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# Grassroots

# Fundraising

## **In This Issue:**

**Ten Mistakes  
You Can Avoid**

**How Hard Should  
You Be Working?**

**All It Took  
Was Chutzpah**

**Book Review**

**Acknowledging  
Contributions**

# Journal

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## In This Issue

Ten Mistakes You Can Avoid  
*Kim Klein*

3

Reader Alert:  
Acknowledging Contributions  
5

Candle Burning at Both Ends:  
How Hard Should You Be Working?  
*Kim Klein*

7

All It Took Was Chutzpah  
*Roberta Maselow*

11

Book Review  
14

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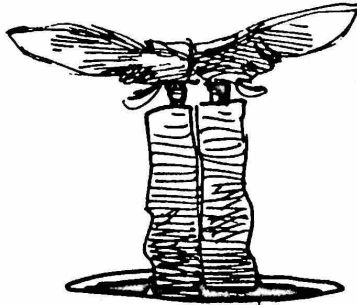
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# Ten Mistakes You Can Avoid

by Kim Klein

Recently I was asked to give a talk at the Annual Conference of the National Network of Women's Funds. I decided to share with the group the ten biggest mistakes I think I have made during my seventeen years in fundraising. This article is taken from that talk.

One of the most important lessons to remember in teaching is that people learn as much and sometimes more from your mistakes as from your successes. In my workshops I have always tried to share mistakes that I have made or that I have been a party to, but this is the first time I have tried to prioritize them into the top ten.

My challenge to you is to avoid these mistakes — of course you will make mistakes, but try to make new mistakes. Invent whole new categories and themes of mistakes. There is something sad and banal about making mistakes that someone else has already made.

When I say these are the top ten mistakes I have made, I don't mean that they are the worst mistakes I have made or the most disastrous, but the ones I made most frequently and the ones that are the most avoidable by others.

So, in no particular order, here they are.

## 1.

### *Looking for money in all the wrong places.*

By now I hope you know that 90% of all money given away in the United States comes from individuals and that 85% of that money comes from families that have incomes of \$50,000 or less. Even knowing these facts, I spent the first few years of my fundraising life trying to raise money from foundations, corporations and people who were rumored to "have

money." Once I finally realized the obvious implication of the fact that if the majority of money is given by middle- and working-class people, the majority of my efforts should be focussed on this group, I began to really raise money.

## 2.

### *Asking people for gifts of \$250 and over who had not been properly qualified as "prospects."*

For many years after ceasing to repeat mistake #1, I adopted this mistake. I would hear or read that someone gave \$500 to the symphony and immediately think the person was a prospect for a rent control effort or a civil rights initiative. After all, I knew they gave money, so I wasn't falling into the trap of looking for people who "have" money, but was focusing on people who give money. I knew how much they gave, and I knew their name.

But this is not enough. To be a prospect for a major gift, a person has to have demonstrated *ability* to give money. They also must have demonstrated a *belief* in the cause for which you are fundraising or in a similar cause. Even though people who give to symphonies might well be sympathetic to rent control, there is no inherent reason to think that will be so.

Finally, someone in the group needs to know the prospect or know someone who knows them. Once you have positive verifiable information that someone you know or know of gives money and *cares* about your cause or a similar cause, you have a prospect. If you are missing any of those things, you don't have a prospect.

If you ask someone for money who is not properly qualified as a prospect, you greatly increase your chances of getting

turned down, and you can give the impression to the prospect that your organization doesn't really know what it is doing.

To avoid this mistake I was most helped by the Buddhist saying, "We have so little time, we must proceed very slowly." Take the time necessary to qualify people, to find out what you need to know in order to be confident of their interest in the cause, and to assign the solicitation to someone who has enough of a relationship with the prospect to be able to set up a meeting.

### 3.

#### *Seeing donors as water faucets: turn them on when I want money, and leave them off otherwise.*

In the last ten years, many organizations I have worked with have had "building an endowment" as part of their long-range dream. An endowment is a good idea: a glorified savings account that yields a certain amount of money year in and year out.

However, keep in mind that your donors are already an endowment: a group of people who, if treated properly, will also yield a certain amount of money year in and year out.

In this light, you can see why building relationships with donors becomes of paramount importance. Some of these relationships will happen naturally. You and the donor will like each other and become friends. Some of these relationships already exist among board members, volunteers and people on the donor list.

Others take more work. Ask yourself if the donor would make a good board candidate or a good committee member? If neither of these options works out, at least write or call major donors two or three times a year without asking them for money. Send them information you think they would find interesting or call to invite them to an event the group is putting on or just to tell them something about your group. Call to thank them for their gift and chat briefly. The relationship does not have to have a great deal of depth, but my mistake early on was focussing only on my need to raise money and only seeing the donor as a vehicle for meeting that need.

If you have hundreds or thousands of donors, you can't possibly know them all, but you can make sure that your most loyal donors are contacted occasionally.

### 4.

#### *Not asking for money.*

A classic mistake is to do everything right: identify the prospect, set up the meeting, have an interesting conversation and know that the prospect is very enthusiastic about your group, and then lose your nerve. I sometimes ended solicitations with, "Well, thanks for your time and we'll be in touch,"

or the even more pitiful, "Whatever you can do, we will be most grateful." I am sure the prospects felt as frustrated as I did by my lack of direction.

A variation on this mistake is to strike up a conversation with someone, learn that this person is very interested in your group, offer to send more information and to be in touch, and then not do it. You might lose the address, or decide upon reflection that the person was probably just being polite, or that a pressing grant deadline takes priority. By the time you can get to following up, you decide it is too late.

Dozens and dozens of gifts vaporized for me during the years I made this mistake (which I occasionally still make).

Avoiding this mistake requires a daily commitment to introduce money into as many conversations as possible. It requires keeping in mind that people are paying groups that I work for to do work that they want to see happen: ending racism, stopping pollution, reforming health care, or whatever. People want to help: my job is to facilitate that desire and suggest that making a donation is a concrete and very helpful thing to do.

It is also critical to remember that people who are interested in your group are puzzled when you don't bring up money; they are left with the feeling that you must not need it or you would have mentioned it.

### 5.

#### *Using war-like language to describe asking for money.*

We constantly hear phrases such as "hitting up donors," "twisting their arms," "sitting on them," making them "cough up," "going for the jugular," "twisting the knife," getting the donor to "pop," and so on.

This kind of language dehumanizes both the solicitor and the donor. It puts the solicitor into an aggressive mode and makes getting the gift an act of winning or losing. I've made a lot more friends and had a lot more fun and, not coincidentally, raised a lot more money since abandoning that language (and therefore that attitude).

### 6.

#### *Exaggerating the importance of any one interaction.*

I have spent thousands of pointless hours, often in the middle of the night, replaying an interaction with a prospect or a donor in which I felt I made a monumental faux pas, irreparably damaging our relationship and destroying the organization's chances of ever getting money again. With each replay in my mind, my bungle becomes more embarrassing.

These incredible gaffes would be something like the following: I see a donor at an event with her new baby and say, "What a cute baby." Later at home I deride myself with, "How

trite, how stupid. 'Cute.' What a vapid word. Couldn't I have said something more meaningful about the child?" Or I say to a donor, "Could you double your gift?" and when the donor says, "I don't think so...possibly. Let me think about it," I respond, "It would be really great if you could. You don't have to give it all at once, but can pay it out in a pledge." I end the conversation agreeing to talk in a few days, but later at home I scold myself with, "I shouldn't have been so pushy. Now she thinks our group is greedy," or "I should have pushed harder. Now she thinks our group is wimpy." Torturing myself with both scenarios could keep me awake for several hours.

The worst was when a donor actually complained about something. "Kim, there were three typos in the newsletter—it looks sloppy." I apologized and later believed absolutely that this person would never give another donation.

Obviously all of this self-rebuke reflected a lack of confidence in myself, but it also reflected giving way too much importance to interactions that were in themselves not important. Certainly the donors were not staying awake playing our conversations over and over or looking for hidden meanings in my comments. People who complained were usually trying to be helpful.

I got over this mistake by lowering my sense of my own importance.

## 7.

### *Being afraid to disagree with donors.*

Similar to #6 was an idea I carried that donors should not be contradicted or they may not give again. In fact, donors, like the rest of us, are interested in issues and learn by debating, discussing, and being presented with new information.

Mistakes #5-7 were all part of a large mistake of seeing the donors as separate from me. However, I am always a donor myself to groups I work for and believe in, and all my friends are people who give away some money to some groups. The distinctions I was drawing were false and misleading. Would I feel free to disagree with a friend or colleague? Certainly. Would I tell a volunteer or board member if I thought their idea might not work? Of course. Real relationships are built on the ability to have honest dialogue among all the parties.

## 8.

### *Knowing it was easier to do it myself and being certain that I could do it better.*

This perception is often not a mistake. Most often I did know best how to get a fundraising task done. But when I was the only one who knew how to do something, then I always had to do it whether I wanted to or not or whether I had the time to do it or not. Not only did I make myself indispensable,

a liability to any group (what if I got hit by a truck?), but I kept my group from growing and advancing by not empowering others with fundraising skills and knowledge.

So, I learned to be a trainer and to train others to raise money. The training, writing and consulting I have done have been my most important contribution to the nonprofit sector with far more lasting results than any money I have raised myself.

I have avoided the "do it myself" trap for many years by adapting the first rule of organizing to fundraising, "Never do anything for someone that they can do for themselves." Good fundraising involves a lot of people doing the asking and feeling comfortable with the process, and a critical piece of good fundraising is training others.

## 9.

### *Not holding people to commitments they made.*

I used to think that if someone said they would do something, they would do it. If they didn't do it I saw it as a sign that they were not serious about the work. In fact, this is not true even of me. I commit to things, then forget to do them, or keep moving them from one to-do list to another and never getting around to them until someone calls me.

My friend, Sharon Delugach, who is a fundraiser and organizer in Los Angeles, always says, "Fundraising is 10% perspiration and 90% follow-up. When people say they will do

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## Reader Alert

### Remember the New Rules for Acknowledging Contributions

Many small nonprofits are still not aware that the tax act of 1993 contained provisions that affect all nonprofits. In particular, the act contains new requirements for substantiating deductions claimed for charitable contributions. For charitable contributions of \$250 or more made after 1993, no deduction will be allowed unless the donor can substantiate the contribution with a written acknowledgment from the organization that received the gift. A cancelled check will no longer be sufficient proof of the gift. In the acknowledgment, the organization must state the amount of the check, or in the case of a non-cash contribution, describe the property. The organization does not need to place value on a non-cash contribution.

For readers who have faithfully followed the advice in the *Journal*, the fact that you are already sending thank-you notes to each donor means all you need to do is be sure you specify in your note the amount of the gift. ■

something, assume they will; if they don't, assume they just forgot." Now I follow up with people on what they said they'd do, and most people honor their commitments most of the time.

## 10.

### *Letting lack of knowledge stop me from trying things.*

Many questions have come up over the years about grassroots organizations and their ability to fundraise. Can a small group have a planned giving program? How do you raise money from a constituency most of whose members are people on welfare? How can gay and lesbian groups raise money from straight people? What, if anything, is different about raising money if you are a person using a wheelchair?

I didn't know the answers to these questions, and I would venture to say that no one did. People had their own ideas and their own experiences, but a lot of work in raising money for grassroots organizations was speculative.

If we had waited for articles to be published or studies to be done, we would be long out of business. How do you find out if a grassroots group can do a planned giving program? By setting one up, or preferably by setting up several and monitoring them.

The Center for Third World Organizing has this motto, "We will find a path, or make one." If knowledge doesn't exist now, create it. Experiment. Value your own experience, and know that your experience is knowledge: not all knowledge, but it adds to the existing information.

### *What I Did Right*

Of all the many mistakes I made, I did always do something right, which has helped me in learning from my mistakes and avoiding many others I might have made. That was always to give money myself and to come back to my own experience of being a donor. Even when my biggest gift was \$100 or \$50, I still knew the feeling of sitting down and deciding how much I could afford to give.

I have always given away 10% of my income, and in some high-income years, more than that. This has probably helped me more than anything else to ask others to give. I am always asking people to join me in making a commitment, and any issues I needed to think through before making a gift were useful in anticipating what other people might say.

The final thing about mistakes is to feel fine about making them. They add to the body of knowledge about fundraising. Don't be careless and thoughtless, but when you do make a mistake, move on. Learn from it and decide not to make it again. ■

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BY KIM KLEIN

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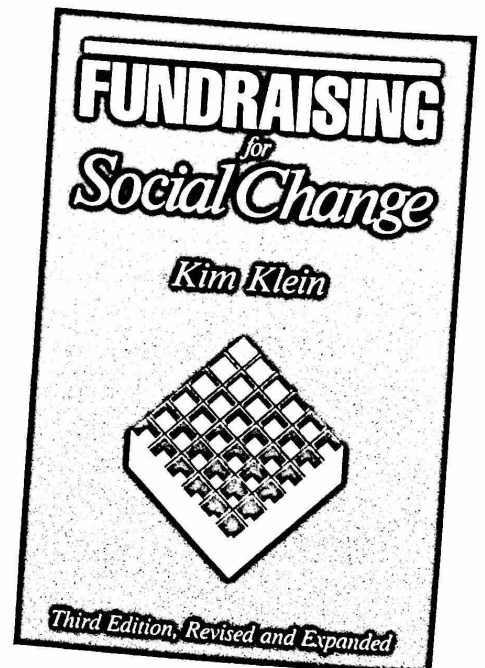
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# Candle Burning at Both Ends: *How Hard Should You Be Working?*

by Kim Klein

## *Three vignettes*

*Jane leaves her office at 9 p.m. on a Friday night. She has finally finished writing her organization's year-end appeal and is feeling good: the appeal is on time so far. As she reaches her car, she hears laughter. Two women, about her age, are walking by talking about a movie they just saw. Suddenly Jane feels gloomy, but isn't sure why.*

\* \* \*

*Michael is on his way to his office early on Saturday. He has to get a proposal out by Monday and Sunday he's working with the fundraising committee to get the special event invitations stuffed into envelopes and ready for bulk mailing. Absently, Michael notes that the tennis courts are full. He used to play tennis; he realizes that he can't even remember where he put his racquet. Suddenly he feels gloomy but he doesn't know why.*

\* \* \*

*Marsha decides to leave work at 5:30 on a Thursday. She invites a friend to come for dinner and they spend the evening talking about their jobs. Her friend complains that his work takes up about 45 hours a week. He is incredulous to hear that Marsha thinks a 45-hour work week is short. He goes home and Marsha does the dishes and watches some television. At 11 p.m. she allows herself to make a to-do list for tomorrow. Finally, as she falls asleep, she thinks her friend makes her feel gloomy. She can't figure out why.*

\* \* \*

If none of these stories sounds familiar to you, go on to the next article. However, if they ring true, or if all you'd have to do to have them be your story is add children you are trying to raise, board members nagging you, or a feeling that your work could never be finished, then you are probably the person in your organization whose primary job is fundraising.

## *Fundraising Can Be a Thankless Job*

There are many wonderful rewards to being a full-time fundraiser, but there are also many ways in which fundraising as a job is really overwhelming. In this article, I will list the ways in which fundraising can be unsatisfying and some things you can do about it.

For many full-time development professionals in small

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*The more successful your  
fundraising program,  
the harder your job gets.*

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nonprofit organizations, fundraising presents three almost insurmountable challenges.

1. The more successful your fundraising program, the harder your job gets. As you are more creative in fundraising design and implementation, the board and other staff rely on you more and they create ever bigger budgets and more programs.

2. As Hank Rosso, founder of The Fund Raising School, points out, development is a job with little authority and wide responsibility. This discrepancy leads to a lot of frustration, as you are ultimately responsible for one of the most needed elements in running your group — money — but have little say about what the money should be raised for.

3. Your job performance is usually measured by dollars brought in, even though a great deal of the work involved in getting this money is out of your hands. All the other parts of your work that lead to money, such as good materials, ade-

(This article first appeared in the August 1988 issue of the *Journal*.)

quate records, research, etc. will not be factored into your evaluation if the cash is not present.

To top the whole thing off, if you are really doing your job, you will increasingly rely on prodding your board of directors and other volunteers to actually raise the money from the community. This means when they do a good job (which they couldn't have done without you), *they* get the credit.

Some of this experience changes if you are the director or the only staff person. You have more authority and you are

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*When she learned that her board planned to surprise her with a raise, she immediately developed a headache.*

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given credit and support for more than just money raised. Of course, you also have even more work.

The overriding experience of people in fundraising (whether as development directors, executive directors, or in some other capacity) is that the work never ends. They take it home — even if just in their thoughts and what they talk about. They lose sight of the rest of their lives. In our vignettes (all based on real stories), Jane, Michael and Marsha don't know why they feel gloomy. Each is working when they should be relaxing. Marsha makes an effort to leave work early, only to spend her evening discussing her job. Michael must work on Saturday because he is working on Sunday. Jane thinks everything is on time but doesn't stop to realize that's because she is working overtime.

An all-time low of fundraising dilemmas was reached by the director (and only staff) of a small peace group when she learned that her board planned to surprise her with a raise. She immediately developed a headache. Far from being pleased, all she could think of was that it was even more money to raise.

The tensions inherent in being responsible for fundraising manifest in a number of ways: burnout, which appears in high job turnover and people leaving the nonprofit sector altogether because they can't stand to do any more fundraising, ruined relationships, resentful children, various physical ailments diagnosed as "stress related" and rampant "workaholicism" throughout the profession.

## ***Self-help for Fundraisers***

What can be done? The following are some suggestions that each person will have to adapt to his or her circumstances. Some will seem to make the problem worse, but paradoxically, they are the solution (similar to a vaccination that gives you a little dose of the virus to ward off the full-blown disease).

**1. Admit that it's your problem.** No matter how the circumstances conspire to have you believe that you must work

70 hours a week and worry yourself to death, ultimately you must see that this behavior is your doing. If you are to have any control over changing it, you must admit that only you can do so. Victims are innocent because they have no power over what happens to them. You are not a victim of your job.

**2. Having admitted that this is your problem, now admit that you don't know the solution.** If you are like most people in this profession, you have read countless time management books, taken at least three stress-reduction courses (or wish you had), and made hundreds of resolutions about not working on Saturday, not taking work home, not working past 6 p.m. You've probably joined health clubs or signed up for exercise classes or reading clubs to force yourself away from work only to abandon them for lack of time. Like diets, none of these strategies works permanently. Most of the time, they don't work at all, and breaking these promises to yourself (or your partner or children or cat) just makes you feel worse. As a result you work harder so you have something you can feel you've achieved.

## ***Now Try This***

Having seen that this constant cycle of overwork is your own behavior and realized that none of the strategies you have tried have been permanently successful, here's a process you might try to get a better handle on breaking the pattern.

Gather a small group of your really close and trusted friends (not more than three) or hire a therapist if you prefer. Lay before this group all your tasks, air all your complaints. Tell them to listen without comment until you are through. Then ask them to feed back to you what they hear the problem is. They are not to propose any solutions at this time.

What happens at this point is interesting. Many times people think the problem is that they have too much work. However, a friend listening only for the problem may discover that the person is doing too much that is not related to the job, or the person has set deadlines that are not necessary in order for the job to be done adequately, or the person will not delegate tasks, or is working inefficiently because the office is too noisy or the record-keeping system is inadequate, etc.

When your friends have finished naming what they hear are the problems (write these down on a big piece of paper), then you mark those you agree with, those you are not sure about, and those you reject as inaccurate.

On separate sheets of paper, one per page, write down each of the problems you accept. Hand the papers out to your friends until each person has some problems.

Now, take a break. This may be a couple of hours or a few days. During that time, you come up with solutions to what are now your friends' problems. "Giving away" your problems in this way will help you get the little bit of distance you need to gain some perspective. Looking at your problems as though they belong to someone else, you may be able to come up with solutions that might not have occurred to you about your own problems.



When your group reconvenes, present your solutions to your friends' problems. What would you do if a friend had these problems? You must be part of the solution-creating process in order for the solutions to make sense and in order for you to feel in control.

Each friend now takes your solutions and accepts the ones that will work and rejects those that will not. She or he accepts them as if for himself or herself, not you. This way you can get feedback on how realistic your proposed solutions are.

Now, working with just one friend, or even by yourself, take the list of problems and solutions and make up your own plan and timeline for implementation.

### **Why This Approach Works for Fundraisers**

This method is an adaptation of a lot of problem-solving techniques; however, it recognizes and uses certain key aspects of being in fundraising. One key aspect is that fundraisers are generally very creative. Our job is to help people want to give away one of their most precious resources to our group on an ongoing basis. This requires constant attention and a great deal of thought and originality. We also solve dozens of

problems every day easily and well: the printer is late with the Annual Report, Mrs. Big Donor is offended because her name is spelled wrong, the volunteer backed up the donor disk onto

### *Fundraisers are generally very creative.*

a disk that already had other donor back-up information, the keynote speaker for today's luncheon called to cancel, and so on. Knowing how to solve problems is not our problem.

The second key aspect of this problem-solving method is that it recognizes that fundraising professionals are a little jaded and cynical. We are long off the turnip truck. We are suspicious of letting even close friends solve our problems because we know their solutions won't work. So, in this method, we solve the problems ourselves.

Finally, this method recognizes that it is our job to be big thinkers. We must believe that the money can be raised, that the appeal will work or the campaign will succeed, even though we may have little proof of such success. Further, we

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*We must work hard  
enough that someone else  
can take our place.*

must inspire others to believe also, so we are people who often plan too big and take too much on ourselves. That's why in this process we solve the problems, but our friends accept or reject the solutions and we work with their judgments to create a timeline and plan.

### **The Realities**

It is important to realize that fundraising is not a 9-to-5 job and we should never expect it to be such. First of all, it often involves weekend and evening meetings or events. Also, there are periods when the work load is great and requires extra time. However, most studies show that a person loses effectiveness if they work more than 55 hours a week.

Moreover, if you work with a staff and you work harder than everyone else, you create resentment and jealousy and limit your own effectiveness.

Finally, if you consistently set a pattern of overwork and

monumental achievement, you make yourself impossible to replace. You set your organization up for failure when you become so indispensable.

### **How Hard Should You Work?**

So how hard should you work? We cannot work until the job is done, because that never happens. We must work hard enough that someone else can take our place, that others can feel good about their work, and that the desire for achievement doesn't outweigh all other motives.

For most of us, learning to leave work behind, learning to go home and not talk about work, and learning that everything does not have to be done perfectly—that it's fine if it is done adequately—will require the most work.

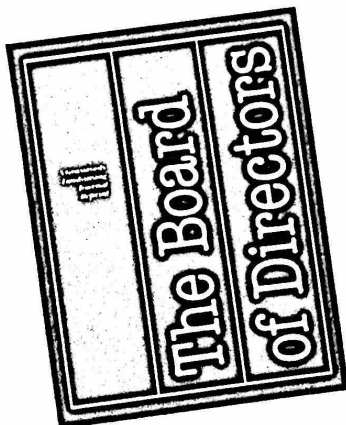
There is something very easy about working all the time. You never have to wonder what to do with your time, or if your phone is going to ring. Your time is accounted for. Living a life balanced between work and play and work and other priorities is more difficult, but is ultimately the key to effectiveness in our work, as well as in our lives.

Resolve to stop creating a work situation for yourself that would appall you if you heard of it happening to someone in a corporation. The societal changes we want are going to take a long time and will require people with staying power and endurance, not speedy short sprint runners. ■

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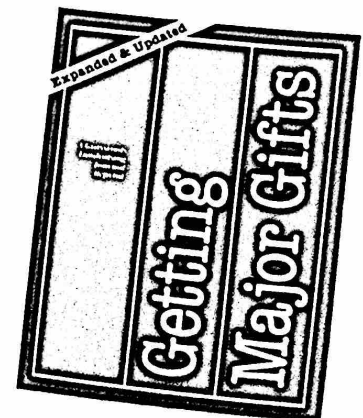
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# All It Took Was Chutzpah

by Roberta Maselow

*Roberta Maselow is an elementary school teacher in New York. During the past two years, she has been able to raise more than \$40,000 for the entrepreneurship program taught in elementary and junior high schools in New York City. This article originally appeared in the Impact II Star, a newsletter for teachers who have won small grants provided by the New York City Board of Education. Although her success would be hard for many organizations to duplicate, her ability to "seize the moment" and her perseverance and follow-through are good lessons for all fundraisers.*

August 1990

**I**t all started on a New York City subway. I was explaining a program I had developed in the computer/math lab to a fundraiser for a well-known community program in which I was a summer volunteer. "It's a business for kids," I shouted above the din. "The kids print greeting cards on the computer.

They sell the cards to staff and other kids, and they do all the accounting work. They learn all sorts of employment skills that will be useful to them in real life. They fill out job applications, interview for a job, learn to count money, figure payroll, write receipts, balance a checkbook, write business letters..." I was losing my concentration, what with all the noise. When the train stopped, I said, "I can't run the program by myself anymore; I was given a promotion in my school. I am the curriculum coordinator now, and with all of my extra duties I just don't have the time. Do you think this could be funded so that a business teacher could come in on a part-time basis and run it?"

Before I got to 23rd St., the fundraiser gave me so many ideas that I figured *Card Connection: Business for Children* would be bigger than General Motors!

His suggestions were:

- put the program on paper
- seek corporate funding
- seek foundation funding

- package the program
- give workshops on the program
- sell the program to school systems throughout the country

With his help, I wrote a letter to explain the program to potential funders. But where to send it? I called some major companies and asked for their application guidelines for funding. The company guidelines indicated that they were looking for nonprofit organizations with track records and other sources of income. All I had was the letter I had written and some cute letters from kids who were eager to continue the program. The companies wanted proposals, budgets, and evaluations. Most of them stated that they did not fund public school programs.

#### May 1991

I wrote to the president of a major public relations firm in New York City. He wrote back a very complimentary letter asking that I approach him "during the next cycle of fundraising." I was inspired by the letter. I placed it in a clear plastic folder and read it often.

#### June 1991

The cover of *Black Enterprise* stood out at the magazine stand. I had never seen it before. The lead story, "100 Largest Black-Owned Corporations," caught my eye. I parted with the four bucks. On the bus, I checked off the corporations listed for the New York City area. I sent a letter to each one. School ended for the summer.

#### August 1991

I went away for the month of July. This month, I called my principal. "Roberta," she said, "I received the loveliest letter from a foundation in New Jersey about *Card Connection*. A check was enclosed—for a thousand dollars!"

A foundation in New Jersey? I had never even written to a foundation in New Jersey. I checked the list of CEOs in *Black Enterprise* magazine and, sure enough, one I had written to was a trustee of the foundation.

Now I had someone who believed in my program! I took his letter and photocopied it. I added the letters from the kids and my original letter and sent packets to major corporations.

#### September 1991

I received a letter announcing a grant-writing workshop given by the Fund for New York City Public Education. I attended the workshop and learned about the types of programs that usually receive funding. According to the Fund program officer, they were up to their ears in multicultural cooking programs and teachers who proposed better intergroup relations via class trips to Mexican and Chinese restaurants. The Fund would pay for equipment and materials, but not personnel or speakers. I rewrote a grant proposal that had been rejected the year before and was awarded a \$500 Samuels Grant.

I was asked by a fellow executive board member of the Association of Teachers of Mathematics of New York City to

introduce *Card Connection: Business for Children* at the New York State Conference for Computers and Technology Education. I put together a packet of materials to distribute at the conference.

#### October 1991

A prominent member of an educational think tank in New York City visited my school and praised the *Card Connection*. I asked if he would write a letter of recommendation. He agreed and it was added to my portfolio.

I wrote to a major entertainment company in New York City. They called and asked to meet with me at my school. I explained the program to two company executives and gave them a proposal I had written. The entertainment company funded the program from February to June 1992.

#### February 1992

The children were taught to fill out employment applications; the business teacher began interviewing children for jobs, and *Card Connection* was open for business on a regular basis. The children were thrilled.

I received the \$500 grant from the Fund for New York City Public Education and purchased a Riso Print Gocco printer. Using non-toxic inks, the children were able to print professional-quality cards. The grant paid for the printing machine, paper, envelopes and supplies.

#### March 1992

I sent a follow-up letter to the public relations executive I had contacted the previous spring, and he sent a check enabling us to purchase more paper and supplies. The business mentor had business cards and name stamps made up for each child. Now, whenever the children made a sale, they thanked the customer and gave out their personalized business card.

I continued to send letters to corporations and foundations, including information about the funding and recognition we had already received.

#### April 1992

In response to one letter, Molly White, director of the Gap Foundation of San Francisco, wrote to me saying, "The Gap Foundation was very impressed both with the results of the pilot program that was run last year and the private and public partnerships you have put together for the business/school partnership." Ms. White interviewed me over the phone and agreed to help fund the program for the following school year.

I received an IMPACT II grant for materials for the *Card Connection* program for 1992-1993. I met Margot Jones and the IMPACT II team at Hunter College. Their enthusiasm for innovation and networking was contagious.

Local businesses were contacted to provide support for *Card Connection* in the form of gift certificates to "pay" the children. Most of the business people were willing to lend support, but they did not have gift certificates. Using a desktop publishing program, we created them on the computer. Gift certificates were provided by Pioneer Supermarket, Kresco

Stores, Specs for Less, Sneaker Stop, Woolworth's and D'Agostino's. McDonald's Restaurant on Third Ave. and 103rd St. hosted a Business for Children staff party.

#### May 1992

We were contacted by the public relations department of the Fund for New York City Public Education after they had recommended our program to Dr. Lawrence Halter, a reporter for *Channel 7's Eyewitness News*. He was doing a segment on children and entrepreneurship. A report on the Card Connection aired on May 22.

*Card Connection* was invited by the coordinator of Curriculum and Staff Development, Robert Gyles, to sell greeting cards at the CSD 4 office. The children had lunch with the district superintendent, Marcelino Rodrigues.

We received a wonderful letter from Beatrice Badillo, executive assistant of the school board, complimenting the children on their business approach and professionalism. That letter was added to our growing file.

#### June 1992

I attended another grant-writing workshop, given by IMPACT II field consultant Rose Reissman, at *Newsday* headquarters in New York City, where I received a list of grants and awards currently available, as well as many tips on successful proposal writing.

#### July 1992

I noted that all of the mailings I received from the Fund for New York City Public Education were printed courtesy of Corporate Printing and asked to speak to the executive vice president, Joel Glick. The secretary asked, "What company are you from?" I said, "Card Connection."

I explained to Mr. Glick that I had a greeting card business in PS. 146 that was funded by the Fund for New York City Public Education and that we were in need of card stock. The card stock we were using was extremely expensive and was not scored to fold easily. Mr. Glick invited me to his office.

The next day, I found myself in a conference room at his company. I showed Mr. Glick samples of the children's work, the proposal, and the letters of support and encouragement that I had received. Before I finished speaking, he called in his business associate and said, "Give this lady whatever she needs." Mr. Glick explained that he had taken print shop at a New York City high school and made up his mind at that time that he wanted to be a printer.

At the eleventh hour, I decided to try for a national award for teaching economics from the Joint Council on Economic Education, sponsored by the International Paper Corporation. The application was a complex one, and I felt that this was a lost cause, but I decided it was a good exercise in writing about the program for a nationwide audience.

#### August 1992

A letter from the Joint Council on Economic Education notified me that my program had been awarded third prize in the Intermediate Level (grades 4-6) category. I was invited to

an awards ceremony in Washington, D.C. According to the list of winners, I was the only one from New York. Needless to say, I was thrilled!

#### September 1992

As soon as *Card Connection* started this year, I taught the children how to write a business letter. Our very first letter went to Joel Glick. I told the children that Mr. Glick was brought up in New York City and graduated from the public school system. I told them that he had made up his mind to become a printer while in high school. The kids wrote charming letters to him, one of which said, "Someday I would like us to be in business together."

A week or so later, I called the Fund for New York City Public Education to ask a technical question about funding. They connected me with Norma Rollins, deputy executive director for external affairs. I told Ms. Rollins that I had received a Samuels Grant the previous year. When she learned the name of my program, she said that the night before she had been on her way to a function with a group of people that included Joel Glick. Mr. Glick had the letters from the *Card Connection* "kidpreneurs" and was reading them aloud to the group. "The letters were wonderful," she continued, "and everybody loves your program."

#### October 1992

Mr. Glick visited our school and the *Card Connection* staff interviewed him. They found out that he loves his job and has been in the business for 20 years. He advised the children to get a good education. His company prints millions of impressions each year (many more than *Card Connection* prints, the children found out).

The sixth graders who are presently involved in the *Card Connection* program are studying Japan this year. I contacted the corporate offices of Benihana in Florida and asked if they would provide the young entrepreneurs with a "business luncheon." Benihana agreed to host a luncheon and career day for the children at a Benihana restaurant in Manhattan. The company presented each of the children with a book with interesting facts about Japan, and the staff described their jobs and how each person is responsible for the successful operation of the restaurant. The children were invited to ask questions and were given a tour of the kitchen.

It is my sincere belief that the business community is eager to join hands with educators to give students an understanding of economics and the business world. It is our job as teachers to communicate with businesses so that they understand that we welcome their help. ■

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## Book Review

### Recently Formed Foundations Described in New Guide

*Directory of New and Emerging Foundations*

Third Edition

The Foundation Center

The Foundation Center, Dept PR 45,  
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New York, NY 10003  
212/620-4230

\$95 plus \$4.50 shipping and handling for the first copy; \$2.50 shipping for each additional copy.

The Foundation Center, the nation's leading source of information on foundation and corporate philanthropy, has just released the Third Edition of the *Directory of New and Emerging Foundations*, the fundraiser's guide to recently formed grantmaking institutions.

Foundation Center researchers have discovered more than 2,900 independent, community, and company-sponsored foundations that have incorporated in the United States since 1989. Such new grantmakers often represent excellent opportunities for grantseekers who want to establish funding partnerships before the new foundations become better known.

Since new grantmakers often receive less attention than their more established counterparts, they offer

development officers the chance to pursue fresh funding prospects with reduced competition. However, gathering data on new funding sources presents fundraisers with one of their most challenging tasks. It is often difficult to get a sense of a new grantmaker's funding capacity and priorities — how much they can give, what kinds of organizations they target, what geographic areas they prefer, what types of support they generally award, etc. This book helps fundraisers surmount this obstacle, providing current, accurate data.

*New and Emerging Foundations* provides two different levels of information: in-depth descriptions of the large foundations and essential core data for the smaller foundations. The book includes extensive portraits of more than 850 large foundations. Many of these entries include lists of recently awarded grants that provide further insight into a grantmaker's giving priorities. In addition, there is core data for 2,050 grantmakers that distribute up to \$50,000 each year.

Five indexes allow fundraisers to target these new grantmakers by key personnel as well as by the foundation's name, geographic and subject giving preferences and by types of support generally awarded. ■

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