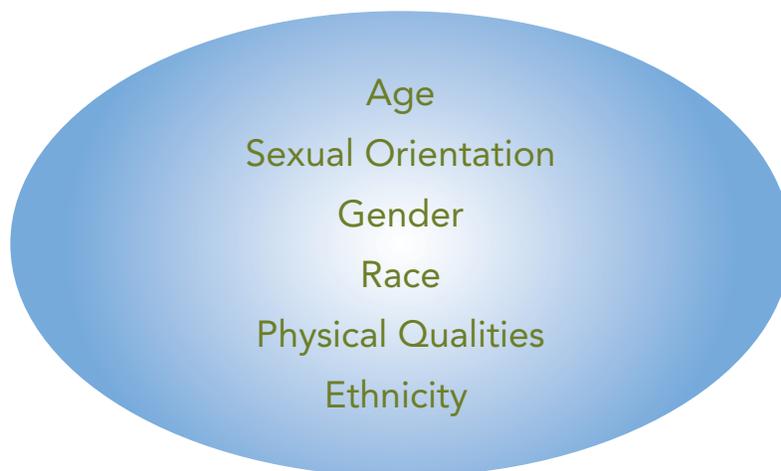
B. Secondary Dimensions of Diversity

Secondary dimensions are those we have some control over and can change throughout our lives. They are also dimensions we can choose to disclose or not. These characteristics are often less sensitive but just as important as primary dimensions.

Work Background
Parental Status
Geographical Location
Income
Military Experience
Marital Status
Religious Beliefs

IV. Assessing Your Cultural Heritage

Culture is the learned, socially acquired traditions and lifestyles of members of society, including patterned, repetitious ways of thinking, feeling and behaving. It includes values, norms, worldviews, expectations, communication styles, practices and institutions.

Ethnocentrism is the tendency to view one's own cultural group as the center of everything, the standard against which all others are judged. It assumes that one's own cultural patterns are the correct and best ways of acting.

Cultural Relativity is the idea that each cultural pattern is as intrinsically worthy of respect as all the rest. It is the idea that any behavior must be judged first in relation to the context of the culture in which it occurs.

The culture in which you are raised greatly influences your attitudes, beliefs, values and behavior. In order to appreciate differences in others, people must:

✓ Be aware of their own cultural values and beliefs and the ways those values influence attitudes and behaviors.
✓ Understand the way others' cultural values and beliefs affect them.

Take a few minutes to do the following exercises. They will help you clarify your attitudes and beliefs. There are no right or wrong answers to these questions. They are intended only to facilitate an acknowledgement of your own cultural heritage.

Spiritual Inventory

Self-Reflection

Assess your own cultural heritage:

✓ In what ethnic group, socioeconomic class, religion, age group and community do you belong now?
✓ What experiences have you had with people from other ethnic groups, etc?
✓ What were those experiences like?
✓ What did those involved in your upbringing say about people who were different from those in your household?
✓ What socio-cultural factors in your background might contribute to being rejected by members of other groups?
✓ Are there traditions or teaching in your faith community that may cause you to be unwilling or hesitate to engage a particular group in a dialogue or activity?
✓ Which of your socio-cultural factors have changed? In what way(s) has that affected you?

Dialogue:

Pair up with a person of a different faith tradition for discussion.

✓ How does your religious belief influence how you see humanity (the human condition, source of liberation, serving others)?
✓ How do your views differ from your partner? How can these views affect your working relationship with community members?

Group Activity

Gather in groups of 2–6. Select two people featured in your sacred texts/oration or historical accounts from your faith tradition who led a diverse group.

✓ What types of diversity were represented in the group?
✓ How did these leaders deal with the diversity in the group? How were they similar? How were they different?
✓ What lessons can faith leaders in your community learn from these two people?

V. Advantages of Diverse Groups

A study at the University of California at Berkeley found that greater diversity in groups produced more conflict and subsequently more idea generation, though unexpectedly less emotional conflict. While diversity alone is not a guarantee of a productive workforce, research has consistently shown that it positively impacts creativity, innovation and team productivity — if people can transcend and value their differences.

UNIT 4:

Community Mobilization and Planning

Purpose:

To establish the importance of understanding the community and community needs assessment.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Distinguish mobilization and community mobilization.

✓ List two reasons why it is important to involve the community.

✓ Describe the community entry process.

✓ Describe what community needs assessments may indicate.

I. Introduction

In the previous section, we explored how your cultural heritage and religious beliefs influence your worldview. Understanding your cultural and religious predispositions helps to lay the groundwork for exploring and learning about the cultural values, beliefs and practices of the community you are trying to reach. Communities are not as homogenous as they once were.

Key Terms

It is essential to have a common understanding of the terminology used here and the differences among key terms.

For example, neighborhood and community are not the same. A neighborhood consists of people living in a similar surrounding, environment or locality. Neighborhoods function cooperatively simply as a group of people sharing a living area.

But a community is a society, the public or a social group functioning cooperatively under the same set of laws through a mutual form of participation, living within a limited geographical area and whose social relationships fulfill major social and economic needs. Community has structure and institutions that both serve and sustain the members and sustain the group in turn. The overwhelming task is to bring the different entities together to become fully empowered.

✓ **Mobilization:** The process of movement that requires organizing and preparing all participants to accept various duties and responsibilities and act.
✓ **Community Mobilization:** A community's process of preparing and organizing to take action, specifically toward its own development, meeting its own needs, and caring for its own people by accepting full responsibility of its duties.

Why Involve the Community?

✓ Local people are in the best position to solve specific local problems.
✓ People support what they create.
✓ There is no single strategy that solves all the problems.

NEIGHBORHOOD

A group of people living in a similar surrounding, environment or locality. Neighborhoods function cooperatively simply as a group of people sharing a living area.

Mobilization Begins When:

✓   Concerned local people organize to take a stand.
✓   The community is concerned about the problems and there is a need for collaboration among the groups and individuals.
✓   Emerging community leaders are recognized and encouraged.

Community mobilization becomes a reality through a process of voluntary cooperation and self-help or mutual aid among residents of a community that wants and works to create improved physical, social and economic conditions.

Members of the community should together frame and define the problem you want to address. But how do you mobilize people unless you understand how to get their participation in the process of setting community goals?

II.   Community Profile and History

It is important for you, as the community mobilizer, to orient yourself to the community prior to approaching other community members, even if you are a member of that community. Understand the basic facts about the local or target area. Demographic, socioeconomic and other statistics can provide a general profile of the community.

Tips:

✓   Call the local planning unit for important information on the size and geographic features of the area, zoning maps and directories.
✓   Get political districting information from Census data (available online at http://www.census.gov).
✓   The Census Bureau can provide information on a community's income level, ethnic groups, education and immigration status. Ten-year comparisons can be derived.
✓   Check out websites such as Community Resource Guide (http://www.unhp. org/crg.html), *A Toolkit for Hispanic/Latino Community Groups* (http://www. health.org/initiatives/hisplatino/community/toolkiteng.aspx) and *Comm-Org: The On-Line Conference on Community Organizing and Development* (http://comm-org.utoledo.edu/). If you do not own a computer or have access to the Internet, visit your local library. Librarians can assist you in accessing and negotiating the Internet for free.

III. Strategic Issues and Core Strategies

Community Entry Process: In the 21st Century, many faith communities have "commuter" members and leaders, where the faith leader lives outside of the community. In these cases, it is particularly important that the leader follow proper protocol by approaching and entering the community thoughtfully and respectfully. Listening and observation skills are key resources for the community mobilizer.

✓ **Identify bridges:** Identify someone from the community who may help bridge the gap between your faith organization and the community. Who are the informal leaders? These people may not be identified as community leaders but in many cases may have more influence than the identified leaders. Who is considered to be wise in the community (e.g., an elder in the Native American community, a midwife in a rural African-American community)?

✓ **Identify professional or agency allies:** What organization or agency staff members have worked with the target community? Is there a member of your faith community who is a professional in a local health and social services agency and familiar with community dynamics?

✓ **Observe the community:** Visit the community at different times of the day in order to understand its cycles of movement. It is important to become familiar with the daily activities of the target area. Some questions to answer are: What time do children return from school? Where do the men in the community gather? What do most of the people do on Saturday? What after-school activities do children participate in? Where are the parks, and who uses them at various times? What religious institutions are in the community? When and where are groups of people gathered? What do they do together and who are the leaders among them?

✓ **Understand characteristics of the community's diversity:** Communication with community members is an important part of learning the community. As covered in the previous section, primary and secondary dimensions of diversity must be taken into consideration. The community's culture will dictate the entry and communication processes. For example, a community mobilizer may require an interpreter.

✓ **Attend community activities.** These activities allow the faith leaders and organization representatives an opportunity to interact with the members. Volunteering in the community is another opportunity for faith leaders to earn credibility in and gain knowledge about a community.

> **Tip:** Consider home-based visits of community members *when invited*.

IV. Community Needs Assessment

A community needs assessment is the collection of data and information on a target community used to provide baseline information on its culture, values and beliefs. It provides preliminary information on community needs and concerns. In an assessment, demographic (age, sex, age, and marital and employment status) profiles are developed; surveys, with community input, are conducted; basic information on social and economic concerns is gathered; and community and geographic structures are charted.

> **Tip:** The survey can include questions related to overall community healing and concerns, such as violence, early pregnancy, drug abuse and HIV/AIDS. It will require the assistance of community leaders and members in developing and refining questions, as wording can be delicate.

In the needs assessment, identify local resources. Create lists of these resources, using the following as a guideline:

TARGET POPULATION

The audience to be served by your project, including key demographic information (age, ethnicity, geographic area of residence, etc.).

✓ **Institutions:** What institutions (schools, churches, hospitals, clinics and recreation facilities) do the target population utilize?
✓ **Social service agencies:** Are there public welfare agencies, food stamp programs, tribal councils, United Way groups, community action agencies, public housing, community health clinics, mental health clinics, drug treatment facilities, Black United Front organizations that serve the community?
✓ **Key community businesses:** What businesses (e.g., grocery and clothing stores, beauty parlors/barber shops, restaurants, bars) does the target population patronize?
✓ **Community leaders:** Are there other clergy/pastoral care providers, local minority legislators, city and county commissioners, youth leaders (including gang leaders) business owners, sports figures and coaches, teachers, school counselors and principals, agency directors, leaders of community groups, musicians, and media specialists and personalities located in the community?

The needs assessment should be analyzed and presented to the organization at large.

Spirituality Inventory

Self-Reflection

- ✓ Do you live in the community that your faith-based community organization services?
- ✓ Provide a brief description/profile of the community in which you live.
- ✓ What do you perceive to be its concerns and needs?
- ✓ If you live in a different community than that served by your faith-based community organization, describe the similarities and differences.
- ✓ How would you make use of the information gained in this section to mobilize a community in light of the five principles you listed in Unit 1 (p. 13)?

UNIT 5:

Coalition-Building Processes and Strategies

Purpose:

To establish the importance of coalition-building and coalition-building strategies

Learning Objectives:

By the end of this unit, learners will be able to:

✓ List steps to identify and select coalition members.

✓ State the benefits of coalition incorporation.

I.   Introduction

The ultimate goal for mobilizing communities is for community members to become more conscious of their potential so they can define their own needs, set their own priorities, choose their own solutions, and evaluate and monitor their successes and failures.

II.   Formation of the Coalition

The formation of a successful coalition by community members should be implemented when members of a local neighborhood agree that there is a specific purpose they want to work together to address.

The recommended coalition composition is a board in which 75 percent of the members are drawn from the community and 25 percent are representatives from diverse service organizations and businesses that serve the community. Ideally, business owners and organization representatives live in the community they serve. Congregation members should be considered for the board, if they are members of the community.

A. Identifying Coalition Members

Brainstorm and create a list of potential coalition members. The faith-based community organization can serve as a resource base to bring members of various skills and expertise into the coalition process.

Once the list of potential members is drawn up, leaders should contact everyone on the list by letter, phone or through a personal visit. Decide which is most appropriate for each person on the list. Once a potential member has accepted the invitation, a letter of confirmation should be sent.

The ideal size of a coalition is 16 members, with 21 being the maximum. The coalition may experience fluctuations in the membership in the initial stages. On the first anniversary of its inception, it is not uncommon to have 10 regularly attending members. Members drop out for a variety of reasons.

> **Tip:** Cultivate members who are committed to the goals of the group and are task-oriented, even if they are unwilling to attend meetings regularly. They will be valuable when action is required to achieve the goals of the coalition. Keep them abreast of the activities of the coalition even though they are not present at meetings.

B. Defining the Coalition

Develop a name and logo and craft a formal statement of the mission, goals and objectives of the coalition. Election of officers or the drafting of bylaws could take place first. However, the election of officers could expedite the development of bylaws.

> **Tip:** The mission statement is a 1–2 sentence statement that defines the coalition, states its purpose and establishes its operational boundaries. Many hours can be spent trying to craft a statement that is true to the vision and purpose of the coalition. It may be helpful to brainstorm with the full group on key words about the purpose for existence, identity and target population. Record the session and assign 3–4 people the task of drafting a mission statement to be reviewed by the full group.

C. Training Coalition Members

It is important that members of the coalition board receive training so that they can be prepared for their new role. Without adequate training, members may not know how to perform in their role of policy- and decision-makers. They may also fail to develop the confidence that is needed to achieve the objectives of the coalition. Initially this training might include the following:

MISSION STATEMENT

Concisely summarizes the purpose and reason for the existence of an organization.

✓ Interpersonal relationships
✓ The role and responsibilities of the board
✓ Team building
✓ Marketing strategies
✓ Fiscal responsibility
✓ Problem solving

Topics that the board may later address are:

✓ Conflict resolution
✓ Project management
✓ Grass roots fund-raising
✓ Tax responsibilities of the board
✓ Proposal writing
✓ Seminars on various issues affecting minorities

III. Maintenance of the Coalition

The development of a community-based program is a positive outcome and experience regardless of how large or small the scale. To maintain the goal of the coalition to empower the community, it is important to reinforce basic leadership, management and mobilization skills in your communication.

The most important factor in the process of mobilization is community participation. Survival of the coalition is based on community member participation.

Other factors which contribute to sustaining the life of the coalition are the efficacy of its:

✓ Ability to change attitudes and behaviors.
✓ Leadership to guide the group towards the achievement of its goals.
✓ Evaluation process to monitor and track the coalition's progress.
✓ Integration of outside socioeconomic environment parties into the community.

IV. Incorporation of the Coalition

Incorporating the coalition makes it a legal entity in the state in which it is formed. It also provides individual members with legal protection from lawsuits. In order to become incorporated, the newly formed coalition must decide on a name that is uniquely theirs and file a letter of incorporation in the office of the state's secretary of state. This includes the goal and objectives of the corporation, projected duration and bylaws. The number of board directors and officers must also be listed.

EVALUATION

The process of assessing the success of a program by comparing the objectives to what actually occurred during the course of the implementing the program.

LETTER/ARTICLES OF INCORPORATION

Document filed with the state government specifying the purpose of the organization, its name, place of business, key officers and various limitations of operations.

BYLAWS

The internal rules adopted by an organization that govern the structure and operation of an organization.

The requirements to become incorporated vary from one state to another. Therefore, it is important to check with the secretary of state in each state to determine the requirements for the incorporation of a nonprofit community agency. (For more information, see NMAC's "Board Development" manual.) The coalition may be able to apply for tax-exempt status, which exempts the group from certain state and federal taxes, provides advance assurance to donors of deductibility of contributions, and allows special nonprofit mailing privileges. File for exempt status no more than 15–24 months after incorporation.

Spirituality Inventory

Self-Reflection

Identify from your sacred text/oration or faith's historical record a scenario where a leader formed a coalition.

✓ Did the leader come from inside or outside the community?
✓ What strategies were used to approach the community?
✓ How did the community mobilizer understand the connection between his/her spirituality and the practical action in the community?
✓ How did the community respond?
✓ What changes were made?
✓ What lessons learned by the community and community mobilizer can be incorporated into your work as a community mobilizer today?

UNIT 6:

Strategic Planning and Program Development

Purpose:

To establish the importance of strategic planning, program development and technology planning.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Describe the overall strategic planning process.

✓ List at least two types of evaluation.

✓ Describe the overall process of developing a technology plan.

I.   Introduction

When an organization takes the time to project into the future and has planned strategically on how it will carry out its mission, program planning and design will naturally result. An organization's strategic plan establishes and documents its priorities and sets the tone and framework for its work in the near future. Priorities are set and based on the results of the needs assessment and data collected from the community.

II. Developing a Strategic Plan

One way to begin planning for the organization is to develop a strategic plan. A good strategic plan should work for three to five years. The strategic plan focuses the staff's activities around the goals and objectives of the organization. It reflects organizational values, resource capacity and future opportunities.

A strategic plan should start with a statement of the organization's mission — its vision. The plan should include an analysis of the needs the programs will serve, how those needs will be served and the specific goals.

- ✓ **Step 1:** Create a planning group
- ✓ **Step 2:** Review the mission statement of the coalition
- ✓ **Step 3:** Establish a vision statement
- ✓ **Step 4:** State the guiding values
- ✓ **Step 5:** Define the problem or need
- ✓ **Step 6:** Lay out the goals
- ✓ **Step 7:** Assess present organizational conditions
- ✓ **Step 8:** Develop the strategies

Tip: The strategic plan will include goals, objectives, actions and people responsible for taking those actions, a timeline and/or delineating milestones, desired outcomes, and a budget. The process takes into consideration the capacity and level of expertise in the coalition and the resources available.

A. Resource Identification

Exploring and identifying available resources are key components of the planning process. Each strategy must be addressed effectively and economically. The resources will impact what the coalition will be able to develop in solving its problems. It is important to take an inventory of the current resources available within the coalition — monetary, human, real estate, technology, information, books and literature. Those resources outside the coalition that may be tapped, such as the media, funds, humans, technology, technical assistance and information should also be inventoried.

> **Tip:** Identify existing programs that are currently addressing some of the coalition's priorities. Can the effort of the coalition be coordinated with existing programs to make them more effective? Are there members within the faith organization who may be willing to provide expertise to the project? Is a faith-based or community organization willing to provide space, client referrals or food for client-oriented events?

B. Identification of Target Population

In the selection of a target group, consider which particular groups in the community are more at risk than others. The coalition stratifies the risk of a certain problem or issue. Will the coalition focus on infants, youths, adults, elderly persons or a combination of these?

C. Barrier Identification

Consider the barriers that might prevent staff from reaching and servicing the target population, and that might prevent the target population from utilizing the services or complying with the activities outlined for each strategy.

D. Evaluation Plan

The evaluation process is an integral part of the strategic plan and program planning and design. It monitors the progress of the program and incorporates lessons learned in the everyday workings of the program.

Time and resource considerations are important in planning for evaluation activities. Evaluation serves three purposes:

✓ To monitor whether program objectives are being met.
✓ To document the appropriateness, effectiveness and utilization of activities and services.
✓ To document the program for accountability to the community, funding sources and for replication by others.

There are three basic types of evaluations:

✓ **Outcome evaluation** is designed to evaluate the long-term outcome anticipated by the program within a specific population. It must be conducted long enough after the intervention has been initiated for changes to be noted and to effect change. An outcome may not be apparent for many years after the project has ended.
✓ **Impact evaluation** is designed to determine if the intervention or program objectives have been achieved, and to what extent the intervention strategy is effective in changing behaviors.
✓ **Process evaluation** is the documentation of the program implementation. It documents what was done and how. This should be an ongoing review of activities with daily logs and monthly reports.

III. Program Development

STRATEGIC PLAN

A plan that describes an organization's goals for the near future and how these goals will be accomplished. Strategic plans usually cover a three- to five-year period, although community-based organizations should update and validate the plan annually. An important step, this ensures the plan is still relevant and measures how well the organization is executing the plan.

The strategic planning process facilitates the development of a coalition's program. Already the coalition understands the community needs and has prioritized them, established mission, explored community participation and identified the target population.

Now define the desired outcome. Program goals and objectives are based on the desired outcome, whom the program will target and how those people will benefit from the program. Establish goals that are associated with timeframes, are realistic and increase desired activity from the target population. For each goal, there are objectives, steps used in order to achieve a goal. And for each objective, there are strategies and a list of the action steps needed, corresponding people responsible and completion dates.

Example: A community established infant mortality as a high priority of concern for its members. The coalition would like to develop a program that addresses infant mortality among teen mothers. The desired outcome is to see healthy babies. A possible goal would be to increase the number of pregnant teens who deliver live and healthy babies from 40 percent to 60 percent by 2004. One objective (there should be at least 2–4 more objectives in this program plan) could be to increase the number of teen mothers receiving prenatal and follow-up care by 25 percent. Strategies and action steps might include sponsoring outreach events to increase enrollment in the program, convening support groups, holding wellness days, educating mothers on nutrition and HIV/AIDS, or establishing a mothers-mentoring-mothers component.

Program development is moving from the big picture to the finest detail or brushstroke. It is always asking "How do I do that?" until you get to the final stage. Then ask "When can I do that?" and "What do I need in order to do that?"

Spirituality Inventory

Self-Reflection

Look at the same account of the community mobilizer identified in the previous section.

✓   Was there a plan of action?
✓   What "program" or "project" did the community mobilizer and community design?
✓   What spiritual resources were used?
✓   Evaluate the effectiveness of this program. Did it achieve its goal? What problems and barriers were experienced? What lessons did they learn?
✓   How would you "tweak" the program for future use?

IV. Creating a Technology Plan

Technology Planning

Technology planning is an integral part of the strategic planning process that is too often overlooked. It should not simply be reduced to computers and buying the thinnest, lightest system with all the bells and whistles. Rather, technology planning requires a team approach, knowledge of technological development, an appreciation of your organization's mission and culture, and an understanding of the target population. If planned and employed correctly, technology can increase productivity and efficiency, lower costs, increase efficiency, boost staff morale, expand your access to information on the community and world around your organization, and enhance client services.

A technology plan has seven phases:

1.   Team selection
2.   Assessment and research
3.   Report release
4.   Planning
5.   Resource development

6. Implementation
7. Evaluation

Team Selection

An organization exploring the world of technology must be willing to commit time, money and people to the process. Form a small team of people (no more than four) who are committed to and interested in participating in the process. Select members of the team who have some knowledge of technological advances and an understanding of each major area of the organization, its needs and how it operates. The task put before the team should be well-defined. Supply the group with the organization's mission statement, strategic plan and desired outcome. With these pieces in place, the group is ready to begin its assessment process.

Assessment and Research

Gather information about the organization and take inventory of what technology currently is available to the organization. What is the structure of the organization? How many staff members are employed with the organization? What is the organization's budget? What does the organization need? Describe the office space. Review the strategic plan. At each strategic step, ask "Is technology essential to achieving the intended goal in a time- and money-saving manner?"

The following websites have assessment tools that can be used in this process:

✓ Progressive Technical Project (www.progressivetech.org)
✓ The Community Connection (www.databases.si.umich.edu/cfdocs/community/index.cfm)
✓ Benton's Best Practices Toolkit (www.benton.org/Practice/Toolkit)
✓ NPower (www.npower.org)
✓ Techsoup (www.techsoup.org)
✓ Tech Atlas (www.techatlas.org/tools)
✓ Tech Surveyor (techsurveyor.npower.org/techsurveyor)

The next step is fun for those who enjoy window-shopping and buying gadgets. Look at the world around you. What do similar organizations use? Buy magazines that review and display technological devices. Review consumer advocacy articles and websites. Go to the stores and test the gadgets. Ask sales representatives a lot of questions. Test software.

Many software companies may provide a trial version of their software or a nearby local site for software testing. Companies that sell equipment may also have demonstration sites.

At this stage, there is no need to commit. Consider these tests fun-filled fact-finding missions. Additional options are to hire a consultant, seek technical assistance or seek advice from local technology schools.

Report Release

After assessing the organization (goals, operational style, culture, needs and inventory), compile a report. Present the report and get feedback from the different departments and areas.

Planning

As with all plans, write out the desired outcome. Develop and prioritize goals. Establish strategies and objectives based on the goals. List the action steps, such as training staff, hiring staff, purchasing equipment, and performing maintenance and repair that are needed in order for the plan to be successful. Provide a timeline for each step. Identify milestones and indicators of successful implementation. Create a realistic budget. The following is a possible plan outline:

- ✓ **Introduction** (Give a brief overview of organization and its mission statement, state purpose of the plan or why planning process was started.)
- ✓ **Technology Vision Statement**
- ✓ **Technology Mission Statement**
- ✓ **Statement of Existing Conditions** (Outline the organization's strategic plan, program and services, administration and operations.)
- ✓ **Statement of Technology Needs** (State need and describe benefits if plan is implemented.)
- ✓ **Goals**
- ✓ **Preliminary Action Plan** (Include how plan will implement changes while maintaining the organization's present level of functioning.)
- ✓ **Long Range Plan**
- ✓ **Budget**
- ✓ **Funding Strategies**
- ✓ **Monitoring and Evaluation**

Resource Development

Much progress has been made in the funding world. Many funders now understand the importance of technology in doing community-based work. For example, the US Department of Commerce has a Technology Opportunities Program (TOP) and computer companies may have funding programs. One strategy suggested by Techsoup is to incorporate acceptable technology and equipment costs into your program budget. If evaluation is an important aspect of program reporting, incorporate the costs of database development into the cost of the program.

Examples:

✓ A youth development program incorporated a laptop and special equalizer software that helped to create an audiovisual experience for attendees at a rite of passage ceremony.

✓ A HIV testing program was required under federal contract to report test results to the Centers for Disease Control and Prevention (CDC). This program built in costs for computer and software to interface with the CDC efficiently and economically.

Implementation

The team has worked hard to develop a technology migration plan. However, in this phase it is very important to identify a key person who will manage this part of the project. This person should divide the plan into "do-able" parts and monitor progress of the overall project and the organization as it carries out its action steps. The timeline for the plan will act as a guide for monitoring the implementation progress.

Evaluation

Use the milestones to evaluate the success of the plan. Most importantly, is there any improvement in productivity, staff morale and access to information? Monitor the progress 4–6 months after implementation. Are there any lessons learned? Will there need to be any adjustment to the plan?

FUNDER (OR FUNDING SOURCE)

A private or public organization that accepts and reviews grant proposals and awards monies to organizations whose proposals they approve.

UNIT 7:

Operational Management

Purpose:

To establish understanding of operational management and what it entails.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Describe what is entailed in hiring and firing staff.

✓ Explain the executive director's role in daily operations.

I. Introduction

Operational management involves the day-to-day management of an organization, including its programs, finances, and information. It includes the systems and pro-cedures that it has in place to ensure that its day-to-day operations are well-managed so that its goals can be achieved.

Consider these questions:

✓ Does the organization have the capacity and expertise to undertake the programs in which it is involved?
✓ How skilled are the project managers in handling teams?
✓ Is necessary support available for the execution of programs?

II. Staffing

Once the staffing needs have been defined, develop job descriptions for each job. Include in the description the work to be performed, skills needed to perform the job effectively and how the job fits into the overall structure of the organization. Policies and guidelines for hiring, setting a probationary period, resignation and retirement must be developed. Staff orientation to the organization and program(s) is very important.

A faith-based organization has the advantage of being able to tap its membership for volunteer or staff positions. Whether the positions are filled by paid employees or unpaid volunteers, there are common themes involved in building a staff and motivating people. The community looks at the staff as representatives of the organization.

It is important to take time and energy to consider the staffing needs of the program. In structuring the staff, it is better to work from the tasks involved than to name positions arbitrarily and then assign responsibilities to them. The strategic plan should specify the goals and objectives and the tasks necessary to achieve the objectives.

Review the list of positions to determine whether such staffing requirements allow for realistic implementation of the program. Can the projected budget accommodate the staffing needs?

After completing the staff list, develop an organizational chart clarifying the decision-making process and the chain of command within your organization. The chart should diagram supervisory relationships among the staff and outline proposed reporting patterns. It is important to determine the levels of responsibility of the staff and the administrative skills required in each position.

III. Recruiting and Hiring Staff

Once the positions have been identified and job descriptions written, the organization can begin to recruit people for the positions. The board should establish the procedures for screening résumés and applications and decide who will be involved in selecting the final candidate.

EXECUTIVE DIRECTOR

The person in a nonprofit organization ordinarily responsible for management of the day-to-day affairs and for the implementation of policies set by the board of directors.

Typically, the executive director is hired first. The executive director then begins the process of hiring staff. Administrative systems will need to be established. An executive director may be appointed to manage the programs.

The best way to attract qualified staff is to use several advertising media. Neighborhood and other weekly papers may also be helpful, especially if focused on a particular geographic area. Send the announcement to related agencies, placement offices at colleges and universities, and special interest publications.

When the final selection has been made, the individual chosen should be formally offered the job. A written offer to hire should include a brief summary of the job responsibilities, the salary and fringe benefits provided, the beginning date of work, number of hours expected, any special agreements or arrangements made, and the signature of the executive director.

As soon as a candidate accepts the position, all those who applied for the job should be notified as quickly as possible that the position has been filled.

IV. Daily Operations

The executive director is responsible for daily operation of the program and should communicate clearly with the staff the mission and vision of the organization, how each employee's work fits in with the mission and vision, and what is expected of the employees.

The executive director, with the assistance of staff, will develop project procedures for accomplishing the tasks outlined. A project flowchart is useful to clearly lay out the step-by-step process for completion of detailed tasks. Once the procedures for services or other activities have been outlined, the organization should be able to follow the project flowchart to complete the tasks, thereby fulfilling the requirements of the goals and objectives.

The daily operations should be evaluated frequently so that any necessary adjustments can be made in a timely manner. For example, if the constituent base only utilizes the services from 2–6 p.m., then a 9-to-5 program may not be as effective as noon–8 p.m. operating hours.

Staff and management are encouraged to monitor program activities and decisions made by the team to determine if adjustments should be made. It is imperative that staff members document all activities and costs associated with the program implementation.

Staff should be allowed to perform their tasks as outlined in the job description and be given performance appraisals in the first 90 days and again in one year.

Setting up clear plans for completing all tasks that employees follow closely is the most effective way to manage daily operations.

UNIT 8:

Board of Directors

Purpose:

To review board responsibilities and structure.

Learning Objectives:

By the end of this unit, learners will be able to:

✓ Define a coalition board.

✓ List responsibilities of the board.

✓ Describe a typical board structure.

Note: For more detailed information on setting up a board of directors, see NMAC's manual on the topic. Call 202-234-5120 for more information or to obtain a copy.

I. Introduction

The coalition board reviews and approves operating policies and staff procedures. The board hires the executive director and may determine the salaries of the staff.

The coalition board serves as governing body for the organization. Boards are the fiduciaries of nonprofit organizations. Fiduciaries are those legally entrusted with the activities of the organization. The Board is answerable to community members and to government agencies that monitor nonprofit organizations.

Board Responsibilities

✓ Address financial issues.
✓ Oversee operations.
✓ Insure that the coalition has systems to protect assets.
✓ Deal with social and financial issues for the coalition.

II. Structure of the Coalition Board

The election of officers provides leadership and structure to the newly formed organization. The board is made up of members who represent the community it serves. It is responsible for the development of policies and programs and the selection of personnel to carry out the functions and the objectives of the coalition. In order to facilitate the process of program development, officers must be elected or appointed by the executive committee of the board.

A. Chairperson or President

The chairperson's basic responsibility is to preside over the board and maintain order, to announce all business, to be informed on all communication, and to be absolutely fair and impartial.

B. Vice President

In the absence of the president, the vice president performs his/her duties.

C. Secretary

The secretary keeps a record of attendance and the proceedings of all meetings. Above all else, this record should always reflect resolutions and expenditures at each meeting. An annual report should also be prepared at the end of each year.

D. Treasurer

The treasurer is responsible for all funds received and all sums paid out. The treasurer should also report the balance at-hand and expenditures at each meeting. An annual report should be prepared at the end of each year.

E. The Bylaws

The internal regulations of the board are contained in its bylaws. The bylaws formalize the coalition and, by extension, legitimize the community itself. In order to legitimize the internal structure of the organization, bylaws for the coalition should be developed and approved by coalition members. The following should be outlined in the bylaws:

✓ Purpose
✓ Composition
✓ Duties of members and officers
✓ Voting rights and quorum
✓ Standing committees
✓ Frequency of meetings
✓ Procedure for amending bylaws

For more information on board development, please see NMAC's "Board Development" manual.

UNIT 9:
Fiscal Management

Purpose:

To establish fundamental knowledge of fiscal management and budget development.

Learning Objectives:

By the end of this unit, participants will be able to:

✓ Describe different budget formats.

✓ State three particular annual financial statement approaches required by the Financial Accounting Standards Board.

I.   Introduction

The strategic plan as well as the annual plans should be used as guides for developing a budget. These plans focus the organization's activities around its goals and objectives and reflect the organization's values, resource capacity and future opportunities.

When outlining the program goals, consider funding sources and plan the budget accordingly. Consider staffing needs and salary requirements, space and equipment needs and their costs, and program marketing plans.

For the first year, the coalition board usually develops the budget. In subsequent years, the executive director of the program usually develops the budget.

II.   Developing a Budget

ANNUAL OPERATING BUDGET

An itemized listing of the amount of all estimated support and revenue that an organization anticipates receiving, along with a listing of all estimated costs and expenses that will be incurred in the operation of the organization over one fiscal year.

The budget should include all of the anticipated income and expenditures of an organization during a fiscal year. The fiscal year is a 365-day financial record-keeping period beginning on the date designated by the board or as stated in the coalition's bylaws.

The budget includes both **fixed** and **variable** costs. **Fixed costs** are those that occur regardless of the programs and other activities of the board. Examples of fixed costs are salaries, insurance and rent. **Variable costs** change directly with the level of activity. Postage, printing and publication costs are usually variable. Telephone expenses are both fixed and variable — there are monthly phone service charges and variable long distance charges. Although fixed costs are easy to determine, variable costs have to be estimated.

New coalitions usually start out with a modest budget and modest expectations of funding. Annual expenses are salaries and fringe benefits, which include health, life and unemployment insurance, Federal Insurance and Self-Employment Contribution Acts (FICA), Social Security, physical facility, utilities, telephone, equipment purchases, leases, equipment maintenance, and staff development.

Other costs include insurance for the coalition, (i.e., bonding, theft, fire, general liability, directors and officers liability,) supplies, postage, books/subscriptions, services purchased, payroll, bookkeeping, printing, travel, advertising, membership fees and petty cash.

A. Budget Formats

In general, budgets are set up using one of the following two formats:

✓ **Summary budget:** The simplest format, typically used by small organizations to list revenues and expenses according to categories.
✓ **Functional budget:** This format outlines the organization's expenses according to the service or program areas, outlining the costs of operating each program the coalition operates.

B. Financial Accounting Standards

The Financial Accounting Standards Board (FASB) sets the accounting standards for various types of organizations, including nonprofits. You can put together financial statements in various ways to satisfy internal requirements, but three particular annual financial statement approaches are required by FASB: the statement of financial position, the statement of activities and the statement of cash flows.

✓ **Statement of Financial Position** shows the assets (cash, investments, facilities, equipment, etc.), liabilities (loans, accounts payable and other financial obligations) and net assets (what is left after subtracting liabilities from assets).
✓ **Statement of Activities** shows the net assets during the past year as a whole, the change in each of the three classes mentioned above, and whether any items moved from one class to another.
✓ **Statement of Cash Flow** shows information about the cash receipts and cash disbursements of the organization. Included would be donor pledges in the years the pledges were made. If a nonprofit receives a three-year grant commitment, the entire three-year sum must be recognized as revenue on the financial statement, the year the promise is pledged. If the foundation promising the grant indicates only an intention to give with no actual pledge, this does not constitute a promise.

Consistent, detailed record keeping by all employees is essential if the coalition is to account for the cost of the programs. If staff members are involved in program planning and budgeting, they are more likely to document income and spending appropriately.

Depending on the state, nonprofit organizations are required to submit annual financial reports, although some states may not require annual financial reports.

The fiduciary responsibility of the board includes the review and approval of written financial guidelines and policies and guidelines for entering contracts and leases. The board should discuss and approve the program's budget and quarterly financial reports.

An audit of the books should be conducted annually. The auditor should be independent of the organization. Results of the audit should be reported to the board of directors, all of whom should have an understanding of financial matters.

GRANT

An award of funds made to an organization as a result of an approved grant proposal.

FIDUCIARY

One in a position of authority who obligates himself or herself to act on behalf of another (as in managing money or property) and assumes a duty to act in good faith and with care, candor and loyalty in fulfilling the obligation.

UNIT 10:
Funding Opportunities and Sources

Purpose:

To establish the importance of raising funds and to review various funding sources.

Learning Objective:

By the end of this unit, learners will be able to:

✓ Describe how to identify various funding sources.

I.   Introduction

Nonprofits must gain skills in soliciting contributions from organizations and individuals for the implementation of programs. Both the board of directors and the volunteers should be active in fund-raising. Grant writing and fund-raising are crucial skills for the coalition to acquire at an early stage. Success of the program depends upon the ability to raise funds to cover operation costs.

II.   Identifying Funding Sources

Identify the best sources of funding — foundations, businesses, associations and government. Some institutional funders will provide ongoing general operating support, some want to provide grants only for specific programs. Individuals are also good sources of funding.

Devise a fund-raising strategy and organizational strategic plan.

Sources of Funding

✓ **Foundations:** There are more than 27,000 active foundations in the US. Many are tax-exempt nonprofit organizations. There are corporate foundations, community foundations and independent foundations.

✓ **Corporations and other businesses**

✓ **Membership organizations**

✓ **Religious groups**

✓ **Federated fund drives:** Such as the United Way and other combined appeals.

✓ **Public funding sources:** Such as government grants.

Spirituality Inventory

Self-Reflection

Look at the same account of the community mobilizer identified in the previous unit.

✓ Did the mobilizer recruit people from the community to perform specific tasks?
✓ What role, if any, did spirituality or faith play in executing the tasks?
✓ How did spirituality affect the day-to-day functions of the "program"?
✓ Was a governing body or group of elders involved in this account? What role did they play? Is there any clue about how they were selected? Did this have any impact on their effectiveness?
✓ What material or human resources were available? Where there any resources acquired as a result of the work done by the leader or elders? If so, was a plan developed on how they will obtain these resources?
✓ How were the resources managed?
✓ What types of technological advances (tools, equipment or skills) for their time, if any, were used? How did this advance their cause?

Conclusion

This manual was designed to equip faith-based leaders with the necessary information and skills to mobilize local communities to plan for their future. The faiths of these leaders are celebrated and incorporated into the curriculum, not ignored or stripped away.

The faith-based organization serves as the resource base to mobilize communities to do for themselves. Ownership of the coalition belongs to the constituents. If this model succeeds, faith-based organizations can become conduits for change, or "change agents." Communities will be able to sustain change if they are actively involved in the process of change.

Community mobilization models that do not involve the community in each step of the process do not empower the people to develop problem solving and organizational expertise.

The task of organizing a community from the ground up may seem daunting. It is! However, faith-based organizations are valuable, yet often untapped resources in getting the community to come together to solve their own problems.

If the programs develop from within community, positive outcomes will be the result. Faith-based organizations are encouraged to maintain continuous dialogue and create forums where community members can learn about and help shape the revitalization of their community.

Post-training Assessment

The following answers to the Pre-training Assessment that was given at the beginning of the manual are designed to provide a brief recapitulation of the material that has been presented in this manual.

Post-training Assessment

1. (**True**) **False** One's faith can play an important role in how one attempts to organize a community.

2. (**True**) **False** An effective leader recognizes each person's skills and contributions.

3. **True** (**False**) One disadvantage to a company or organization that values diversity is a decrease in innovative ideas.

4. **True** (**False**) One role of the community mobilizer is to identify solutions to the problems a community faces.

5. (**True**) **False** The survival of a coalition is based on the participation of its members.

6. **True** (**False**) A specific method of evaluating the implementation of an organization's strategic plan is not important. A good plan will evaluate itself.

7. (**True**) **False** Volunteers need job descriptions.

8. (**True**) **False** The board is legally entrusted with the responsibility of overseeing the activities of an organization.

9. (**True**) **False** Consistent, detailed recordkeeping by employees is essential in order to account for the costs of an organization's programs.

10. **True** (**False**) A fund-raising plan is not important. Foundations and corporations are standing by with checks, ready to fund your worthy cause.

APPENDIX A
Glossary

501(c)(3) Status: A status granted by the Internal Revenue Service to an organization to exist as a nonprofit entity to which contributions are tax-deductible to the extent permitted by law.

Annual Operating Budget: An itemized listing of the amount of all estimated support and revenue that an organization anticipates receiving, along with a listing of all estimated costs and expenses that will be incurred in the operation of the organization over one fiscal year.

Board of Directors: A group of people legally charged with the responsibility to govern a corporation.

Bylaws: The internal rules adopted by an organization that govern the structure and operation of an organization.

Community: A society, the public or a social group functioning cooperatively under the same set of laws through a mutual form of participation, living within a limited geographical area and whose social relationships fulfill major social and economic needs.

Community Mobilization: A community's process of preparing and organizing to take action, specifically toward its own development, meeting its own needs and caring for its own people by accepting full responsibility of its duties.

Cultural Relativity: The concept that each cultural pattern is as intrinsically worthy of respect as any others. It is the idea that any behavior must be judged first in relation to the context of the culture in which it occurs.

Diversity: The mosaic of people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact.

Evaluation: The process of assessing the success of a program by comparing the objectives to what actually occurred during the course of the implementing the program.

Executive Director: The person in a nonprofit organization ordinarily responsible for management of the day-to-day affairs and for the implementation of policies set by the board of directors.

Faith-Based Community Organization: An organization aligned with a community that is founded on valuing religious beliefs, principles, practices and traditions. An organization may use one religion's principles or incorporate the shared values of many religions to create an interfaith entity.

Fiduciary: One in a position of authority who obligates himself or herself to act on behalf of another (as in managing money or property) and assumes a duty to act in good faith and with care, candor and loyalty in fulfilling the obligation.

Fiscal: Relating to financial matters.

Funder (or Funding Source): A private or public organization that accepts and reviews grant proposals and awards monies to organizations whose proposals they approve.

Grant: An award of funds made to an organization as a result of an approved grant proposal.

Leadership: The ability to guide a group toward the achievement of goals.

Letter/Articles of Incorporation: Document filed with the state government specifying the purpose of the organization, its name, place of business, key officers and various limitations of operations.

Mission Statement: Concisely summarizes the purpose and reason for the existence of an organization.

Mobilization: The process of movement requiring action on the part of all entities involved, organizing and preparing them to accept various duties and responsibilities.

Neighborhood: A group of people living in a similar surrounding, environment or locality. Neighborhoods function cooperatively simply as a group of people sharing a living area.

Program: An organized set of services designed to achieve specific outcomes for a specified population that will continue beyond the grant period.

Spirituality: The complex and multidimensional part of the human experience possessing cognitive (search for meaning, purpose and truth in life), experiential and behavior components. The experiential aspect incorporates feelings of hope, love, connection with others and the surroundings, inner peace, comfort, and support. The behavioral aspect externally manifests one's spiritual beliefs and inner spiritual state.[2] Expressions of a person's spirituality may be grounded in faith, but usually transcend it.

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2. Gowri Anandarajah and Ellen Hight, "Spirituality and Medical Practice: Using the HOPE Questions as a Practical Tool for Spiritual Assessment," *American Family Physician.* January 2001.

Strategic Plan: A plan that describes the things an organization intends to be doing in the near future and how these goals will be accomplished. A strategic plan usually covers a three- to five-year period and normally serves as an internal document.

Target Population: The audience to be served by your project, including key demographic information (age, ethnicity, geographic area of residence, etc.).

APPENDIX B
Frequently Asked Questions

1. What is a coalition?

Coalitions are groups representing various community sectors, organizations and interests that form around a common, specific problem or issue such addressing service needs for those infected with HIV.

2. What does a community profile look like?

It should include the following components: descriptive summary (location and brief history), demographics (population, dynamics), economy (major industry), education, health care, emergency services, government, media, data gathering tools, use of existing data, key informant interviews, focus groups, public meetings, forums, and surveys.

3. Are the board members paid to serve on the board of directors?

No. Board members are volunteers. In most instances, the Board members are asked to contribute by giving money directly, funneling money from other sources, or providing knowledge, skills, expertise and a service, things that would otherwise cost the organization money.

4. What is the purpose of a strategic plan?

Strategic planning is a management tool used to help an organization do a better job by assessing its priorities, focusing its energy and galvanizing its members around common goals. It acts as a guide for an organization in a changing environment and serves as a map for an organization as it functions in the present and anticipates the future.

5. Is a mission statement really important?

Yes! The mission statement gives an organization its direction. Without one an organization's activities can be too broad or too narrow, rendering it ineffective. A good mission can be 1–2 sentences in length, incorporating three features: 1) the purpose for its existence, 2) succinct implementation strategy, and 3) a synopsis of its values. The mission statement can also include the distinctive nature of the organization and the target population. In addition, a strong mission statement attracts volunteers and donors.

501(C)3 STATUS

A status granted by the Internal Revenue Service to an organization to exist as an non-profit entity to which contributions are tax-deductible to the extent permitted by law.

6. Do I need to get a 501(c)(3) ?

If you intend on raising funds in the form of tax-deductible contributions, the organization must serve some charitable, religious, educational, scientific or literary purpose beneficial to the public interest. This will allow the organization to seek tax-exempt status from the IRS and acquire the designation of a 501(c)(3) charitable organization. "501(c)(3)" refers to the section of the US Tax Code that deals with tax-exempt organizations. Tax-exempt organizations do not pay federal corporate income taxes. Not all state regulations are equal in regards to tax status of nonprofits, so be certain to check with your state government.

7. Do I need a lawyer to form a nonprofit? How much should it cost?

A few organizations will choose to establish a nonprofit program on their own. Others may use a lawyer at various stages, from reviewing the final draft to managing the complete undertaking. The fees range from *pro bono* (free) to $3,000. The average fee ranges between $900–$1,500. To save on fees but still retain quality representation, ask a friend who is a lawyer or get referrals from the local Bar Association pro bono committees, professors at law schools, legal referral services that can assist in locating low or pro bono services, and your local United Way office.

If you chose to engage a lawyer, read "Twelve Questions to Ask Your Lawyer" at http://www.lawyers.com for helpful tips.

8. What is an audit?

An audit is a process for testing the accuracy and completeness of information presented in an organization's financial statements. This testing process enables an independent certified public accountant (CPA) to issue what is referred to as an opinion on how fairly the agency's financial statements represent its financial position and whether they comply with generally accepted accounting principles (GAAP). The audit report is addressed to the board of directors as the trustees of the organization. The report usually includes a cover letter signed by the auditor, the financial statements and notes on the financial statements.

9. Is it necessary to have a job description for volunteers? How do I recruit volunteers?

Yes. Marlene Wilson states, "We often flounder around believing good intentions and pure motives will make everything come out all right …. many volunteer organizations [are] not utilizing management tools and volunteers fall through the cracks."[3] It is important to assess the needs of the program and prepare job descriptions and application forms. If you take recruitment and placement seriously, so will the volunteers you recruit and place.

Volunteers desire to be needed and want to feel that what they do has meaning and makes a difference. Clearly defined job descriptions will help volunteers to realize just how important their roles are to the organization. Prepare an orientation to the organization and program and train volunteers on the functions they will fulfill. Always be prepared for the volunteer's arrival and be sure to document work hours. Nothing is worse than coming prepared to work only to sit idle for long periods of time.

One can find volunteers from numerous sources. Get permission to make presentations or post flyers in religious institutions, day treatment programs for adults with varying abilities, high schools, universities, alternative sentencing programs, programs for retirees, volunteer placement programs, local unions, and 24-hour institutions, such hospitals, main post offices, police stations and nursing homes, where there are a large number of night workers who might be available for volunteer positions doing the day.

An important aspect of recruiting and maintaining volunteers is recognizing the work of the volunteers. Appreciated volunteers will return year after year and spread the news to other potential volunteers.

10. How can I galvanize others who share my faith?

Draw on central themes from your faith traditions that inspire people to work together for the betterment of their communities and for social justice. Use the spiritual inventories in this guide to assist you in looking at your sacred texts and stories with fresh eyes. Take advantage of public speaking opportunities (sermons, studies, lectures, presentations, etc.) to express the passion and compassion these texts and stories convey.

Relationship building is an important aspect of spirituality. Use this and not issues as a central galvanizing factor. Explore together how to express one's spirituality through relationships and commitment to the welfare of humanity.

In addition, use the skills learned in the leadership development unit of this guide to develop leaders in your faith tradition.

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3. Marlene Wilson, *How to Mobilize Church Volunteers*.

11. As the community mobilizer, how do I keep the coalition from losing momentum?

Expand on your initial efforts by forming partnerships and networks and enlisting the aid of the media to run stories.

Listen to the community participants. They set the priorities for their community. Value everyone's contribution. If a very small minority is making decisions, others will become frustrated and leave.

The coalition should take on programs or projects with achievable goals. Take a step-wise approach to achieving goals. Don't leap into major projects before you have success with few small ones. People stay with groups that achieve things — and that have some excitement

12. How do I avoid burnout?

Burnout is physical and emotional fatigue. It is caused by trying to do too much. Burnout can be avoided or reduced by planning, maintaining a level of support from colleagues, increasing your patience level, learning new and sharing current skills and knowledge, venting, and taking time to rest and reflect.

13. What is my role as a community mobilizer?

As a community mobilizer, you move a community to action by assisting it to discover self-empowerment and self-reliance. You encourage cooperative action, stimulate community members to think and be creative, and act as a catalyst and facilitator.

Action takes place when your target group does something, in contrast to merely learning about it. The most effective training is action training, where the participants learn by doing. Your job as mobilizer is to both stimulate and guide community action.

14. Where do we start looking for support for a new organization?

In designing a program, it is important to have a clearly defined target population and realistic goals, create a comprehensive operating budget, and identify available resources. What can people donate? How much are your friends and supporters willing to give in order to start the process? How much are you, as the leader, willing to give? You cannot expect someone to support what you are unwilling to support yourself.

Identify gaps in resources. Develop a succinct reason why your organization is the best choice for doing this program or project. This will help you to build support for your organization. Identify possible religious institutions or local or judicatory bodies. Many larger religious institutions have special funds that provide "seed" or startup funds for innovative community programs. Also visit libraries and search the Internet to research possible funders

by using directories of foundations and corporations. Pay close attention to their funding interests. Do they match your target population and program goals? *The Federal Register,* a list of all federal rules and regulations published each day, is an important source when researching government funding.

Don't limit your search to funding. Look for volunteers who are willing to donate time and expertise, companies in the process of upgrading their computer systems or redecorating, and bargains in stores and warehouses.

15. Is a technology plan really necessary for an organization that is just starting out?

When an organization is just starting out, there isn't a lot of money. Developing a technology plan will save money on technology and minimize the need for unexpected purchases. Good planning promotes buying the right equipment at the right price. Use it as a guide to assist you in executing your mission effectively. Funding strategies are part of a sound technology plan. This will help you diversify your agency's funding streams and think creatively about funding options. In addition, a well-thought-out plan will demonstrate the organization's seriousness in its commitment to its mission and show the strength of its infrastructure to funders.

Bottom line: research + planning + evaluation = smart technology investment.

16. Should I hire a consultant to develop and implement my organization's technology plan?

Hiring a consultant can be easier and more efficient. However, there are still some basic rules whether a consultant is hired or not. The organization must be willing to commit time, staff and money to the process. A team of staff members or volunteers who know the organization's culture and operations will be selected to work with the consultant. This way, staff will feel a part of the process.

When working with a consultant, be very clear about goals, budget, your expectations for the consultant and his or her expectations for the organization. Check references and discuss the desired outcome.

APPENDIX C
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