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Appendix III-C: Training Materials

Strategic Planning
English language text

Final Report to
the United States Agency for International Development
of the Private Voluntary Organizations Initiatives for the Newly Independent States Project
World Learning Inc.
1992 - 1997

World Learning

Strategic Planning

Participant Resource Book

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Novosibirsk, Russia, September 1995

World Learning

Section 1
Workshop Program

World Learning

Strategic Planning

Novosibirsk, Russia, 28-30 September, 1995

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World Learning

Strategic Planning
Novosibirsk, Russia
September 28 - 30, 1995

September 27

3 p.m. - 6 p.m.	Participants arrival and registration
6.30 - 7.30	Dinner
7.30 - 9.30	Group meeting. Acquaintance ("New friend introduction"). Participants expectations/Trainers intentions. Contract.

September 28

8.00 - 9.00	Breakfast
	* Session 1 *
9.00 - 9.15	Seminar program and schedule overview.
9.15 - 10.15	What SP is and what is it needed for. SP model.
10.15 - 11.00	NGO Mission (to be continued) Individual exercise.
11.00 - 11.20	Coffee-break
	* Session 2 *
11.20 - 12.20	NGO Mission (continuation). Group work.
12.20 - 1.00	NGO Vision: definition, examples. Individual exercise.
1.00 - 2.30	Lunch
	* Session 3 *
2.30 - 4.00	NGO Vision: tool for creating a shared vision. Small groups (2-3 people). Whole group.
4.00 - 4.20	Coffee-break
	* Session 4 *
4.20 - 6.20	Participative approach to NGO Management. NGO Leader as facilitator. Teamwork. 3 small groups - (6-8 people) Whole group.
6.20 - 6.30	Day 1 Group Reflection
6.30 - 7.30	Dinner

7.30 - 9.00	Free time
9.00 - 10.30	Evening tea-club - informal group meeting

September 29

8.00 - 9.00	Breakfast
	* Session 5 *
9.00 - 10.30	NGO strengths and weaknesses. Tool. Whole group.
10.30 - 11.00	NGO Meaningful Environment Analyses. NGO Manager Position. Model. Tool. Individual - whole group exercise.
11.00 - 11.20	Coffee-break
	* Session 6 *
11.20 - 12.30	Mission evaluation and correction ("Is our mission statement O'K?") Whole group.
12.30 - 1.00	Blocks. Obstacles. Root cause analyses. Individual.
1.00 - 2.30	Lunch
	* Session 7 *
2.30 - 4.00	Blocks. Obstacles. Root cause analyses. (continuation) Small groups (2-3) - Whole group.
4.00 - 4.20	Coffee-break
	* Session 8 *
4.20 - 6.00	Blocks. Obstacles. Root cause analyses. (continuation) Whole group.
6.00 - 6.10	Day 2 Group reflection p.m.
6.30 - 7.30	Dinner
7.30 - 9.00	Free time
9.00 - 10.30	Evening tea-club informal group meeting

September 30

8.00 - 9.00	Breakfast
	* Session 9 *
9.00 - 10.30	Strategic directions development Whole group.
10.30 - 11.00	Action planning 4-5 small groups.
11.00 - 11.20	Coffee-break

	* Session 10 *
11.20 - 12.20	Action planning Group discussion.
12.20 - 1.00	Budgeting. Sample budget. Whole group.
1.00 - 2.30	Lunch
	* Session 11 *
2.30 - 3.00	Strategic plan format.
3.00 - 4.00	NGO Structure. NGO Board role.
4.00 - 4.20	Coffee-break
	* Session 12 *
4.20 - 5.10	Project development and monitoring.
5.10 - 5.30	Strategic planning technology implementation.
5.30 - 6.00	Feedback. Sharing.
6.00 - 6.15	"Good bye" procedure.
6.30 - 7.30	Dinner
7.30 - 9.00	Free time
9.00 - 10.30	Evening tea-club - party

October 1

8.00 - 9.00	Breakfast Participants and trainers departure

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Section 2
Participant List

Список Участников

СЕМИНАР

СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ
Новосибирск, 28-30 Сентября 1995 г.

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Workshop
Strategic Planning
Novosibirsk, Russia, 28 - 30 September, 1995

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Workshop
Strategic Planning
Novosibirsk, Russia, 28 - 30 September, 1995

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Section 3
Organizations. Management.

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Section 4
What is Strategic Planning and What is it needed for?

What Is Strategic Planning

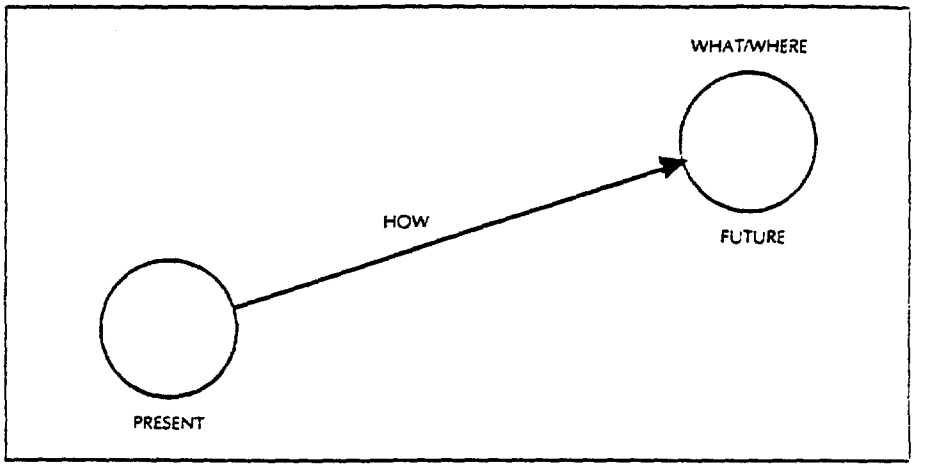
Strategic planning is the process of determining *what* an organization intends to be in the future and *how* it will get there (see Figure 1). It is finding the best future for your organization and the best path to reach that destination. Such planning involves fundamental choices about the future of your organization—choices about:

The mission or goals you will pursue

The programs, services, or products you will offer to accomplish this mission

How you will attract and utilize the resources you need—people, money, expertise, facilities, etc.

Figure 1: Strategic Planning



A distinction is sometimes made in planning literature between long-range planning, which focuses on what an organization intends to look like at the end of a given period of time, and strategic planning, which focuses on the action plan for how the organization will get there. In practice, however, the two go hand in hand. In this book we will use the terms strategic planning and long-range planning interchangeably to refer to the process of determining both where you want your organization to be and how you will get there.

Strategic planning is also distinguished from another kind of planning—operational or short-range planning. Operational planning is what many nonprofit organizations do when they develop yearly objectives, program plans, and budgets. Operational or short-range plans focus on a shorter time period than long-range strategic plans—for example, one year instead of five. Operational plans show in specific terms how, in the coming year, an organization will move toward the future described in its strategic plan.

WHAT IS STRATEGY AND STRATEGICAL PLANNING?

(For definitions of notions)

Strategy is initiative, a manifestation of leadership. It is a manifestation of leadership even when the same strategy was used several times in various organizations. If you are playing the game that no one has played before, all strategies are very risky. Strategies are a complex system of definitions of what should be done. Strategy is a declaration of intentions to make a certain choice in the future, when the moments of choice are achieved.

By Peter Veil. The Art of Management, Moscow, Novosti, 1993

Strategic planning is a process of defining what the organization wants to be like in the future, and how it will achieve it. It means finding a better future for your organization and a better way of fulfilling its mission.

This kind of planning includes the following important decisions about the future of your organization:

* The mission and the goals that you will follow
* Programs, services and products that you will offer while fulfilling the mission
* How will you attract and use necessary resources - people, money, experience, experts, professional skills, etc.

Bryan W. Barry. Strategic Planning Workbook for Nonprofit Organizations. Amherst H. Wilder Foundation. 1986

Strategic planning implies adapting resources and campaign goals to various and changing conditions of activity.

John D. Daniels, Lee H. Radeba. International Business. Moscow, Delo, Ltd., 1994

Strategy is such a combination (correspondence) of resources and organizational skills on the one hand and opportunities and risks, generated by the external environment, on the other, which acts in the present and the future and which the organization uses to achieve its main goal.

The main features of strategic planning are as follows:

- it includes the main problems and tasks of the organization
- it creates the framework for detailed planning and current decision-making
- it is most long-term in comparison with other types of planning
- it makes activity orderly and internally uniform at different stages
- it makes the top officials accelerate their work.

T. Santalainen et al. Managing by results. Moscow, Progress, 1993

STAGES OF STRATEGIC PLAN DEVELOPMENT
(food for thought)

1) Defining the mission of the organization

What is the main mission of our organization? Why was it established?

2) Analyzing the way we passed

What is our history? What is the way we passed like?

3) Defining the vision

What is our vision of the organization?

4) Analyzing the strengths and weaknesses

What are our strengths and weaknesses?

5) Analyzing the meaningful environment

What organizations and individuals are meaningful for us and why?

6) Checking the mission

Does the mission of our organization correspond to our aspirations, strengths and needs of the meaningful environment?

7) Analyzing the obstacles and reasons behind them

What prevents us from moving to the desired future?

8) Developing strategies

Where should we go to overcome these obstacles?

9) Planning actions

What actions should we take and when?

by Process Consulting Company, Moscow, Russia

1

Converting Good Intentions into Results*

* Peter F.Druker,
Managing the Non Governmental Organizations, Practice and Principles

The non-profit institution is not merely delivering a service. It wants the end user to be not a user but a *doer*. It uses a service to bring about change in a human being. In that sense a school, for instance, is quite different from Procter & Gamble. It creates habits, vision, commitment, knowledge. It attempts to become a part of the recipient rather than merely a supplier. Until this has happened, the non-profit institution has had no results; it has only had good intentions.

Napoleon said that there were three things needed to fight a war. The first is money. The second is money. And the third is money. That may be true for war, but it's not true for the non-profit organization. There you need four things. You need a plan. You need marketing. You need people. And you need money.

The plan we have just talked about, in the first part. People we will be talking about a little later, in this book's fourth and fifth parts. In this part we talk about the *strategies* that convert the plan into results. How do we get our service to the "customer," that is, to the community we exist to serve? How do we market it? And how do we get the money we need to provide the service?

Non-profit institutions that do well used to think they didn't need marketing. But, as a famous old saying by a great nineteenth-century con man has it, "It's much easier to sell the Brooklyn Bridge than to give it away." Nobody trusts you if you offer something for free. You need to market even the most beneficial

service. But the marketing you do in the non-profit sector is quite different from selling. It's more a matter of knowing your market—call it market research—of segmenting your market, of looking at your service from the recipient's point of view. You have to know what to sell, to whom to sell, and when to sell. Although marketing for a non-profit uses many of the same terms and even many of the same tools as a business, it is really quite different because the non-profit is selling something intangible. Something that you transform into a value for the customer. The sick patient in the hospital doesn't have to be sold. You are not marketing the sickness of that patient to the physician, who is the non-profit hospital's main customer. You are marketing what you can do to help the physician in his or her practice. That's a concept—an abstraction—and to sell a concept is different from selling a product.

To run a non-profit effectively, the marketing must be built into the design of the service. This is very much a top management job, although, as in every other area, you need a lot of input from your people, from the market, and from research. A big national organization, such as the American Cancer Society, for instance, probably has the most elaborate market research, using detailed census data for fund-raising, a physicians' advisory committee to work directly with physicians who are in many ways its first market, and so on. The American Cancer Society doesn't design a service and then start peddling it.

That uniquely American invention, the Community Chest—or the United Way, as it is often called—is in many ways a response to the market. People got awfully tired of being hit for a donation by twenty-nine different organizations and became suspicious that this meant exceedingly high collection costs, with most of the money going into doorbell ringing rather than feeding the hungry. The design of the United Way hasn't changed much over the years: the employers of the community are its collection agents. But the United Way has to keep its marketing up to date, has to adjust to the changing business population, has to know which employers to go to and which local societies to bring onto its board, so that

it can work effectively with industry. It has to understand the changing structure of employment to design its most effective appeal. The non-profits who don't do that, who think they can rely on high-pressure selling, just don't do very well.

An important point to remember, incidentally, in designing a non-profit's service and marketing is to focus only on those things you are competent to do. If you run a hospital, you'd better not try to do what you are not competent to do. For clinical neurology, you need a certain critical mass—forty beds, fifty beds—to do a decent job. If you are the only hospital in Silver Fish, South Dakota, and there's not another hospital around for one hundred miles, you have to do what has to be done. Even there, let me say, you probably would do better to fly that neurology patient by helicopter to the nearest medical center—not for financial but for competence reasons. You know the general advice is, don't go to a hospital to have a heart by-pass if they don't do two or three hundred by-passes a year. You have to do these very demanding technical things again and again—and again. The same is true of colleges. In fact, a great disease of the liberal arts college is that it thinks it can do everything. Don't put your scarce resources where you aren't going to have results. This may be the first rule for effective marketing.

And then, the second rule, know your customers. Yes, I said *customers.* Practically everybody has more than one customer, if you define a customer as a person who can say no. When you look at the soap manufacturer, the supermarket doesn't have to put a manufacturer's detergent on the shelf, and certainly not in a position where the housewife will see it. And yet, unless the housewife also wants to buy the detergent, you have no sale, so you have two customers. The Boy Scouts or Girl Scouts have even more customers: they have the parents, and they have the kids. But then there are the volunteers, without whom no scouting organization could be run. And the teachers in the school also have to be "sold" on scouting, or they could easily impede or perhaps even veto it.

So, the design of the right marketing strategy for the non-profit institution's service is the first basic strategy task: the non-profit

institution needs market knowledge. It needs a marketing plan with specific objectives and goals. And it needs what I call marketing responsibility, which is to take one's customers seriously. Not saying, We know what's good for them. But, What are their values? How do I reach them?

The non-profit institution also needs a fund development strategy. The source of its money is probably the greatest single difference between the non-profit sector and business and government. A business raises money by selling to its customers; the government taxes. The non-profit institution has to raise money from donors. It raises its money—at least, a large portion of it—from people who want to participate in the cause but who are not beneficiaries.

Almost by definition, money is always scarce in a non-profit institution. Indeed, a good many non-profit executives seem to believe that all their problems would be solved if only they had more money. In fact, some of them come close to believing that money-raising is really their mission. An example is some presidents of private colleges or universities who are so totally preoccupied with money-raising that they have neither the time nor the thought for educational leadership.

But a non-profit institution that becomes a prisoner of money-raising is in serious trouble and in a serious identity crisis. The purpose of a strategy for raising money is precisely to enable the non-profit institution to carry out its mission without subordinating that mission to fund-raising. This is why non-profit people have now changed the term they use from "fund raising" to "fund development." Fund-raising is going around with a begging bowl, asking for money because the *need* is so great. Fund development is creating a constituency which supports the organization because it *deserves* it. It means developing what I call a membership that participates through giving.

Your first constituency in fund development is your own board. One of the things we have learned about managing non-profit institutions is that the old-type board, the board that simply was in sympathy with the institution, is no longer enough. You need

a board that takes an active lead in raising money, whose members give both of themselves and by being fund-raisers, fund *developers*. When a board member calls, say, a real estate developer, and says, "I am on the board of the hospital," the first response he gets from his friend is, "How much are you giving yourself, John?" If the answer is five hundred bucks, well, that's all you're likely to get.

But you also want something else on the board which has to do with money: the ability to audit the balance between your program and your resources. That is what gives you assurance. The person who runs the church or hospital or school should be enthusiastic. You don't want nay-sayers in those positions. But somebody has to ask: "Is this the best balance between our available resources and our effectiveness?"

A business earns its money on its own. The money of the non-profit institution is not its own; it is held in trust for the donors. And the board is the guardian to make sure the money is used for the results for which it has been given. That, too, is part of the non-profit strategy.

Not so long ago, many non-profit organizations were pretty self-supporting financially. They generally needed outside money only for extra projects—that new science hall, or a new cardiac wing. Now, more and more non-profit organizations need money for operating purposes. Another reason why the development of financial resources is becoming more important is because great wealth is becoming less important. It used to be that two or three rich people in the community supported the Church. That doesn't work anymore. Not only is the Church more expensive, but demands on people of great wealth have gone up out of sight. And, proportionately, there are so many fewer of them around. So, non-profit executives must build a mass base.

You need people on your board willing to help develop that mass base by giving example and leadership.

Of course, there will always be need for emergency relief and appeals to give for it—for the most recent earthquake, for starving children in Africa or the Vietnamese boat people. But it is increasingly dangerous to depend on emotional appeal alone. A friend of

mine who heads a major international relief organization speaks of "compassion fatigue." There is so much misery in the world that we are becoming quite hardened and callous to that constant plucking of our heart strings.

In fund development you appeal to the heart, but you also have to appeal to the head, and try to build a continuing effort. The non-profit manager has to think through how to define *results* for an effort, and then report back to the donors, to show them that they are achieving results.

You also have to educate donors so that they can recognize and accept what the results are. This is perhaps the newest development—this realization that a donor doesn't automatically understand what the organization is trying to do. Donors are becoming too sophisticated to appeal to them simply on the basis that education is good or health is good. They ask, Whom are you educating? Educating for what?

This moves us to constituency building over the very long term. It is how the Claremont Colleges, where I have been teaching now for twenty years, were built. In the 1920s, the president of Pomona College, the mother college of the group, realized that Southern California and its college population would grow fast and that he would need a great deal of money for the college. He started by actually founding local new businesses and running them for a couple of years until they broke even. Then he called in a top-flight new graduate, literally gave him the business and $10,000 to boot (which was a great deal of money in those days), and said, "It's yours. You build it. But if it is successful, don't repay us. Remember us." That's why Pomona and the whole Claremont group are so well endowed today. He built an enormous constituency—long term. The fruits didn't come in for twenty years, but they came in a thousandfold. I'm not saying that this is the way everyone should do it. But it is one example of building up a long-term constituency, people who remember, who are not giving simply because someone rings a doorbell. They see the support of the institution as self-fulfillment. That is the ultimate goal of fund development.

2

Winning Strategies

There is an old saying that good intentions don't move mountains; bulldozers do. In non-profit management, the mission and the plan—if that's all there is—are the good intentions. Strategies are the bulldozers. They convert what you want to do into accomplishment. They are particularly important in non-profit organizations. One prays for miracles but works for results, St. Augustine said. Well, strategies lead you to work for results. They convert intentions into action and busyness into work. They also tell you what you need to have by way of resources and people to get the results.

I was once opposed to the term "strategy." I thought that it smacked too much of the military. But I have slowly become a convert. That's because in many businesses and non-profit organizations, planning is an intellectual exercise. You put it in a nicely bound volume on your shelf and leave it there. Everybody feels virtuous: We have done the planning. But until it becomes actual work, you have done nothing. Strategies, on the other hand, are action-focused. So, I've reluctantly accepted the word because it's so clear that strategies are not something you *hope* for; strategies are something you *work* for.

Here is one example of a winning strategy: Brown University in Providence, Rhode Island. Twenty years ago it was a respectable "also ran," known as "Harvard's little sister." It had an excellent faculty. But it had no distinction; it did what everybody else did. Then a new president asked, What do we have to do to become a leader despite the tough competition where we have Harvard to the north and Yale to the south, and about twelve first-rate liberal

arts colleges within an hour's drive? He focused on two things. First, make women full citizens of the university. Brown always had a women's college—Pembroke. But making women full citizens meant bringing in those women who wanted to go where women supposedly don't go—mathematics, the sciences, pre-med, computers—and systematically recruiting young women who were doing exceptionally well in these areas that tradition doesn't consider particularly feminine. Second, build closeness to students into the way the university runs. For each of these two goals the new president had a strategy. In the past ten years, Brown has become the "in" university for bright kids in the East.

This is almost a textbook case of a successful *marketing* strategy. What that Brown president did was to recognize changes in the market: the emergence of career-focused young women, and the desire of students, after the turbulent sixties, to have a "community." And then he developed specific campaigns to reach his potential customers—and went to work.

IMPROVING WHAT WE ALREADY DO WELL

In this country, in particular, we usually underplay the strategy of doing better what we already do well. This hit me the first time I went to Japan, when they were just beginning their meteoric rise. I looked for innovation strategies and there weren't any. But every place—whether university, business, or government agency—had a clear strategy for *improving*. They don't talk innovation. They ask, How do we do better what we are already doing? It may be something very mundane, like sweeping the floor. Or it may be a very major change: don't just bring in new machines and put them into the existing lineup; we really have to change the lineup and rearrange the whole process. But the focus is always on improving the product, improving the process, improving the way we work, the way we train. And you need a continuing strategy for doing so.

To work systematically on the productivity of an institution, one

needs a strategy for each of the factors of production. The first factor is always people. It's not a matter of working harder; we learned that long ago. It's a matter of working smarter, and above all, of placing people where they can really produce. The second universal factor is money. How do we get a little more out of the money that we have? It's always scarce. And the third factor is time.

One needs productivity goals—and ambitious ones. Whenever I sit down with people to discuss productivity goals, they say, "You are way too high." I learned from an old friend, one of the great men of the black community, Kenneth Clark, the psychologist at City University of New York, that one should always set the objective twice as high as one hopes to accomplish because one will always fall by 50 percent short. That's a little cynical, but there's truth in it, so set your objectives high. Not so high that people say this is absolutely absurd, but high enough so that they say: we've got to stretch.

Constant improvement also includes abandoning the things that no longer work; and it includes the innovation objective. Let's take 3M, which turns out two hundred new products a year. They start out by saying that 80 percent of the products that will be in the line ten years hence we haven't even heard of yet. And then they go to work, to work, to work. Almost everything human beings use becomes obsolete sooner or later, so we have to replace it. What is our innovation strategy? Where are we going to do something different, or do the same thing quite differently? Set the goals—and go to work.

For non-profit managers, the signposts are less clear. How, for instance, in a mental-health clinic can you judge the effectiveness of a strategy, whether you're doing better this year than last?

Well, you can define what "better" means. I know one major mental-health clinic that does a tremendous job in an area in which results are terribly hard to achieve—mostly paranoia cases. The head of that clinic is a good friend, and I said to him, "Working with paranoia must be terribly frustrating. In depression, we can help people today. In schizophrenia, we can help, not perhaps a

great many, but quite a few. But with paranoia, there are very limited results." He answered, "You are wrong, Peter. We have a simple goal. We know we don't know how to cure it; we don't understand it at all. But there is a possibility of helping people who are sick with paranoia to realize that they are sick. And that is a tremendous step forward. Because then they know that *they* are sick, not that the world is sick. They are not cured, but they function."

That's a qualitative goal. You can set goals that are not measurable but can be appraised and can be judged.

The people in a really successful research laboratory cannot quantify their research results ahead of time. But they can sit down every three years and ask, What have we contributed in the last three years that did make a difference? And what do we plan to contribute? These are qualitative measures. And they are just as important as the quantitative ones. Let me say that you have to define quality first. Quantity without quality is the worst thing and will result in total failure.

And how does a pastor set a strategy? First, the pastor has to define the goals. What is he or she trying to do? Sure, you make certain assumptions about people if you are a pastor. You make the assumption that it probably increases their chance of salvation if they do go to church.

As an old schoolmaster, which I've been for sixty years, I assume that the longer kids sit on their backsides, the more they learn. These are not testable assumptions, but you've got to make them. So the pastor sets his or her goal, which is to build a congregation.

What kind of a congregation? Not every pastor has the same vision. You may find people who say, I just bring them to church; that's the main goal. The next one will say, No, I only want to bring certain kinds of people in. Both are in the same profession, but see their mission quite differently. One sees it as to build a broad base; the other wants to start a small community of true believers who will stand fast at Armageddon.

Then you have to ask, What are the specific results I want?

Whether it's a church or a hospital or a Boy Scout troop or a public library, your strategy will have the same structure. First, you need the goal, and it's got to fit your mission. But it also has to fit the environment in which you work. Then you think through specific results for specific areas. The pastor who sees his or her church in terms of large masses of parishioners segments the market and designs a service for each segment. I once sat in on a meeting at which a very successful pastor said: "Any fool who is ordained can build a large church in five to seven years if he focuses on five market segments. He has a youth ministry, a singles ministry, a young-married ministry, a home ministry for the shut-ins, and a ministry for the elderly. The rest is hard work." Then he added, "Of course, the targets you set for these five depend on the community you are in."

That's perhaps a little oversimplified, but I've heard hospital administrators talk very similarly. Look at the ultimate beneficiaries—call them the market—the ultimate clients. Whether that market is a church, a hospital, a Boy Scout troop, or a public library, you have the same structure for your strategy. If you are a public library, you have adults, young people, and preschoolers, and you serve the schools. I think of each of these groups as a separate market—they share a building, they share common services, they share a lot of books; but I think you go after them separately. And you develop a marketing plan. You will need money, and will have to allocate it sensibly. You will have to communicate and you will have to have feedback.

First, the goal must be clearly defined. Then that goal must be converted into specific results, specific targets, each focused on a specific audience, a specific market area. You may need a great many such specific strategies. The American Heart Association divides the American public from which it raises money into forty-one different segments. That's quite a lot. But it explains perhaps why they have been so successful.

Next, you will need a marketing plan and marketing efforts for each target group. How are you really going to reach this spe-

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cific segment? You now need resources—people, above all—and money. And the allocation of both.

Next comes communication—lots of it—and training. Who has to do what, when, and with what results? What tools do they need? In what language do they have to hear it? One pastor told me that when he sits down with each of his groups and talks about goals and missions, even after twenty-five years, he still uses the language of the seminary. But the people who have to do the work are his lay volunteers, and to them these are strange words. Words like "implementation," "fulfillment," and "plan" when used by a hospital administration may sound strange, too, for somebody in physical therapy who knows all the muscles of the body. You have to ask who must do what, and in what form they should get it so that it becomes *their* work.

Then you need logistics—for want of a better word. What resources are required? I'm always reminded of the old story that whenever Napoleon's brilliant marshals came out with great plans of moving against Prussia, or Spain, or what have you, Napoleon would listen silently and then ask, "How many horses does it require?" Usually they hadn't thought it through and their plan outran the available horses. That's very typical.

Finally, you ask: "When do we have to see results?" Try not to be impatient. But you must be able to see whether you are on course when the results come in. What feedback do you need? How do you measure your achievement so that you realize that in this area, which is crucial, we are way behind our timetable? If we can't speed it up, we will have to scale everything back (the horses aren't there, in Napoleon's terms). Or, here we are ahead of our timetable? Is this an opportunity for us to speed it all up, or does it indicate that we are getting dangerously out of line? You need feedback and control points.

I think the steps are the same for every organization. How you carry them out depends very much on what kind of an organization you are.

To carry out the process, you need to use both written and verbal communication. A written process has the great advantage

that you can hand out a sheet to everybody, go down the line, check it off, and say, "Any questions on point three?" And somebody says, "Are we on point three? I thought we were still on point two." You talk about it. Above all, you invite questions.

But you also have to encourage people to come back and say, "This is what I heard. Am I right that you expect me to do this?" That is much better done in speaking than in writing. Partly because there is less misunderstanding and partly because it's freer and less formal.

To my mind, the best example of a winning strategy in a nonprofit institution is that of The Nature Conservancy. Its clear goal is to preserve as much as possible of God's ecological diversity of flora and fauna, which is endangered by man. The board members developed one strategy to find the places that needed preserving; another to get the money to buy them; and a third to manage it. The market—the people from whom they get the money—is local. So they built state organizations that reach the local people, and a goal of, I believe, fifteen of these major nature preserves per year, which is very ambitious. They are meeting it because they were so clear about that goal and its implementation. I think that accounts for success pretty much across the board.

But there is one *don't* on strategy. Don't avoid defining your goals because it might be thought "controversial." This strategy almost destroyed a major hospital, which attempted to brush under the rug one tough and highly controversial question: Are we trying to fill as many of our beds as possible, or are we trying to deliver the best patient care? Their best-known eye doctors had proposed to move eye surgery into a free-standing ambulatory eye clinic, next door to the hospital. The eye surgeons saw this as improving patient care, indeed, as the first step toward the health-care delivery system of tomorrow; and so did some of the hospital administrators. But the board saw only that this move would cut bed occupancy, which was their first priority. Eventually, the prominent eye surgeons got tired of the wrangle and left the hospital altogether, taking with them their patients, both ambulatory and bed patients. Other prominent physicians followed. Three

years later the hospital had gone downhill so much—both in reputation and in occupancy rate—that it had to sell out to a for-profit chain.

With strategy, one always makes compromises on implementation. But one does not compromise on goals, does not pussy-foot around them, does not try to serve two masters.

Here is another *don't:* Don't try to reach different market segments with the same message. Some years ago I helped develop an executive management program. We were crystal-clear on the goal; but we did not really spend enough time thinking through the market segments. We tried to sell the program to everybody the same way. After six or seven years of working very hard and not getting very far, we sat down and said, "Look, we really have three quite separate markets. They may all belong in the same program, but they are coming for different reasons." We organized it to the point that we now have different administrators for these groups. And it works.

HOW TO INNOVATE

Usually, there is no lack of ideas in non-profit organizations. What's more often lacking is the willingness and the ability to convert those ideas into effective results. What is needed is an innovative strategy. The successful non-profit organization is organized for the new—organized to perceive opportunities. Innovative organizations systematically look both outside and inside for clues to innovative opportunities.

One strategy is practically infallible: Refocus and change the organization *when you are successful.* When everything is going beautifully. When everybody says, "Don't rock the boat. If it ain't broke, don't fix it." At that point, let's hope, you have some character in the organization who is willing to be unpopular by saying, "Let's *improve* it." If you don't improve it, you go downhill pretty fast.

The great majority of major institutions that have gotten into

real trouble over the last fifteen years are successes that rested on their laurels. Look at the American labor union in the early Eisenhower years. It was king of the jungle. But where is it now? The main reason for these calamities is that the people who said then, "We have obtained our objectives; now let's improve on them," were forced out. They were treated like the little boy who says a dirty word in church. Sears, Roebuck twenty years ago was the merchant prince, the first choice of seventy percent of American families. It became so complacent that it ignored all signs of change in the American marketplace. When you are successful is the very time to ask, "Can't we do better?" The best rule for improvement strategies is to put your efforts into your successes. Improve the areas of success, and change them.

The responsibility for this rests at the top, as in everything that has to do with the *spirit* of an organization. And so the executives who run innovative organizations must train themselves to look out the window, to look for change. The funny thing is, it's easier to learn to look *out* the window than to look *inside,* and that's also a smart thing to do systematically.

The most successful college I know has managed—at a time of shrinking student population—to increase the number of its applicants and improve the quality of those applicants by just such a discipline. The president and the director of admissions spend alternate weeks visiting high schools and inquiring about the changing expectations of the kids. The pastoral church which is such a significant sociological phenomenon in today's America looks at changes in demographics, at all the young, professional, educated people who have been divorced from their background and need a community, need help, comfort, and spiritual sustenance. The change outside is an opportunity. You can force yourself to drive a different route to work; you can force yourself to sit down and talk with students, who are still in high school but thinking of college. You can force yourself to look at demographics—and that's your first source.

Then you look *inside* your organization and search for the most important clue pointing the way to change: generally, it will be the

unexpected success. Most organizations feel that they deserve the unexpected success and congratulate themselves on it. Very few see it as a call to action. My best story on this score is not an American story, it's from India, which has converted itself in less than twenty years from chronic famine to food surplus. One of the keys to this change was the unusual success of a large farm cooperative that had become the sales agent for a cheap European bicycle with an auxiliary motor. The only trouble was the farmers didn't want it; they didn't buy it. Amazingly enough, while orders for bicycles didn't come in, orders for *replacement* motors for bicycles the farmers hadn't bought came in by the bushel. Everybody said, "Those stupid farmers, don't they know they need a bicycle?" Except for one co-op official. He went out and asked, "What are you doing with them?" Well, he found that the farmers were using that little single-stroke gasoline engine as a motor for irrigation pumps, which had always been powered by hand. Perhaps the greatest single contribution to India's tremendous agricultural success is the gasoline irrigation pumps that now bring available water to where it's needed.

The first requirement for successful innovation is to look at a change as a potential opportunity instead of a threat.

Everybody is worried about the "latchkey kids." But for the Girl Scouts of the U.S.A., the fact that there are so many young girls today whose mothers are out at work became a tremendous opportunity that led to the creation of the Daisy Scouts. Faced with a change, we should always ask, How can this give us a chance to contribute?

The second question is, Who in our organization should really work on this? That's a crucial question. Most new things need to be incubated. They need to be piloted by somebody who really wants that innovation, who wants it to grow, who believes in it. Everything new also gets into trouble, so look for somebody who really wants to commit himself or herself and who has enough standing in the organization.

Then think through the proper marketing strategy. What are you really trying to do? When you look at successful businesses,

they have very different strategies. A company like Procter & Gamble has always had one clear strategy in bringing out a product: to be the first, and to dominate the market. If it works, that's a winning strategy; but it's terribly risky. For fifty years, IBM never has brought out a new product; it has always been a creative imitator. It also always aimed at market dominance, but it lets somebody else go in first because the first version is likely not to be quite right. The Japanese strategy is very different. It exploits the mistakes of the leaders, their bad habits, especially their arrogance.

Look into the possibility of developing a niche. One very successful non-profit hospital group does not develop community hospitals but examines what each local community needs. In one community there is room for a psychiatric hospital, in another room for a good gerontology center. Each is a specialty hospital. That is a strategy: if you come out with a specialty, don't try to do everything for everybody.

THE COMMON MISTAKES

There are a few common mistakes in doing anything new.

One is to go from idea into full-scale operation. Don't omit *testing* the idea. Don't omit the pilot stage. If you do, and skip from concept to the full scale, even tiny and easily correctible flaws will destroy the innovation.

But also don't go by what "everybody knows" instead of looking out the window. What everybody knows is usually twenty years out of date. In political campaigns, the ones who look so promising at the beginning and then fizzle out are usually the ones who go by what they believe everybody knows. They haven't tested it, and it turns out that "This was twenty years ago."

The next most common mistake is righteous arrogance. Innovators are so proud of their innovation that they are not willing to adapt it to reality. It's an old rule that everything that's new has a different market from the one the innovator actually expected.

I remember one of my pastoral friends saying of a new program: "Great, a wonderful program for the newly married." The program was indeed a success. But to the consternation of the young assistant pastor who had designed it and ran it, not a single newly married couple enrolled in it. All the participants were young people who were living together and wondering whether they should get married. And as the senior pastor told me, he had a terrible time with his brilliant young assistant, who became righteous and said, "We haven't designed it for them." He wanted to throw them out.

Another common mistake is to patch up the old rather than to go all-out for the new. The present plight of General Motors clearly shows that in that case you will get only the costs of the new, and none of its benefits. When the Japanese came in and the American public changed its approach to the automobile, GM patched. GM improved a little bit what it already was doing, and spent enormous amounts of money and time and people on patching—far more than genuine innovation would have required. A few years later Ford ran around GM. Ford sat down and said, "What does the new require?" It designed new cars and new ways of selling them, and risked a good deal of existing investment. But Ford brought out something that looked and behaved differently, and that could really compete.

There comes a point when one has to look at what the job requires, and design for that job, rather than saying, "This is how we've always done it. Let's improve it a little bit." This is one of the critical decisions. It is one of the crucial tasks of the executive to know when to say, "Enough is enough. Let's stop improving. There are too many patches on those pants."

Don't assume that there is just the one right strategy for innovations. Every one requires thinking through anew. Don't say, "We have been successful six times in introducing the new this way, so that must be the *right* way. That's our formula now." And, if it doesn't work, don't blame the "stupid public." Say instead, "Maybe this needs to be done differently." Before you go into an innovative strategy, don't say, "This is how we do it." Say, "Let's

find out what this needs. Where is the right place in the market? Who are the customers, the beneficiaries? What is the right way to deliver it? What is the right way to introduce it? Let's not start out with what we know. Let's start out with *what we need to learn.*"

When a strategy or an action doesn't seem to be working, the rule is, "If at first you don't succeed, try once more. Then do something else." The first time around, a new strategy very often doesn't work. Then one must sit down and ask what has been learned. "Maybe we pushed too hard when we had success. Or we thought we had won and slackened our efforts." Or maybe the service isn't quite right. Try to improve it, to change it and make another major effort. Maybe, though I am reluctant to encourage that, you should make a third effort. After that, go to work where the results are. There is only so much time and so many resources, and there is so much work to be done.

There are exceptions. You can see some great achievements where people labored in the wilderness for twenty-five years. But they are very rare. Most of the people who persist in the wilderness leave nothing behind but bleached bones. There are also true believers who are dedicated to a cause where success, failure, and results are irrelevant, and we need such people. They are our conscience. But very few of them achieve. Maybe their rewards are in Heaven. But that's not sure, either. "There is no joy in Heaven over empty churches," St. Augustine wrote sixteen hundred years ago to one of his monks who busily built churches all over the desert. So, if you have no results, try a second time. Then look at it carefully and move on to something else.

World Learning

Section 5
Mission. The Main Mission

Defining the Mission of an Organization

Customers

Who are the customers of our organization?
Whose needs should our organization satisfy?
What are the criteria for identifying our potential customers?

Can we identify them by:

- age;
- social position;
- level of income;
- occupation;
- social status;
- residence;
- living conditions;
- abilities;
- limited opportunities (comparing to the majority of population);
- nationality;
- other criteria?

How can we distinguish our potential customers from non-customers?

The customers of our organization:

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Customers' Needs

What do our customers need?
What needs of our customers shall we satisfy?
What was the reason for establishing our organization?

When defining customers' needs, please note that you should describe the needs, not your services. People are unlikely to have a need in psychological consulting. Consulting is a way to satisfy a need, for example, a need for building up a healthy family or overcoming a crisis situation.... Similarly, you can consider the situation with vocational training of the unemployed. Their need is to get a job, not to have the training.

A reliable way to check your definition is to ask the customers what their needs are (or imagine what their answers could be).

Our customers' needs (our clients need....):

Our Services

What do we do for the customers?
What kind of services do we provide?

Results

What do the customers obtain?
How can you describe the results using customers' language?
What would the customers say if you ask them what the results are?

Services:	Results:

Values

What guides us in our work?
What is the most important thing for us?
Which goal will we pursue no matter what happens?
What is considered to be the main sign of high quality service or good work?

In our work we are guided by the following basic principles:

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Example
Mission of the International Non-Governmental Organization
"Special Olympics International"
which was officially recognized by the International Olympic Committee in 1988

Philosophy of Special Olympics

Goal

Special Olympics is an international movement which helps mentally retarded people strengthen their characters, develop their physical abilities, demonstrate their talents and manifest their human potential by means of all-year-round exercise and contests organized in accordance with the Olympic tradition.

Philosophy

Mentally retarded people can learn to enjoy and profit by participating in individual and team sports if they are trained appropriately and have enough inspiration. They can adapt to sports and thus satisfy their specific needs, the needs of people with mental and physical deficiencies. Special Olympics believes that systematic exercise is necessary for the development of sport skills and that organized contests among people with equal opportunities is the most appropriate means of testing these skills, checking their progress and creating stimuli for personal growth. Special Olympics believes that exercise and contests will help mentally retarded people win physically, socially and spiritually, strengthen their families, while the community will better understand mentally retarded people when watching them competing in conditions of equality and respect.

Principles

To provide for the most agreeable, useful and competing sports activity for mentally retarded people, Special Olympics acts in accordance with the following principles and assumptions:

1) The spirit of Special Olympics, i.e. skills, courage, generosity and joy are universal values that cross geographical and national frontiers and do not depend on political philosophy, age, sexual, racial and religious differences.

2) The goal of Special Olympics is to assist mentally retarded people in bing admitted to the society where they are respected and become useful and productive citizens.

3) The means to achieve this goal is assistance to the most capable sportsmen in transition from training in Special Olympics to school and community programs so that they can participate in exercise and contests. At this stage sportsmen can leave Special Olympics if they wish to or continue participating in Special Olympics acitvity. It is the sportsman who makes the decision.

4) All activities of Special Olympics at the community or state, national or international levels reflect the values, standards, procedures and events related to the present-day Olympic movement, but in a wider sense so that moral and spiritual qualities of mentally retarded people could strengthen their dignity and self-respect.

5) Participation in exercise and contests of Special Olympics is open to all mentally retarded sportsmen, who are older than eight years old, irrespective of the degree of deficiency.

6) Comprehensive all-year-round training in Special Olympics is available to any sportsman. It is conducted by experienced trainers in accordance with standard Sports rules, defined and adopted by Special Olympics International, and any sportsman who participates in a sport in Special Olympics can go in for any kind of sport.

7) Each program of Special Olympics comprises sports events and activities, which agree with the age and abilities of each sportsman, from motion activity to high-level contests.

8) Special Olympics provides for full participation of each sportsman, irrespective of economic circumstances, and organizes training and contests in the most favorable conditions, including equipment and facilities, leadership, tuition, exercise, umpires and organization of various activities.

9) Special Olympics provides equal opportunity to achieve maximum success, basing all contests on precise registration of previous attempts and, if necessary, classifies the information according to age and sex of participants.

10) During each award ceremony, besides the 1st, 2nd and 3rd awards, all participants receive a band of honor.

11) Special Olympics engages local volunteers, from school children to older citizens so that mentally retarded people would have more opportunities to be understood and accepted.

12) Although Special Olympics is first and foremost a program of exercise and contests, efforts are made to make artistic, social and cultural events an integral part of Special Olympics Games, which may include art exhibitions, concerts, sightseeing, visits to medical establishments, theaters and movie shows.

13) The goal of Special Olympics in each country is to create organizations and conduct activities at local levels. Countries, which are unable to achieve this goal in the nearest future due to economic, social or cultural circumstances, can hold nationwide games on a regular basis to promote public understanding and provide perspectives for mentally retarded citizens. All participating countries are invited to send delegations to the International Games which are held every two years, both Summer and Winter Games on condition that Special Olympics requirements to exercise and coaches are met.

14) Families of sportsmen participating in Special Olympics movement are encouraged to play an active role in their local programs, participate in training, assist in public education efforts, which are necessary for understanding of emotional, physical, social and spiritual needs of mentally retarded people and their families.

15) Special Olympics encourages community, state and national sports programs, both professional and amateur, to incorporate Special Olympics sportsmen shows as important events.

16) Special Olympics activity takes place in front of the public audience. It is highlighted by mass media which will enable mentally retarded sportsmen demonstrate special possibilities of human spirit, allowing them to achieve great results. These are skills, courage, generosity and joy.

Examples
Missions of Non-Profit Organizations

Psychological Services
Birmingham City Council (the United Kingdom)
Department of Education

We are professional psychologists with basic psychological education. Psychology studies human behavior. We are not psychiatrists, as many people think. We have teaching experience and now specialize in tuition psychology.

We consult and support teachers and nursery school workers, including specialized educational establishments and other social services. We work with children and young people of up to nineteen years old, most often - with children of 2 to 16 years of age.

These children have certain tuition, behaviour or physical development problems, eyesight and hearing disorders. Children with serious problems receive long-term multi-dimensional support of their basic needs.

We cooperate with families. We work hand in glove with other professionals and Department of Education officials, we offer training for specialists, publish specialized manuals, support agencies that help people prepare their children for school, and implement specializeed projects in schools.

Mother's Right Foundation
Moscow, Russia

Non-profit foundation Mother's Right analyzes crimes and violation of human rights in the army. The foundation is aiming to protect rights and interests of parents, whose children were killed in the army. The foundation provides legal assistance and moral support to parents. It also publishes a book of memory of the lost.

International non-profit foundation "Interlegal"
Moscow, Russia

The main goal of the foundation is to assist the development of civil society structures, establishment of the non-profit and charitable sector in Russia and other countries of the former Soviet Union.

This includes creation of horizontal networks in information relations, assistance to public associations for establishment of self-organization and self-management systems, development of effective mechanisms of humanitarian activity regulation.

The international foundation "Interlegal" seeks to make the experience of foreign non-profit and charitable organizations available to the third sector in Russia and other CIS countries.

"Interlegal" supports the integration of non-profit organizations of the CIS into the world community of non-governmental non-profit organizations.

Birmingham Drugline Hot Line
(Birmingham, UK)

Whom is the hot line meant for?
It is meant for those who take drugs and for those who used to take drugs but no longer does it; for family members and friends of those who take drugs; for professionals who work with drug addicts - doctors, police, social workers, school teachers.

Whom can't the hot line help?
It cannot help those whose main problem is alcohol abuse and tranquilizer dependence. In these case we recommend to consult other specialists.

What services does the hot line provide?
It provides information and advice on all aspects of drug abuse: consequences, diseases, decrease or increase of abuse. It gives anonymous advise and support. It helps to reduce the risk associated with drug abuse by giving away medical syringes and contraceptives. You can also get answers to all questions, related to HIV.

Youth and Drugs
(Birmingham, UK)

Youth and Drugs is an effective non-traditional teaching program for teachers, policemen, young specialists, social workers and everybody who works with young people, children and teenagers. The program includes two three-day courses for groups and individuals.

Youth and Drugs Program will help to:
- get acquainted with legal and illegal drugs, used by young people;
- solve the problem before it is still under control;
- cooperate with professionals for developing a system of prevention;
- develop supporting and adequate teaching programs for young people and so on.

Returning Point
(Birmingham, UK)

Returning Point is a project for those who would like to get rid of their drug dependence and overcome related problems. The project is implemented in the area of 100 miles round Birmingham.

Returning point gives an opportunity for 21 young persons to participate in a rehabilitation program for young people of 16 to 25. The program is aimed at personal needs of each customer and includes individual and groups advise on personal problems and development of social adaptation skills.

The main element of the program is every-day participation in the life of the house, where the young people are staying during the rehabilitation process which is organized according to the principle of therapeutic community. Such a community allows clients develop positive self-appraisal, independence, personal responsibility, skills of independent and comprehensive decision-making. Returning Point experts cooperate with other social agencies.

Association of struggle with children leucoses
(Moscow, Russia)

The goal of our association is to assist in creating conditions for effective treatment, rehabilitation and prophylactics of leucoses, as well as complex assistance to families with sick children.

The association is involved in the following activities:
- assisting families and three hematological departments in the All-Russia Oncological Center, Children's Clinical Hospital #1 and Russia's Children's Clinical Hospital in obtaining medicines;
- securing families' access to leading specialists in hematology;
- psychological rehabilitation of the child and the family and setting up groups of psychological support;
- assistance in transportation - for families and hospitals;
- financial and material support of low-income families;
- assistance to clinics in organizing advance training for doctors;
- attracting public attention to the problems of leucoses and status of families with sick children through mass media;
- organizing recreation and entertainment for children;
- assistance to unemployed parents in finding a job.

Families with sick children wishing to get more information do not have to be Association members.

Home Medical Care Center
(Denver, USA)

What is our Center like?
We are a non-profit agency, which can provide various medical services at households and support families.

Who can apply for help?
The following people can use our services:
- shut-ins;
- those who need regular medical treatment;
- those who need regular check-ups.

We assist residents of the counties of Ingham, Eton and Clinton. They do not have to go to hospital to receive our help.

What are the services offered by the Center?
We offer full-fledged medical assistance of the following qualified staff:
- nurses (pediatric, hospital and intravenous injection specialists);
- therapists;
- labor therapy and rehabilitation experts;
- speech doctors;
- nutritionists;
- HIV experts.

Denver Police Athletic Club
(Colorado, USA)

The club organizes training and travel for young people under the leadership of police officers and volunteers.

The club encourages children and youngsters to develop their vision, raise the level of self-appraisal, develop enthusiasm and leadership potential. The Club sponsors all-year-round activities, which include:
Football, basketball, baseball, fighting, trekking, softball, volleyball.

The programs for young men are aimed at the following:

- opportunity to experience positive achievements for those who have limited financial means;
- development of an ability to make vital decisions through positive role play models;
- understanding between youth and police through joint sporting activity.

Family Focus
(Denver, USA)

Family Focus helps parents create secure and emotionally healthy families for themselves as well as for their children. It also assists in prevention of violence and indifference to children in the community.

We provide the following services:

- free information service, including a phone line;
- training for professional teachers, nurses and volunteers;
- individual services at home (long- and short-term)
- training programs for parents and their children.

CH. 1: LEADING WITH A CLEAR MISSION

The purposes of a voluntary organization are found in the Charter which is a statement required for incorporation. Unfortunately that statement, because of its legal language and its inclusion in the legal processes that established the organization, does not usually serve well as the working statement of purpose.

Most voluntary organizations find it helpful to prepare a statement of mission which, when approved by the board of directors, becomes the practical working document describing the organization's basic purposes. A separate document from the Charter enables minor revisions without the necessity of changes in the articles of incorporation.

A mission statement gives the opportunity to define four prime characteristics of the organization:

• Who are the **people** that the organization is designed to serve?

• What special **needs** do these people have and what **benefits** will they derive through the organization to meet these needs?

• What **services** does the organization offer that provide these benefits?

• What are the **values** that the organization upholds in carrying out its roles?

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Entrepreneurship in the Service Institution

I

Public-service institutions such as government agencies, labor unions, churches, universities, and schools, hospitals, community and charitable organizations, professional and trade associations and the like, need to be entrepreneurial and innovative fully as much as any business does. Indeed, they may need it more. The rapid changes in today's society, technology, and economy are simultaneously an even greater threat to them and an even greater opportunity.

Yet public-service institutions find it far more difficult to innovate than even the most "bureaucratic" company. The "existing" seems to be even more of an obstacle. To be sure, every service institution likes to get bigger. In the absence of a profit test, size is the one criterion of success for a service institution, and growth a goal in itself. And then, of course, there is always so much more that needs to be done. But stopping what has "always been done" and doing something new are equally anathema to service institutions, or at least excruciatingly painful to them.

Most innovations in public-service institutions are imposed on them either by outsiders or by catastrophe. The modern university, for instance, was created by a total outsider, the Prussian diplomat Wilhelm von Humboldt. He founded the University of Berlin in 1809 when the traditional university of the seventeenth and eighteenth century had been all but completely destroyed by the French Revolution and the Napoleonic wars. Sixty years later, the modern American university came into being when the country's traditional colleges and universities were dying and could no longer attract students.

From Drucker, Peter F.
Innovation and Entrepreneurship: Practice and Principles. New York: Harper and Row, Publishers, 1985.

Similarly, all basic innovations in the military in this century, whether in structure or in strategy, have followed on ignominious malfunction or crushing defeat: the organization of the American Army and of its strategy by a New York lawyer, Elihu Root, Teddy Roosevelt's Secretary of War, after its disgraceful performance in the Spanish-American War; the reorganization, a few years later, of the British Army and its strategy by Secretary of War Lord Haldane, another civilian, after the equally disgraceful performance of the British in the Boer War; and the rethinking of the German Army's structure and strategy after the defeat of World War I.

And in government, the greatest innovative thinking in recent political history, America's New Deal of 1933–36, was triggered by a Depression so severe as almost to unravel the country's social fabric.

Critics of bureaucracy blame the resistance of public-service institutions to entrepreneurship and innovation on "timid bureaucrats," on time-servers who "have never met a payroll," or on "power-hungry politicians." It is a very old litany—in fact, it was already hoary when Machiavelli chanted it almost five hundred years ago. The only thing that changes is who intones it. At the beginning of this century, it was the slogan of the so-called liberals and now it is the slogan of the so-called neo-conservatives. Alas, things are not that simple, and "better people"—that perennial panacea of reformists—are a mirage. The most entrepreneurial, innovative people behave like the worst time-serving bureaucrat or power-hungry politician six months after they have taken over the management of a public-service institution, particularly if it is a government agency.

The forces that impede entrepreneurship and innovation in a public-service institution are inherent in it, integral to it, inseparable from it.* The best proof of this are the internal staff services in businesses, which are, in effect, the "public-service institutions" within business corporations. These are typically headed by people who have come out of operations and have proven their capacity to perform in competitive markets. And yet the internal staff services are not notorious as innovators. They are good at building empires—and they always want to do more of the same. They resist abandoning anything they are doing. But they rarely innovate once they have been established.

*On the public-service institution and its characteristics, see the section on Performance in the Service Institution, Chapters 11–14, in *Management: Tasks, Responsibilities, Practices.*

There are three main reasons why the existing enterprise presents so much more of an obstacle to innovation in the public-service institution than it does in the typical business enterprise.

1. First, the public-service institution is based on a "budget" rather than being paid out of its results. It is paid for its efforts and out of funds somebody else has earned, whether the taxpayer, the donors of a charitable organization, or the company for which a personnel department or the marketing services staff work. The more efforts the public service institution engages in, the greater its budget will be. And "success" in the public-service institution is defined by getting a larger budget rather than obtaining results. Any attempt to slough off activities and efforts therefore diminishes the public-service institution. It causes it to lose stature and prestige. Failure cannot be acknowledged. Worse still, the fact that an objective has been attained cannot be admitted.

2. Second, a service institution is dependent on a multitude of constituents. In a business that sells its products on the market, one constituent, the consumer, eventually overrides all the others. A business needs only a very small share of a small market to be successful. Then it can satisfy the other constituents, whether shareholders, workers, the community, and so on. But precisely because public-service institutions —and that includes the staff activities within a business corporation— have no "results" out of which they are being paid, any constituent, no matter how marginal, has in effect a veto power. A public-service institution has to satisfy everyone; certainly, it cannot afford to alienate anyone.

The moment a service institution starts an activity, it acquires a "constituency," which then refuses to have the program abolished or even significantly modified. But anything new is always controversial. This means that it is opposed by existing constituencies without having formed, as yet, a constituency of its own to support it.

3. The most important reason, however, is that public-service institutions exist after all to "do good." This means that they tend to see their mission as a moral absolute rather than as economic and subject to a cost/benefit calculus. Economics always seeks a different allocation of the same resources to obtain a higher yield. Everything economic is therefore relative. In the public-service institution, there is no such thing as a higher yield. If one is "doing good," then there is no "better."

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Indeed, failure to attain objectives in the quest for a "good" only means that efforts need to be redoubled. The forces of evil must be far more powerful than expected and need to be fought even harder.

For thousands of years the preachers of all sorts of religions have held forth against the "sins of the flesh." Their success has been limited, to say the least. But this is no argument as far as the preachers are concerned. It does not persuade them to devote their considerable talents to pursuits in which results may be more easily attainable. On the contrary, it only proves that their efforts need to be redoubled. Avoiding the "sins of the flesh" is clearly a "moral good," and thus an absolute, which does not admit of any cost/benefit calculation.

Few public-service institutions define their objectives in such absolute terms. But even company personnel departments and manufacturing service staffs tend to see their mission as "doing good," and therefore as being moral and absolute instead of being economic and relative.

This means that public-service institutions are out to maximize rather than to optimize. "Our mission will not be completed," asserts the head of the Crusade Against Hunger, "as long as there is one child on the earth going to bed hungry." If he were to say, "Our mission will be completed if the largest possible number of children that can be reached through existing distribution channels get enough to eat not to be stunted," he would be booted out of office. But if the goal is maximization, it can never be attained. Indeed, the closer one comes toward attaining one's objective, the more efforts are called for. For, once optimization has been reached (and the optimum in most efforts lies between 75 and 80 percent of theoretical maximum), additional costs go up exponentially while additional results fall off exponentially. The closer a public-service institution comes to attaining its objectives, therefore, the more frustrated it will be and the harder it will work on what it is already doing.

It will, however, behave exactly the same way the less it achieves. Whether it succeeds or fails, the demand to innovate and to do something else will be resented as an attack on its basic commitment, on the very reason for its existence, and on its beliefs and values.

These are serious obstacles to innovation. They explain why, by and large, innovation in public services tends to come from new ventures rather than from existing institutions.

The most extreme example around these days may well be the labor

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union. It is probably the most successful institution of the century in the developed countries. It has clearly attained its original objectives. There can be no more "more" when the labor share of gross national product in Western developed countries is around 90 percent—and in some countries, such as Holland, close to 100 percent. Yet the labor union is incapable of even thinking about new challenges, new objectives, new contributions. All it can do is repeat the old slogans and fight the old battles. For the "cause of labor" is an absolute good. Clearly, it must not be questioned, let alone redefined.

The university, however, may not be too different from the labor union, and in part for the same reason—a level of growth and success second in this century only to that of the labor union.

Still there are enough exceptions among public-service institutions (although, I have to admit, not many among government agencies) to show that public-service institutions, even old and big ones, can innovate.

One Roman Catholic archdiocese in the United States, for instance, has brought in lay people to run the diocese, including a married lay woman, the former personnel vice-president of a department store chain, as the general manager. Everything that does not involve dispensing sacraments and ministering to congregations is done by lay professionals and managers. Although there is a shortage of priests throughout the American Catholic Church, this archdiocese has priests to spare and has been able to move forward aggressively to build congregations and expand religious services.

One of the oldest of scientific societies, the American Association for the Advancement of Science, redirected itself between 1960 and 1980 to become a "mass organization" without losing its character as a leader. It totally changed its weekly magazine, *Science,* to become the spokesman for science to public and government, and to be the authoritative reporter on science policy. And it created a scientifically solid yet popular mass circulation magazine for lay readers.

A large hospital on the West Coast recognized, as early as 1965 or so, that health care was changing as a result of its success. Where other large city hospitals tried to fight such trends as those toward hospital chains or freestanding ambulatory treatment centers, this institution has been an innovator and a leader in these developments. Indeed, it was the first to build a freestanding maternity center in which the expectant mother is given a motel room at fairly low cost, yet with all

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the medical services available should they be needed. It was the first to go into freestanding surgical centers for ambulatory care. But it also started to build its own voluntary hospital chain, in which it offers management contracts to smaller hospitals throughout the region.

Beginning around 1975, the Girl Scouts of the U.S.A., a large organization dating back to the early years of the century with several million young women enrolled, introduced innovations affecting membership, programs, and volunteers—the three basic dimensions of the organization. It began actively to recruit girls from the new urban middle classes, that is, blacks, Asians, Latins; these minorities now account for one-fifth of the members. It recognized that with the movement of women into professions and managerial positions, girls need new programs and role models that stress professional and business careers rather than the traditional careers as homemaker or nurse. The Girl Scouts management people realized that the traditional sources for volunteers to run local activities were drying up because young mothers no longer were sitting at home searching for things to do. But they recognized, too, that the new professional, the new working mother represents an opportunity and that the Girl Scouts have something to offer her; and for any community organization, volunteers are the critical constraint. They therefore set out to make work as a volunteer for the Girl Scouts attractive to the working mother as a good way to have time and fun with her child while also contributing to her child's development. Finally, the Girl Scouts realized that the working mother who does not have enough time for her child represents another opportunity: they started Girl Scouting for preschool children. Thus, the Girl Scouts reversed the downward trend in enrollment of both children and volunteers, while the Boy Scouts—a bigger, older, and infinitely richer organization—is still adrift.

II

ENTREPRENEURIAL POLICIES

These are all American examples, I fully realize. Doubtless, similar examples are to be found in Europe or Japan. But I hope that these cases, despite their limitations, will suffice to demonstrate the entrepreneurial policies needed in the public-service institution to make it capable of innovation.

1. First, the public-service institution needs a clear definition of its mission. What is it trying to do? Why does it exist? It needs to focus on objectives rather than on programs and projects. Programs and projects are means to an end. They should always be considered as temporary and, in fact, short-lived.

2. The public-service institution needs a realistic statement of goals. It should say, "Our job is to assuage famine," rather than, "Our job is to eliminate hunger." It needs something that is genuinely attainable and therefore a commitment to a realistic goal, so that it can say eventually, "Our job is finished."

There are, of course, objectives that can never be attained. To administer justice in any human society is clearly an unending task, one that can never be fully accomplished even to modest standards. But most objectives can and should be phrased in optimal rather than in maximal terms. Then it is possible to say: "We have attained what we were trying to do."

Surely, this should be said with respect to the traditional goals of the schoolmaster: to get everyone to sit in school for long years. This goal has long been attained in developed countries. What does education have to do now, that is, what is the meaning of "education" as against mere schooling?

3. Failure to achieve objectives should be considered an indication that the objective is wrong, or at least defined wrongly. The assumption has then to be that the objective should be economic rather than moral. If an objective has not been attained after repeated tries, one has to assume that it is the wrong one. It is not rational to consider failure a good reason for trying again and again. The probability of success, as mathematicians have known for three hundred years, diminishes with each successive try; in fact, the probability of success in any succeeding try is never more than one-half the probability of the preceding one. Thus, failure to attain objectives is a *prima facie* reason to question the validity of the objective—the exact opposite of what most public-service institutions believe.

4. Finally, public-service institutions need to build into their policies and practices the constant search for innovative opportunity. They need to view change as an opportunity rather than a threat.

The innovating public-service institutions mentioned in the preceding pages succeeded because they applied these basic rules.

In the years after World War II, the Roman Catholic Church in the

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United States was confronted for the first time with the rapid emergence of a well-educated Catholic laity. Most Catholic dioceses, and indeed most institutions of the Roman Catholic Church, perceived in this a threat, or at least a problem. With an educated Catholic laity, unquestioned acceptance of bishop and priest could no longer be taken for granted. And yet there was no place for Catholic lay people in the structure and governance of the Church. Similarly, all Roman Catholic dioceses in the United States, beginning around 1965 or 1970, faced a sharp drop in the number of young men entering the priesthood—and perceived this as a major threat. Only one Catholic archdiocese saw both as opportunities. (As a result, it has a different problem. Young priests from all over the United States want to enter it; for in this one archdiocese, the priest gets to do the things he trained for, the things which he entered the priesthood to do.)

All American hospitals, beginning in 1970 or 1975, saw changes coming in the delivery of health care. Most of them organized themselves to fight these changes. Most of them told everybody that "these changes will be catastrophic." Only the one hospital saw in them opportunities.

The American Association for the Advancement of Science saw in the expansion of people with scientific backgrounds and working in scientific pursuits a tremendous opportunity to establish itself as a leader, both within the scientific community and outside.

And the Girl Scouts looked at demographics and said: "How can we convert population trends into new opportunities for us?"

Even in government, innovation is possible if simple rules are obeyed. Here is one example.

Lincoln, Nebraska, 120 years ago, was the first city in the Western world to take into municipal ownership public services such as public transportation, electric power, gas, water, and so on. In the last ten years, under a woman mayor, Helen Boosalis, it has begun to privatize such services as garbage pickup, school transportation, and a host of others. The city provides the money, with private businesses bidding for the contracts; there are substantial savings in cost and even greater improvements in service.

What Helen Boosalis has seen in Lincoln is the opportunity to separate the "provider" of public services, that is, government, and the "supplier." This makes possible both high service standards and the efficiency, reliability, and low cost which competition can provide.

The four rules outlined above constitute the *specific* policies and practices the public-service institution requires if it is to make itself entrepreneurial and capable of innovation. In addition, however, it also needs to adopt those policies and practices that any existing organization requires in order to be entrepreneurial, the policies and practices discussed in the preceding chapter, The Entrepreneurial Business.

III

THE NEED TO INNOVATE

Why is innovation in the public-service institution so important? Why cannot we leave existing public-service institutions the way they are, and depend for the innovations we need in the public-service sector on new institutions, as historically we have always done?

The answer is that public-service institutions have become too important in developed countries, and too big. The public-service sector, both the governmental one and the nongovernmental but not-for-profit one, has grown faster during this century than the private sector—maybe three to five times as fast. The growth has been especially fast since World War II.

To some extent, this growth has been excessive. Wherever public-service activities can be converted into profit-making enterprises, they should be so converted. This applies not only to the kind of municipal services the city of Lincoln, Nebraska, now "privatizes." The move from non-profit to profit has already gone very far in the American hospital. I expect it to become a stampede in professional and graduate education. To subsidize the highest earners in developed society, the holders of advanced professional degrees, can hardly be justified.

A central economic problem of developed societies during the next twenty or thirty years is surely going to be capital formation; only in Japan is it still adequate for the economy's needs. We therefore can ill afford to have activities conducted as "non-profit," that is, as activities that devour capital rather than form it, if they can be organized as activities that form capital, as activities that make a profit.

But still the great bulk of the activities that are being discharged in and by public-service institutions will remain public-service activities, and will neither disappear nor be transformed. Consequently, they have to be made producing and productive. Public-service institutions

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will have to learn to be innovators, to manage themselves entrepreneurially. To achieve this, public-service institutions will have to learn to look upon social, technological, economic, and demographic shifts as opportunities in a period of rapid change in all these areas. Otherwise, they will become obstacles. The public-service institutions will increasingly become unable to discharge their mission as they adhere to programs and projects that cannot work in a changed environment, and yet they will not be able or willing to abandon the missions they can no longer discharge. Increasingly, they will come to look the way the feudal barons came to look after they had lost all social function around 1300: as parasites, functionless, with nothing left but the power to obstruct and to exploit. They will become self-righteous while increasingly losing their legitimacy. Clearly, this is already happening to the apparently most powerful among them, the labor union. Yet a society in rapid change, with new challenges, new requirements and opportunities, needs public-service institutions.

The public school in the United States exemplifies both the opportunity and the dangers. Unless it takes the lead in innovation it is unlikely to survive this century, except as a school for the minorities in the slums. For the first time in its history, the United States faces the threat of a class structure in education in which all but the very poor remain outside of the public school system—at least in the cities and suburbs where most of the population lives. And this will squarely be the fault of the public school itself because what is needed to reform the public school is already known (see Chapter 9).

Many other public-service institutions face a similar situation. The knowledge is there. The need to innovate is clear. They now have to learn how to build entrepreneurship and innovation into their own system. Otherwise, they will find themselves superseded by outsiders who will create competing entrepreneurial public-service institutions and so render the existing ones obsolete.

The late nineteenth century and early twentieth century was a period of tremendous creativity and innovation in the public-service field. Social innovation during the seventy-five years until the 1930s was surely as much alive, as productive, and as rapid as technological innovation if not more so. But in these periods the innovation took the form of creating new public-service institutions. Most of the ones we have around now go back no more than sixty or seventy years in their present form and with their present mission. The next twenty or thirty years

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will be very different. The need for social innovation may be even greater, but it will very largely have to be social innovation within the existing public-service institution. To build entrepreneurial management into the existing public-service institution may thus be the foremost political task of this generation.

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Section 6
NGO Meaninful Environment

MANAGER IN A NON-PROFIT ORGANIZATION: MEANINGFUL ENVIRONMENT

Authorities - local or regional (sometimes federal, too) government bodies, on which the status of the organization and availability of resources depend (for example, finance, facilities, equipment, etc.)

Business - commercial organizations, which have material resources (finance, equipment, facilities) at their disposal, as well as professional skills, which can be helpful for a non-profit organization.

Customers need the services of a non-profit organization. Organizations are created to satisfy the needs of the customers.

Professionals have enough education and practical skills for providing services to an NGO customer.

Mass media plays the most important role for a non-profit organization as communication channel and as means of creating an image.

Population (community) - The immediate environment of a non-profit organization, inhabitants of a city, settlement, district, republic - depending on the scale of the organizational activity. Their opinion is important for authorities, business, professionals, customers and mass media. Besides, they are an important potential resource for a non-profit.[°]

[°] Process Consulting Company, 1993 - 1995.

CUSTOMER*

The customer is the most important person, who has ever visited your office or applied to you by mail. The customer does not depend on us. On the contrary, we all depend on the customer. The customer does not interfere in our work, we work to satisfy the customer. We do not do the customer a favor. It is the customer who does us a huge favor coming to our company. The customer is the person with whom we cannot argue or play jokes. No one ever profited by arguing with the customer. Customers bring their desires to us. Our job is to fulfill these desires so that both the customer and ourselves could profit by it.

WHAT DO PEOPLE EXPECT OF THEIR JOBS?

The following 10 points were formulated in accordance with the results of the polls (in the order of their importance):

1) Work in the environment, where personalities are expected.
2) Interesting job
3) Approval and encouragement of good work
4) An opportunity for self-improvement
5) Interaction with people, interested in proposals on work improvement
6) An opportunity to think independently, not only performing somebody's orders.
7) An opportunity to see the results of work
8) Work under the leadership of worthy and qualified people.
9) Challenging work
10) Access to information about the work and the company in general

* "How to reach success: Practical advice from business people", M. Republic, 1992

EXAMPLE 2.

When creating a program for targeted social assistance a manager has to cooperate with different categories of experts to determine what the needs are. The main difficulty is that different specialists can describe those, who need assistance, and their needs and status in a different manner. This, in its turn, influences the manager who will do the planning and organizing.

Below you will find two descriptions of children living in families where one or both parents are alcoholics. Both description are made by professional psychologists. Imagine that your task is to build up and implement a program of social and psychological assistance for these children. How will the program be influenced by this or that description, chosen as a basis for the program?

TEXT 1

(From "Prophylactics and Correction of Mental Development of Children in Alcoholic Families" by E. Mastyukova, G. Gribanova, A. Moskovkina, 1989)

Children in alcoholic families often suffer from behavioral disorders, which are extremely frequent, persistent and diversified. Emotions, which appear in unfavorable family conditions, play significant role in personality development problems. The internal conflict results from the conflict of opposite emotionally colored relations between children and their relatives. These emotions cause different forms of behavioral disorders which are described below.

Reactions of Protest. The child becomes rude and defiant, does not obey adults or fulfill their demands. The child is aggressive and ill-wishing. Along with active reactions passive reactions are observed. The child avoids meeting relatives, is afraid to go home and becomes reticent. Neurotic disorders are very frequent: sleep disorders, tearfulness , susceptibility, unstable mood. A prominent manifestation of passive protest are suicide attempts.

Imitational Behavior. Children start imitating behavior of their parents or older children. Imitational reactions play an important role in the personality development of a teenager. Due to higher suggestibility and emotional instability children from alcoholic families are liable to socially negative imitational behavior. They easily imitate bad language, petty stealing, vagrancy, smoking, drug and alcohol abuse, abnormal sexual behavior.

Motor Relaxation or Hyperdynamics Syndrome. These children are characterized by motor anxiety, restlessness, insufficient purposefulness, and impulsiveness. These disorders are combined with irritability, emotional instability, changeable behavior and aggressive negativism. In general, their behavior is unpredictable and chaotic.

Primitive Reactions. Children react this way if someone refuses to comply with their demands. These can be affective vegetative attacks or affective motor fits: bizarre movements, crying, sobbing, falling down.

Asthenia and Depression Syndromes and Phobias. These are typical of children from alcoholic families with physical and mental exhaustion background. In the first case children are characterized by low mental activity and low mood. In the second case general anxiety is observed. All the above disorders can be the reason for persistent personality abnormalities,

which hinder social adaptation. Mental development disorders in children from alcoholic families often disrupt their adaptation to school environment, that is why learning is difficult for most of them.

TEXT 2

(From "Grandchildren of Alcoholics. Problems of interdependence in families" by Ann Smith)

In order to understand the personalities of children from alcoholic families one should be aware that their characters develop in permanent stress and are a reaction to this stress that gradually becomes a way of life.

Children of alcoholics are not affected in the same way. Those who have grown in alcoholic families are liable to the risk of negative self-evaluation and low level of personal dignity. If one is emotionally ignored and raised in contradictory conditions, it will be difficult to be sure of one's strength. Low self-evaluation can be expressed by one of the four behavioral models or roles which children choose in accordance with their personalities. It is surprising that this or that behavioral model is easily identified in family or school conditions. Below is the description of these models.

"The Hero of the Family". The child tries to demonstrate best qualities. Such a child would try to compensate low self-evaluation with high activity. In reality, this is caused by a deep feeling of fault. This is obvious, when the hero makes a mistake and one can see the hidden inferiority.

"Scapegoat". The child manifest low self-evaluation by destructive behavior. Impulsiveness and fury are typical of the child. The leading feeling is the feeling of being hurt and it generates the idea to insult and hurt other people, which causes a chain reaction in the child's soul - internal conflicts and dissatisfaction with his or her own behavior. Although the child wants to be different, he or she becomes very much like their parents which they hate.

"Lost Child". Low self-evaluation is expressed by shyness and reticence. Children suffer from the feeling of their disparity with other people, they feel they are lost and lonely and the world does not understand them. They do know how to enjoy their success.

✐ANALYSIS OF THE MEANINGFUL ENVIRONMENT

1) Make up a list of organizations, groups and individuals, which are the meaningful environment of your organization (enumerate the elements of meaningful environment):
- who consumes your services;
- influence the organization;
- have power;
- have resources, which are important for the organization, etc.

2) Answer the following questions for each element of the meaningful environment:
- What do they expect from your organization?
- What do they offer you?
- What do you expect from them?
- What do you offer them?

3) Pay attention to the "white spots". Do you know the expectations and offers of your meaningful environment well enough? Check if the expectations and offers correspond.

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° Process Consulting Company, 1993 - 1995

Analysis of Meaningful Environment

Number	Name	Their expectations	Our expectations	Their offers	Our offers
1					
2					
3					
4					
5					
6					
7					

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World Learning

Section 7
NGO Strengths and Weaknesses

ANALYZING THE STRENGTHS AND WEAKNESSES OF THE ORGANIZATION

Name the strengths of your organization:

For example:
- What can you do really well?
- Where are you doing especially well?
- What positive qualities of your organization are you sure of?
- What can you do better than others?
- What resources do you have?

Name the weaknesses of your organization:

For example:
- What do you fail to do?
- What cannot you do yet?
- What resources do you lack?
- What are you not sure of (qualities of your organization)?

Process Consulting Company, 1993-1995

World Learning

Section 8
From Future Ideal to Action Planning

HUMAN FACTOR IN STRATEGIC PLANNING

by Ken Whitney, Consultant (Denver, Colorado, USA)

I have leafed through the pages of three booklets with the company's logo and titled "Strategic Planning for 1992". They had everything: summary report on services, overview of interviews with employees, analysis of costs and expenses, description of the organization's status, perspectives for the coming year, recommendations, etc. And a remarkable proposal. The planning department have done a great job.

"What's the problem?" I asked. Strategic planning department answered that they could not implement it. They had had five meetings with representatives of several departments. They all were finding faults with it and looked for mistakes in the main chapters. Only one department was interested in running in a couple of their recommendations.

I am sure that it will be difficult to implement strategic plans developed by an isolated group, especially if you did not participate in the creation of these plans, but really need them. It is not surprising: those who listen to instructions have a very low level of enthusiasm.

Great plans are a living thing, it is difficult to imagine them in a booklet. They take a final shape in the imagination of those who aim at success. Strategic planning can be a process that strengthens and consolidates the organization. It happens there, where people participate in strategic planning, contribute their experience, hopes and their ideas to the common strategic drive to the future.

Successful planning helps the group make a imaginative trip into the future, choose the results that are easy to remember and that can be achieved.

1. THE MAIN QUESTION

Without clear vision of where the organization is moving, discussions about the future will not go beyond the enumeration of questions without answers.

The following signs indicate that the organization needs a new strategic plan: meetings end with feverish decisions, executives' enthusiasm runs low, employees have more questions, than answers about their mission and what tasks they are to perform and how to do it.

My technology of planning starts with raising these questions for the general discussion and joint decision about the most important question. Strategic planning will be focused on this question.

A quickly developing engineering company had a planning meeting. Someone asked: "How shall we increase the profit?". Another question was: "How shall we raise the morale?". The third question was: "What plans we are going to develop?". Then followed: "What will our business plan be like?". All in all there were nine questions on the whiteboard, when I asked the team to choose the only one that will link up all the others.

After several attempts someone said: "I liked to come to work when everybody was smiling to each other and we had common dreams which we discussed together. Now we do not have such a common vision. We are too busy with routine work to talk to each other. I think our strategic plan should concentrate on the question: How shall we enjoy life and thus make our company the best one in the industry?"

This question drew the line. Everybody was eager to get an answer. When you formulate the main question, the planning process becomes important for all members of the group and becomes a living thing.

2. HISTORICAL ANALYSIS

Courage comes from the knowledge of who you are and where you come from.

I asked a young engineer why he liked his work. "We are the best in the industry", he said and told me about several projects, implemented by the company during the past years. Those projects and stories were myths. They expressed the essence of employees' attitude to their company, which could be defined by "we can do everything" and this made them enjoy their work.

The past is a storage of victories, examples of courage and struggle. This is a source of knowledge and personal experience and a step into the future. This is the basis of our future. The time does not have to be an oppressing factor, if people remember what they were through and how they won.

At this stage of planning I ask people to enumerate the key events and results from the past, write them down on cards and put in a timeline from 5 to 20 years, which passed before the meeting. While we are getting to know what and why was so important for them and their organization, the people change: a feeling of involvement and pride for what they were and what they did appears.

When people look back on the examples and tendencies in the past, coordinate them with dates, and think over the changes that took place in their environment and how they changed themselves, they become a knowledgeable organization. When they re-evaluate their mission and reestimate the values of their organization, they can discover, why their work is worth spending their lives for it.

3. THE VISION OF THE FUTURE

If you know where you are going, you will find a way to get there.

One needs certain courage to define what you will do in one or five or seven years. The analysis of the past is a decisive factor for a far-sighted person, because one needs a feeling of continuity of historical process to create the vision of the future. The knowledge of "what we did before" wipes away our doubts, which prevent us from implementation of our hopes and dreams.

Hopes and dreams take us to the future. Without them we can lose the goal and enthusiasm.

On the personality level creating the picture of what we want is more attractive than the vision of the future. This is also true for organizations. When the people see their dreams included in the vision of the future of the organization, such an organization will move forward and you can be sure that all their dreams will come true.

The vision of the future is not what it "should be". "Must" and "should" seldom fill people with enthusiasm. The most powerful vision of the future are creative ideas born in brain storms.

The motivating vision of the future comes from the heart. It corresponds to human need for security, success, recognition and self-realization.

At this stage of the planning process I asked the owners and employees of a construction company to tell me what they would like to see in one or three years. Someone wanted to have a higher personal income, someone dreamed about a special prestigious bonus for quality. The planning manager saw all contractors and subcontractors working like partners. Foremen wanted to have opportunities for growth and recognition of their achievements. All in all there were 38 specific elements of the vision of the future, which we used to build a picture of inspired people in a winning company. This motto still works, because both the owners and the employees link their hopes with it.

4. PROBLEMS. OBSTACLES.

If we understand where we want to come,
then why aren't we there yet?

Dreams are not achieved. They are unlocked and set free. This is not a question of how we should achieve the desired vision of the future, but what does not let us reach it.

Some activities and events create obstacles and block people on the way to the desired future. They are similar to mines on the road. There is an old saying which was once pinned to my wall: if there is a dragon in the neighborhood, you'd better include it in your plans. Organizations may find themselves in a difficult position because dragons were ignored at the stage of planning.

These dragons are not external factors like "government actions" or "taxes", "living standards", "employees consciousness" and so on, which can be blamed for our problems. In fact, the habit of accusing other people of your own failures does not let us take the responsibility upon ourselves.

Obstacles do not mean a shortage of something. Obstacles do exist. They are real factors, which can cause real damage and if they are not identified and defined, a high risk for the future of the organization may be created. The full definition of the obstacles is the first step to avoiding them.

Edward Deming, the famous consultant on raising the quality of products and services, instructed his clients and suggested they look for contradictions in the organization of industrial activity and the management style. Many of those of leaders who stand for total quality, contradict themselves. In reality they do not let ordinary employees take the responsibility and do not support their initiative.

Companies that wish to grow often contradict their vision of the future, if they continue acting as a small company. They make mistakes when they develop industrial facilities and do not use the advantages of dynamic growth.

It is necessary that contradictions are identified by the people who are involved in them. It is appropriate to remember the famous words of Pogo: We have met an enemy, and the enemy is ourselves." The right way to find obstacles is to answer the question. how do you participate in creation (support) of this problem?"

We start to understand the problems through the stress points in the organization. I ask people to enumerate the questions and irritating factors, which create disappointments. "Where is your creative work blocked on the way to the goals?" Team members group the answers around similar reasons. Then they check them by examples from their past and determine the main reasons which give rise to these problems. Contradictions and obstacles - they are both bad and good news. No one wants to recognize the fact they are in a blind alley. But you will be relieved when you admit the fact.

A properly formulated problem is a window to the future, a point which can help to implement the vision of the future in our life and in our organization.

5. STRATEGIC GUIDELINES

"March forward" is unlikely
to be the best way to the desired future.

There is a difference between long-term planning and strategic planning. Long-term planning often implies the development of clear-cut, well-defined, established directions and ways of managing the organization. These are clearly defined samples that should be achieved, and here strategy is not a serious issue. This is an example of classical linear thinking, used in many organizations irrespective of the fast-changing environment.

Strategic planning, unlike long-term planning, is not aimed at how everything should be organized in 2 or 3 years. It is aimed at the search of new initiatives, new directions, overcoming obstacles and contradictions.

In the process of defining the problems and obstacles people start thinking how to overcome them. Japanese managers noticed that if you take the problem with all your heart, the decision becomes obvious. This is the fastest part of the process. Ideas, invented or discovered by people, hit the target.

Brainstorming helps to enumerate both innovative and tested ideas. Then ideas are classified by groups according to the meaning of initiatives and goals. Proceeding from this, strategic guidelines for future activities are formulated.

The process of going deep to the detail allows people to invent ways of moving forward to the vision of the future in accordance with the present-day situation and its contradictions, problems and opportunities.

6. IMPLEMENTATION

Start with description of your future victories.

The task of the next stage of the planning process is building up the way to achievements of the coming year. The team is divided into groups. Each group discusses one of the strategic guidelines and decides which goals should be achieved in 12 months.

When talking about the current work they describe check points and intermediate achievements for every three months. It is necessary to describe these achievements with a special language: precisely and with a possibility of evaluation, specifying the time periods. Such check points are located on the timeline. Then the team checks if this can be achieved by the determined date.

The groups describe the events and achievements for the first quarter, plan activity on the timeline and demonstrate them to all members of the group. The team updates each plan to avoid conflicts and misunderstandings. Finally, all the timelines are checked for correspondence with the general direction of organizational development. Measures for mutual support are planned.

By the end of the discussion the documents of the meeting are summarized. These documents include the brain storm results, as well as group analysis and decisions.

This is the final stage of a planning meeting.

7. GO FORWARD

One of the simplest and most effective ways of management is regular questioning your people about how they are moving ahead, what problems they faced, what decisions they develop and what support they need from you.

In order to support the energy of movement, the team gets together in the end of the quarter. They discuss their achievements and think about the things they learned. They discuss the future victories. They make new plans of actions, discuss them with each other and exchange helpful information.

When the year is over, the team celebrates its achievements and confirms its vision of the future, checks if the organization still aims at it and makes plans for the first quarter of the next year.

RESULTS

The construction company have created a special department for mutual obligations of company owners and company employees. Managers and foremen have recorded their mutual expectations and constantly exchange reports in order to understand each other better and receive mutual support in achieving results. The team evaluates its achievements every quarter and specifies its plans.

Actions in the engineering company go faster than the elaborated plan. This is the nature of their business. The president says, "The main thing is that we make money, talk to each other and most of us are in joyful mood. However, there is a couple of engineers who do not know what joy is....."

A FEW COMMENTS ON ACTION PLANNING*

A few rules for a manager who is making decisions about new technologies.

Fallacy #1. When choosing new technologies managers start with its attractiveness and great opportunities which they promise.
In reality one should proceed from their ability to satisfy the requirements of the customer.

Fallacy #2. When choosing a new technology one should start with the analysis of its theoretical rationality and feasibility of its implementation.
In reality one must take in account the strong influence of current practice and past experience.

Fallacy #3. In the long run all improvements and innovations will be accepted, implemented and borrowed.
In reality one must be aware that most of them will not succeed and are not to succeed.

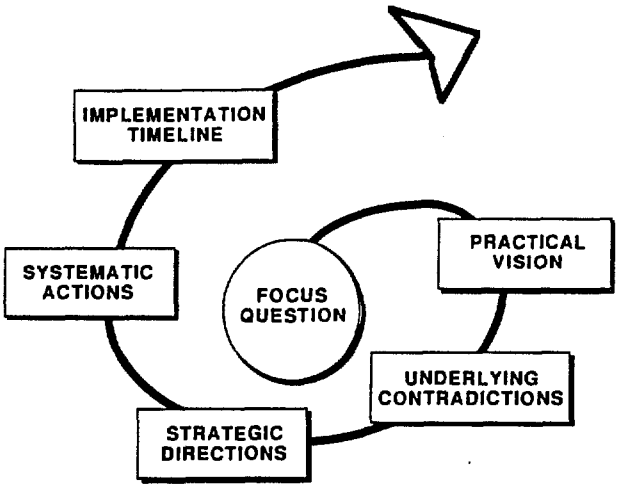
Fallacy #4. Technological innovations have an independent value.
In reality this is the customer who determines their real value.

Fallacy #5. These are new technologies that win.
In reality the new does not always mean the best.

Fallacy #6. The perspectives of implementation of a new technology predetermine its successful implementation.
However, the decisive factor is often the infrastructure which is necessary for its implementation.

* How to Reach Success: Practical Advice from Business People", M. Republic, 1992.

The ToP Strategic Planning Process



"A vision of the future," Harper thought. "Sure, everyone working together in harmony, that's mine. But is that hoping for a miracle?"

According to the facilitators, it wasn't. They had explained to Harper that participatory planning with ***ToP*** had proven effective in all kinds of organizations in over forty countries. "The process bridges the gap between theory and practice," one of the staff told him, "between the way things are and the way you want them to be." In Texaco's case that was a very wide chasm to bridge.

Harper's eyes wandered for a moment to a diagram at the front of the room.

He was viewing an outline of the seminar's five steps. He recalled from earlier discussions that the diagram's spiral signifies a continually ongoing and expanding process, one that adapts to changes as often as necessary.

> The ICA staff had explained to Harper that the five stage process could be scheduled over two, three or four days. It could involve any or all segments of the company—from top management and board of trustees down to hourly staff. The process could work with groups of four to four hundred people, and would culminate in a written *action plan* targeted to the specific needs of the organization.

marketing member would prevent budget matters from extinguishing the fire of creativity.

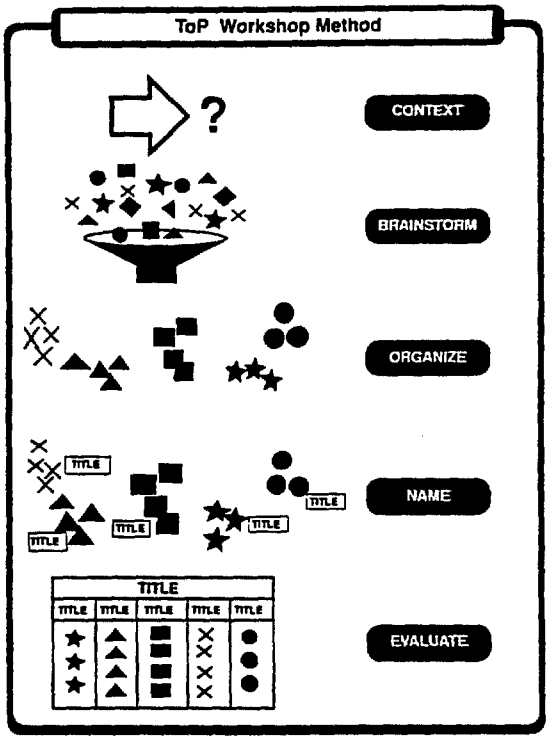
Implementation of the plan is virtually assured because of the commitment shared by those who created it. Just as bran is an important by-product of milling flour, commitment is an invaluable by-product of the corporate planning that takes place in a group workshop. Although the intent of the process is to create an imaginative and workable plan, the commitment of the participants to the plan virtually assures its implementation.

Although the ***ToP Workshop Method*** can be used for almost any kind of planning or decision-making, its benefits make it ideal in situations that call for creative solutions and innovative planning.

Procedure

The five steps of the workshop procedure, once again, are:

1. Set the **context.**
2. **Brainstorm** data and ideas.
3. **Order** the data.
4. **Name** the categories.
5. **Evaluate** the work and its implications.



World Learning

Section 9
Strategic Plan Description

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Section 10
Implementation of Strategic Planning Technology -Teamwork

is just as applicable to the way they market, or to the way they account, as to the way they manufacture.

They break the business down—at least conceptually—into sets of processes. People are encouraged to diagram in great detail the way the process works, starting with the customer and working backward. "Every process in the business has one or several customers," explains Senior Vice-President Bill Terry, "even if the processes and customers are external. To illustrate, the main output of a staff group might be a report or set of reports, but those reports go somewhere. And the people on the receiving end are thought of as customers, even though they may be internal customers."

The next step is very straightforward. HP goes to the customers and finds out what they like and don't like about the product they are receiving. "Simply by diagramming the process and talking to customers about it, you often discover that fifty percent of it is not working the way it should be," says John Young.

Then they put measures against various parts of the process. Say, for example, that last year, of every million boards produced, customers were returning 6,000. The goal might be to reduce that to 1,000 for this year, to 300 by next year, and to 50 by the following year. Measuring product quality is the obvious part of the process. Less obvious but just as important is putting measures on all aspects of the business system—everything from late customer deliveries to internal communication (measured, at least at first, by the number of informal meetings). When HP says "total quality," it means *total.*

Others have tried programs similar to HP's TQC, sometimes with disastrous results. As put forward by some, the method can be Draconian. Its vicious potential is in the way people are treated. A process like this, whether called "total quality" or something else, suggests cost reduction. At HP this is no big deal, because of the way they treat people and their security of employment policy. Other organizations using the same approach can be seen to be—often are—asking people for ideas on how to cut their own jobs.

Another potential trouble area is timing. Projects like this are often on a very short time-fuse. Management expects too much too soon. At HP "all" that's being asked is tenfold improvement.

From Waterman, Robert H., Jr. The Renewal Factor: How The Best Get and Keep the Competitive Edge New York: Bantam Books. October 1987.

But it's up to the people way down the line, and their own sense of urgency and doability, to specify the time frame. This is like the solution-space idea presented earlier in the chapter on empowerment.

A final place to look for trouble is in the inherent nobility—or ignobility—of the cause. If the focus is only on cost reduction, the atmosphere that surrounds it is usually dour. If the focus is on quality, service, or revenue enhancement, the process has an inherently positive spirit. Individuals can identify with it and get excited about it.

The Pygmalion Effect

The Hawthorne studies brought to the forefront the idea that a manager's attention, no matter what it is about, can increase productivity. Sounds easy. Focus on an ailing department for a while, and the staff will shape up. But more recent research shows that it's not that simple. Long-term improvement comes only if the attention employees receive communicates their manager's genuine belief that they can do what is expected of them. Believable, positive expectations yield positive results. Unbelievable or negative expectations beget the opposite. This phenomenon is called the Pygmalion effect.

The original Pygmalion was the king of Cyprus, who also happened to have a penchant for sculpting. He fell in love with a statue of a woman he'd created of ivory, because it represented his own desires and expectations. His repeated overtures to the gods finally persuaded Venus to give life to the statue. (So it goes with mythology.)

George Bernard Shaw sculpted his own version of the same tale in his familiar stage play *Pygmalion*, involving Henry Higgins's transformation of a Cockney flower girl into a woman who successfully convinces others she's an aristocrat. More than a half century after Eliza Doolittle learned the King's English, *Pygmalion in the Classroom*, by Robert Rosenthal and Lenore Jacobson, burst upon the education scene. It argues the startling

research conclusion that student achievement mirrors teacher expectations more than it does actual student ability.

Despite its many incarnations, the story of Pygmalion rests on an unwavering premise: People behave in a way that reflects our own expectations of them. Expectations can exercise a significant positive or negative role on both academic and job performance. When others believe our images of how things should be, they become self-fulfilling prophecies—a term coined by Robert Merton in 1948 to refer to the tendency of people to perform in accordance with what is expected of them, as well as their own expectations of success or failure.*

Carlo De Benedetti's belief in people, and his ability to translate that value into words and deeds, helped set Olivetti on its new course. His philosophy was both optimistic and straightforward. Its result? The self-fulfilling prophecy in action: "I don't believe in being condemned to be a loser or in being blessed as a winner. You have to gain your day every morning. As long as you are convinced that you are not stupid, as long as you are committed, as long as you are convinced that you can do it, it is feasible."

Robert Rosenthal studied the notion of the power of expectation—the self-fulfilling prophecy—with research that began rather unpretentiously with laboratory rats. Half of the college students participating in an experiment were told that they had been given "maze-bright" laboratory rats, a more intelligent strain that had been developed through inbreeding. Actually, these rats were no different from the ones given to the other half of the students, who were told they had stupid rats. Sounds crazy. A shot in the dark. But the results were astounding. The "maze-bright" rats outperformed the others!

* Note the importance of a significant outside influence in the change process. This is not at all uncommon. In talking to the very successful Melville Company, a specialty retailer who got its start with the famous (to those old enough to remember the radio commercials) Buster Brown line of shoes, we find that Peter Drucker also had a very powerful influence there. In the case of Melville, Drucker kept pushing them on the question "What business are you in?" Though it's a seemingly trivial question, it is always hard to answer. In Melville's case, would they answer "Shoes"? "Making money?" "Retailing?" These responses—and many others—are possible. Melville's answer was "specialty retailing." They went on to define as precisely as they could what they meant by *specialty retailing*. Melville keeps asking themselves this question. They assert that the answer and its details, which change with the times, are a powerful reason for their success.

Rosenthal and colleague Lenore Jacobson reasoned: "If rats act smarter because their experimenters think they are smarter, perhaps the same phenomenon was at work in the classroom. So in the mid-1960s [we] launched what was to become a most controversial study." They gave all the elementary school students in a lower-class neighborhood a pseudo-test that was supposed to identify "intellectual bloomers." Then they randomly labeled 20 percent of the students as "intellectual bloomers." The teachers were led to believe that the "bloomers" had greater potential, even though there was no correlation between their actual ability and their being given the label. Eight months later, at the end of the school year, these students showed significantly higher IQ gains than their peers.

Why did this happen? Rosenthal reports that "teachers encourage greater responsiveness from students of whom they expect more. They call on such students more often, ask them harder questions, give them more time to answer, and prompt them toward the correct answer."

Since the publication of Rosenthal and Jacobson's *Pygmalion in the Classroom*, some three hundred studies have been conducted to determine whether or not similar results can be found in varying situations. (As you can well imagine, the original study became a source of controversy because of the inadvertent harm done to some of the students. Subsequent research eliminated the chances that this would happen to participants.) These studies involved a wide range of people and environments—everything from teaching children at summer camp how to swim, to increasing the work effectiveness of undermotivated Navy sailors.

If a manager believes that an employee is competent and that his or her work is worthwhile, the subordinate is likely both to be more effective and to see the job as more rewarding. That's because an employee's performance is greatly affected by his or her self-image. Self-concept sets the boundaries of individual accomplishment; we can do something only as well as we believe we can. Expanding employees' self-confidence increases what they can accomplish.

The Pygmalion effect was at work all over GE's Appliance Park. When Roger Schipke brought in Don Kelley from another GE facility to manage their refrigeration plant, Kelley found disillu-

sioned line operators and defensive foremen. Whenever they attempted to communicate with one another, an explosion of previously pent-up anger occurred instead. Despite these entrenched problems, Kelley's strategy was to accentuate the positive. He harnessed the power of the Pygmalion effect by *expecting* people to be responsible for quality, then recognizing their efforts to do so.

Working with people who had not previously been respected by their bosses and who felt more hostility than loyalty toward GE, Kelley set up a system that shut down the line if quality fell below a certain standard. That seemed like an outrageous thing to do. After all, wouldn't the union guys sabotage the line? The sabotage never occurred. Why? Because Kelley trusted the employees and believed in their desire to produce a quality product. Expect sabotage and you get it. Expect quality and that's what you get.

Kelley says, "I recognized the need for a rallying point so that the hourly people and salaried people could have something in common. The hourly people were interested in building a quality product if given the chance. In truth, the greatest inhibition to doing that was coming from some of the managers and supervisors who were under the gun to get the product out the door."

Kelley had to do something radical to communicate to everyone his commitment to quality improvement. How did he go about it? "We went out and bought traffic lights, installing three lights out in the aisle of each assembly line. We do a quality check called 'end-of-line audit' where we take about two percent of the product (about three units a line) every hour, and then, based on a demerit system, we turn on the green light if everything is acceptable. If we find a 'class one defect' (where the defect would result in a service call seventy to one hundred percent of the time) the end-of-line auditor switches on the red light, which stops the line.

"At first everyone thought I was crazy. They figured that the system would last two weeks at the most. For about the first six months, once the red light went on, nobody could start the assembly line again except me. I did that because the culture change we needed was so drastic. I would adhere to that rule even if I was five buildings away in a meeting. After a few months,

they were convinced that we were serious. After about six mont we backed that responsibility down to the quality-control ma ager. Now it's the responsibility of the process-control engine ing manager. But now the line rarely stops.

"Our people are paid an incentive based on production. V made a decision that we were not going to penalize them from pay standpoint when the line shut down. I recall having quite go-around with a corporate auditor who wrote me up for costi the company something like a hundred and eighty thousand do lars. He felt that when the line was down we shouldn't contin to pay at the incentive rate. Our point was that we did not wa to turn the quality around at the expense of the operators. V didn't want any negativity associated with improved quality. was also told that people would make mistakes on purpose stop the line, but that never happened, *even in the early da when there was a lot of animosity.*"

So, contrary to expectation, no one sabotaged the line. Th reasons are many, but two stand out. First, Kelley's traffic ligh were constant reminders that quality was a priority, all the tim every day. When quality dropped below acceptable levels, h acted decisively and in a way that did not penalize employees. Bu more important, from the beginning—even when no one els trusted the guys on the line—he did. He *anticipated responsibl behavior* on their part, and they lived up to his respect.

Attention Through Symbolism

People are symbol manipulators. Words provide the set of sym bols we manipulate most often. We do it so much and so wel that most managers rely too heavily on language and not enough on the great wealth of other symbols available to them. We have talked about measurement and attention, two alternative ways managers can support change and renewal. Our research uncovered many other creative ways people have devised to tell the organization that "this time we're serious."

The most effective symbols are symbolic *and* functional. What symbol, for instance, could be more powerful and pervasive than

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the IBM White Shirt? It presents a quandary to IBM competitors. Do we wear a white shirt and appear imitative, or do we wear striped and colored shirts and appear to be somehow less professional? This distinctive IBM look stems from Tom Watson, Sr.'s conviction that being a salesman was a respectable, desirable calling, far from the reputation for double-dealing and phoniness that salesmen carried in the first half of the century. Business author Robert Sobel writes: "Older Americans may still recall jokes about traveling salesmen that portrayed them as boozing, wenching, unscrupulous individuals out to cheat customers; and the 'drummer' was always identifiable by his flashy clothes. Watson would have none of this. His salesmen would be impeccably and conservatively dressed and altogether respectable and sober."

Allen J. Krowe, a senior executive at IBM, told us the legend (which may be somewhat apocryphal) of how the White Shirt got started. "You've heard it a hundred times," he protested, but we assured him we hadn't. "Tom Watson, Jr. is visiting a bank president and they get on an elevator. Another guy gets on who is dressed like he's heading out to the racetrack—big loud tie, garish suit. Tom says to the bank president: 'I'm surprised one of your employees is allowed to dress like that.' And the bank president says, 'Tom, he works for you.' That's all that Tom Junior needed. He decided we were going to have a dress code.* He didn't *want* his people looking like they were heading out to the racetrack.

"I dress like this [classic IBM white shirt and dark suit] because it gives me an edge," Krowe continues. "I remember very early in my career with IBM, negotiating for our Federal Systems Division out on the West Coast. My opponent came in with his pink shades and his Nehru jacket. I felt I had an advantage over him. I had a couple of things going for me anyway—being better briefed, having done my homework. But now I had another advantage! People now ask if there is a dress code. No, there isn't a dress code. We dress this way because we think it is a good idea."

Then there are the different uses of the "head office" symbol. It was said of the late Sy Newhouse, founder of the Newhouse

*IBM never had a written dress code, as Krowe later points out, but Thomas Watson, Jr. did continuously urge all his people to dress conservatively, and once he did so in a memo. It had the power of a written code.

publishing empire, that he hated overhead so much that he had no office; he carried the corporation around in his briefcase. Harry Quadracci of Quad/Graphics has a president's office built in each of his four main facilities. This is no ego trip. He wants each facility to feel important enough to have an office for the top guy. As he travels from plant to plant, Quadracci carries a big canvas mail sack for correspondence and company papers. "This is a standing joke," he says, pointing to the mail sack. "We call this 'the corporation,' and I carry it around with me everywhere." Quadracci feels the symbolism of the bag helps maintain Quad's informality and his accessibility.

Decentralized companies with loose structures often have stories that involve someone literally smashing down a barrier or obstacle. They serve as metaphors for the bureaucracy-busting that is essential to the corporation's vitality. *In Search of Excellence* told of Bill Hewlett, co-founder of Hewlett-Packard, visiting a plant on Saturday and finding a lab stock area locked. This bothered Bill, who wanted HP scientists to have access to the labs at their own choosing, not the company's. So he immediately went down to maintenance, grabbed a bolt cutter, and cut the padlock off the lab stock door. He left a note that was found on Monday morning: "Don't ever lock this door again. Thanks, Bill."

An analogous tale comes from Super Valu in Eden Prairie, Minnesota. Larry Anderson, a regional vice-president, described something that happened at a bureaucratic supermarket chain where he used to work. Anderson was responsible for opening a new store in Miami, and time was getting tight. The day before the opening he greeted a fleet of delivery trucks, only to find that the loading-dock doors were padlocked. As the truckers and loaders stood around waiting, Anderson sought in vain for the company employee who could unlock the doors. Finally he found a sledgehammer, smashed off the padlock, and proceeded to stock the shelves. Sure enough, a few weeks later a reprimand arrived from corporate headquarters chastising Anderson for breaking company policy and invoicing him $52 for a new padlock. Not long after this incident Anderson joined Super Valu. He commented that the contrast in styles between the companies is still obvious to him.

There are a variety of symbols for keeping costs down. "We're squeezing each buck until the eagle grins," says Ken Iverson of Nucor. He's not much on frills. He runs $750 million Nucor with a skeleton staff, out of an austere corporate office in a nondescript building next to a Charlotte, North Carolina, shopping center. There's not even a sign out front with Nucor's name. Consistent with the nonexistent sign, the rest of Nucor's public image exudes Iverson's frugality and economy. The annual report, which Iverson writes himself, is only eighteen pages long and has no color photographs. A business magazine profile of Iverson marveled that when he briefed financial analysts in Manhattan, he took a subway to the meeting. (New Yorkers might argue that this is a sign not of frugality but of recklessness.) To partake of the fare in Nucor's "executive dining room," one must sprint across a highway and choose between a Chinese restaurant and a delicatessen that adjoins a shoe store. The power of this symbolism isn't lost on Nucor employees, especially those who have worked elsewhere in American steel. Nucor's mill manager in Darlington, South Carolina, who worked for two other steel companies before joining Nucor, recalls hearing how the senior executives at another steel company ate lunch on fine china in a chandeliered private dining room while mills were being closed and steelworkers thrown out of jobs.

Bankers Trust is one service firm that understands the power of symbols. When the firm decided to leave retail and become a merchant bank, they wanted their new organization to seem less like a traditional bank and more like a Salomon Brothers or Goldman Sachs. So they stopped using titles like senior vice-president and executive vice-president and started calling people "partners." Junior officers used to be loan officers; now they are called associates. Base salaries were frozen, with compensation tied to performance incentives. By paying attention to the messages embedded in titles and rewards, they communicated to everyone that there were some significant changes in "the way we do things around here."

When EG&G accepts a government contract to run a complex military/defense installation, the first thing they do is to make sure the cafeteria works and that the mail gets to people's desks on time. "That's what the average Joe sees," says Bernie

O'Keefe. "If you can do those things, they assume you can do the other stuff well." Taking care of the details early on says implicitly, "Things are running smoothly; we're in control."

Organizational anthropologist Joanne Martin has spent years documenting and analyzing organizational stories for the messages embedded in them. She has found that the stories people tell about the company, its leaders, or their peers perpetuate the culture of the place much more significantly than do official policies, systems, and structures. Procedures manuals might have rules, but stories have morals. The latter tend to influence thinking and action more than the former.

For instance, a security guard may wonder what to do if the CEO starts to enter a restricted area without safety goggles. The rule book dictates that the CEO should not be allowed in. But then, he's at the top of the heap; he might pull rank and reprimand the guard for not recognizing that he's above following the rules. The fallback position for the guard is to remember the stories people have told him about the CEO. If the scuttlebutt is that the CEO believes he is exempt from the rules, he may let him pass. If, on the other hand, the stories indicate that the CEO believes everyone should be treated equally, the guard will probably ask him to don the goggles.

It matters little whether the stories are true or fictitious. The fact is, stories—and that includes rumor mills—perpetuate the culture. Toughminded optimism, then, can be either strengthened or discredited by the stories people are telling. A CEO can give all the rah-rah speeches and hand out all the T-shirts he wants. But if the legends or the current desk-to-desk whispers are about actions he took that discredit his symbolic behavior, he may as well save his breath. What's the moral in all of this? There are three of them: Listen carefully to the stories that are circulating around your organization; remember that the false stories are just as influential as the true ones; and never underestimate the power of the grapevine.

A recurring theme in the stories people tell is: "We're a special bunch here." And nowhere is that more pervasive than at Steelcase. The company takes a great deal of pride in its fleet of fifty-nine blue-and-chrome eighteen-wheelers. The drivers are full-time Steelcase employees. A new driver isn't allowed to take his

wheels on the road right away, regardless of prior experience. For the first six months he is on washing detail (the trucks must be washed down and scrubbed after every trip). Then he graduates to parking and backing up the trucks in the Steelcase lot. Finally he's allowed out on the road. One Steelcase driver, an aspiring songwriter, penned a country-and-western ode to his truck called "The Blue and Chrome."

Here's a story told often around Steelcase: Apparently, at a big employee picnic they ran out of hot dog buns and dispatched a driver in a Steelcase truck to pick up the 10,000 originally ordered. Everyone stood around, eyeing the grill, waiting for the driver to return with the goods. It seemed to take an eternity. Finally he showed up, apologizing for the delay. It seems he felt obliged to wash down the truck after driving it back from the bakery. Like many other corporate legends, it is hard to determine whether this tale is apocryphal, but the glee Steelcasers take in retelling it provides the story with its own dimension of credibility and usefulness.

Symbolism can have unintended results. When Ford Motor wanted to emphasize quality back in 1979, it put a bunch of Japanese cars in the plant to show employees what you could do if you really put your mind to quality. The result was that employees went out and bought Japanese cars. A few years later, though, when the Taurus project got under way, another symbolic idea worked out much better. To usher in a new era, one of the plants threw a Christmas party in which all the employees were served a sit-down dinner. Rather than getting their own food buffet-style, as in the past, everyone was waited on. The sharpness of this departure from previous parties greatly impressed the employees and sent a reverberating signal that things were truly different.

At Dow Jones, many of the symbols and stories concern the late Bernard (Barney) Kilgore, who shaped the company first as *The Wall Street Journal*'s managing editor and then as company chairman. He wanted business news delivered in a crisp, terse style without jargon. Veteran reporters tell rookie recruits the story about the time Kilgore became distressed at the overuse of the word *upcoming* in *Journal* stories. Finally, Kilgore dispatched

a note to an offending reporter: "If I see 'upcoming' in the paper again, I'll be downcoming and someone will be outgoing."

This discussion of symbolic behavior wouldn't be complete without recognition of two of its major pitfalls. First and most important is assuring the sincerity of what you are communicating and how you are doing it. Because symbolism is such a potent source of influence, it can be used to manipulate people. We all know of the ways it has been put to unscrupulous use in the past. Rather, a reminder that symbolism should never compromise one's integrity is enough.

Second, symbolic behavior can be a substitute for doing what you're supposed to do. It can convincingly give the appearance that you are going along with written or unwritten rules and norms, while all along you are undercutting them. Dick Huber of Citicorp, who spent many years in Brazil, has a neat Portuguese phrase that describes this phenomenon: *paro Inglese ver.* Literally, it means "for the Englishmen to see." In practice, it manifests as the make-work boondoggles, procrastinations, and rearguard actions that look like cooperative activity, even though those involved have absolutely no intention of doing what's wanted.

Lamar Alexander, the former governor of Tennessee, dealt with *paro Inglese ver* by devising a bit of symbolism called "Who's on the flagpole?" He recalls his early Cabinet meetings: "I would say, 'Why don't we do X?' Everyone would agree, 'Let's all do X.' A month later, X wasn't done. I learned the hard way that everybody does nothing." So when the governor wanted something done, he'd select an individual and say, "Jim, you're on the flagpole." There would be laughter and everyone else had to pitch in to help, of course, but it was up to the flagpole person to make things happen. "Otherwise," says Alexander, "he would have been flapping at the top of the tallest flagpole on Capitol Hill."

Steps for Getting There

1. Start with the attitudes of the people who report to you. Do they feel as if they're part of a winning team? If not,

figure out why. They may feel insecure about their ability to do what's expected of them, or the team may have an embarrassing track record looming in the not-so-distant past. Their shaky self-concepts may mirror the way you have been treating them. (That's a tough one to look at.) Remember the FUD—fear, uncertainty, doubt—factor and actively counteract it.

2. Find something you can win at. One of the nice things about business is that it is complex; there are many ways to approach being "the best." Your company is engaged in multiple games of business all the time. If you can't win the game you're playing, change the game. Pick one product and set out to be the best in quality or service. Select a market niche that you can serve better than anyone else in your neck of the woods; then make it happen.
3. Take a chapter from the Lou Holtz, Carlo De Benedetti, or Bill McCormick handbook on being a winner. Hang your aspirations on the wall. Create high standards for achievement, and let people know you believe they can live up to them. Give your people a little courage to test their limits.

   Think Pygmalion. People succeed if someone they respect thinks they can. Expect people to be trustworthy and competent, and they will be. A recent group explored the subject of "the leader as coach." One of the exercises was to list people who had been powerful influences in their lives, then identify what made them effective as coaches or mentors. When the group compared notes, they found these coaches had consistently believed in them and had high expectations. A frequent comment was: "He (or she) knew I had it in me before I knew I had it in me." How good a mentor are you? How do you let your staff know that they're better than they may think they are?
4. Check your own attitudes about yourself and the people you work with. How do they stack up against Gardner's benchmark of toughminded optimism? Are you both confident and realistic? You probably cannot lead an

organization toward continual learning and renewal without the ability to see future possibilities. At the same time, getting there is never easy; temporary setbacks are not unusual, even when you're making long-term progress. Don't let them take the wind out of your sails.

   Check to see if you are confident in your own ability to be the best at your job. If you are, how does this attitude come across to your troops? If you aren't confident, why not? It may be a function of the game you're playing; get into one you can win if you aren't there now. If you're being unjustifiably "down" on yourself, do everything you can to get out of the tailspin. Remember that attitude and mood are contagious both with yourself and others. One caution: You can carry even confidence too far. The higher up the corporate ladder you go, the more people expect quiet confidence.
5. Consider this: Failure is not an absolute; it's a mind-set. Something doesn't have to be considered a "failure" unless you label it that way. Warren Bennis and Burt Nanus, who interviewed more than one hundred successful leaders in preparation for their book on leadership, observe: "Perhaps the most impressive and memorable quality of the leaders we studied was the way they responded to failure. . . . They simply don't think about failure, don't even use the word, relying on such synonyms as 'mistake,' 'glitch,' 'bungle,' or countless others." These people do have their failures just like everyone else, but they don't allow themselves to see them as such. Instead of taking the negative, limiting view embedded in the word *failure*, they just think of them as mistakes they can learn from.
6. Your program for making a top priority happen ought to include ways you can show that it *is* your priority. One of the best approaches is to spend a lot of your time on it. Everybody knows that time is your scarce resource. If they see you investing time in a priority, they will too.

   Do a "content analysis" on your calendar for the last year to determine how much time you spent on various activities. Match time spent against your priori-

ties during that same twelve months. Were there priorities you neglected? Or, do it a different way. What is not getting done that you think is important? How much visible time and attention are you giving that priority? Time spent sitting in the office thinking about it doesn't count; you must be visibly paying attention to the matters that matter to you.

Do another kind of content analysis. Look through your old speeches, memos, letters, and other verbal material to find out how much you said about your top-priority issues. If putting out brush fires consistently took precedence over supporting "priorities," maybe they weren't really priorities for you. Or maybe you allowed yourself to get sidetracked too easily. People assume (and rightfully so) that whatever you are talking or writing about is the priority for the moment.

7. Remind yourself that another way of paying attention to something is to measure it. Involve your staff in setting realistic performance standards; then measure them regularly. Measurement systems that are done right help people do a better job. But measures that are either unrealistic or are used to manipulate people get in the way of job performance by destroying morale and trust.
8. There is *always* room for improvement, even if your company is solidly successful. Increasing quality organization-wide requires people to pay attention to quality and to measure it in all areas of the business. If you're considering a broad-based effort like Hewlett-Packard's total quality program, remember that it requires the unflagging and unified attention of your entire top management group. Further, recall that John Young "felt a little foolish" at first; no one took him seriously when he announced the program. But he kept paying attention to it—talking about it—and eventually it caught on.
9. Listen for the stories that are now finding their way around your organization. What underlying messages are they communicating? Don't get hung up on whether or not they are based on reality; perceptions *are* reality and as such influence employee attitudes more than official

reports and organization-wide memos. If the grapevine persists in perpetuating caustic rumors, nip them in the bud. Over the long haul they can erode your company's shared values. Remember that, on a broader scale, organizational stories help perpetuate your corporate culture.
10. Use symbols to strengthen what you communicate verbally about your priorities. There's nothing like a well-placed slogan or an unexpected bit of adventure to kick off a new priority. It's amazing how much T-shirts and coffee mugs can do to help focus attention that "something's changed around here." But hollow symbolic gestures usually get the superficial results they deserve. Symbols are not a substitute for commitment and hard work, and they should never be used to compromise integrity.

World Learning

Section 11
World Learning
General Materials

WORLD LEARNING

Private and Voluntary Organizations Intitiatives to the Newly Independent States (PVO/NIS)

GENERAL MATERIALS

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Lviv, 9 August, 1995

Dear Workshop Participant:

On behalf of World Learning, I want to welcome you to our series of workshops which comprises World Learning's Institutional Strengthening Training Program. I hope you find the workshops and the enclosed materials interesting and appropriate to your organization's needs as you work for the benefit of your communities. In addition to experienced workshop leadership, another critical element in the success of this training experience is the active participation and shared wisdom of the participants themselves. I thank you for your willingness to enhance our program by your participation and for your commitment to work for the betterment of your organization and the NGO sector.

During the coming months, World Learning will be conducting a series of institutional strengthening workshops, such as this one which you are participating, which focus on key elements of good organizational development. Each workshop will explore one of five elements or training themes which include: strategic planning, financial management, human resource development, public education through the media and working with the external environment. The target group for the training program is the 46 World Learning Subgrantees, with workshop organized in five geographic areas to enable full participation of Subgrantees throughout Russia and the New Independent States (NIS). The training sites include Moscow, St. Petersburg, Ekaterinburg and Novosibirsk in Russia, plus locations in Georgia and the Ukraine. Each workshop will be three days in length with a maximum enrollment of 20 persons to facilitate a more in-depth learning experience.

It has been a pleasure for all of us at World Learning to get to know you and your organization and to witness the continued growth and effectiveness of your work. As we move into this new phase of NGO development activity, the implementation of World Learning's Institutional Strengthening Training Program, we look forward to your further participation and continued partnership which has been so meaningful to us over the past few years.

Have a successful workshop!

Sincerely,

Scott H. Charlesworth
Field Director
World Learning - Moscow

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Fact Sheet

- School for International Training
- Citizens Exchange and Language Programs
- Projects in International Development and Training
- The U.S. Experiment in International

WORLD LEARNING INC.
Founded in 1932 as
The U.S. Experiment in
International Living

HISTORY

World Learning Inc. was founded in 1932 as The Experiment in International Living, a pioneer in people-to-people exchange. It is one of the oldest private, nonprofit, international educational services organizations in the world, and the oldest institution of its kind in the United States. For more than sixty years, it has sustained its founding concept -- ***learning the culture and language of another country by living as a member of one of its families*** -- while it has also pioneered new initiatives in response to a changing world.

MISSION

The scope and diversity of World Learning's programs have grown well beyond the institution's original homestay exchanges, but its mission remains intact: ***to enable participants to develop the knowledge, skills, and attitudes needed to contribute effectively to international understanding and global development.***

SCOPE

Today, World Learning's broad range of international expertise is represented by its three operating divisions: its accredited college, the School for International Training; its traditional Citizen Exchange and Language Programs; and its private, voluntary organization activities operated by Projects in International Development and Training. World Learning currently administers more than 260 programs in nearly seventy countries, providing direct program services to more than 54,000 participants and indirectly benefiting more than 500,000 other people.

World Learning's School for International Training was established in 1964 as a direct outgrowth of the institution's role in providing the original language training and teaching materials for the U.S. Peace Corps. Today, the School offers a bachelor's degree program in international studies, master's degree programs in inter cultural management and the teaching of languages, and college semester abroad programs in more than thirty countries.

Citizen Exchange and Language Programs is World Learning's cornerstone division, operating the institution's Summer Abroad program which was pioneered in 1932. For more than sixty years, World Learning has been dedicated to a simple approach known as the homestay, the best cross-cultural learning laboratory. Families and individuals of all ages from all over the globe participate in World Learning's various exchange and language programs.

Building on its pioneering efforts in international educational exchange and training, World Learning applied its expertise to institutions and individuals working in development. Through the Projects in International Development and Training division established in 1977, World Learning has become a prominent private voluntary organization (PVO) dedicated to furthering world peace through economic and social development initiatives.

World Learning is one of more than twenty-five member organization of the worldwide Federation of National Representations of The Experiment in International Living, which was incorporated in Switzerland in 1954. The Federation has held consultative status with the United Nations Educational, Scientific, and Cultural Organization since 1958, with the United Nations Economic and Social Council since 1978, and with the Council of Europe since 1981. The Federation is composed of member organizations that are privately run, nonprofit, nonpolitical, and nondenominational.

STAFF

World Learning employs more than 1,200 staff, of which about fifty percent are dispersed among its headquarters in Brattleboro, Vermont, and its U.S. offices in Washington, D.C.; Belmont, California; Greenwich, Connecticut; Jacksonville, Florida; and Boston, Massachusetts; and about fifty percent are dispersed among filed offices around the world.

SCHOOL FOR INTERNATIONAL TRAINING

- *Master of Arts in Teaching Languages* - A program that prepares language teachers committed to professional development and service in their field. Participants concentrate in French, Spanish, or English to Speakers of Other Languages.
- *Master's Program in Intercultural Management* - A graduate program that provides competency-based, professional-level training for intercultural managers. Participants concentrate in Sustainable Development, International Education, or Training and Human Resource Development.
- *Bachelor's Program in World Issues* - A two-year, upper-division bachelor's program offering a degree in international studies. Participants concentrate in at least one of these studies: Peace, Social and Economic Development, Environment.
- *College Semester Abroad* - Over forty-five programs in more than thirty countries in every part of the world for college and university students.

CITIZEN EXCHANGE AND LANGUAGE PROGRAMS

- *Summer Abroad* - Programs for high school students that offer homestays, travel, language training, ecological adventure, and community service in Africa, Asia, Australia, the Caribbean, Europe, and Latin America.
- *Elderhostel™* - International homestay and education programs for participants aged 60 years and older, offered in cooperation with Elderhostel, Inc.
- *Homestay/USA* - A homestay program that welcomes international participants, aged 13 to over 80, into U.S. homes for several days, weeks, months.
- *International High School Program/Congress-Bundestag Youth Exchange Program* - Full scholarship programs funded by the U.S. and German governments in which high school students from around the world stay with host families and attend school in the USA, while U.S. students do the same in Germany.
- *AuPair/Homestay USA* - A yearlong cultural exchange program that offers a practical solution to child care for U.S. families and a cost-effective way to work and study in the United States for European *au pairs*.
- *AuPair/Homestay Abroad* - A cultural exchange program in which U.S. *au pairs* live with host families in several European countries, while providing child care and studying for up to one year.
- *International Students of English* - An intensive English language training program for college-age and older students, featuring small, four-week classes on U.S. campuses.
- *Corporate Language Programs* - Intensive language and cross-cultural training programs tailored to the global marketplace.
- *Youth Adventure Camp* - An ideal blend of language training, recreation, and cultural discovery for 11- to 15-year-old students from around the world.

PROJECTS IN INTERNATIONAL DEVELOPMENT AND TRAINING

- *Development Management* - Projects that support local public and private institutions to promote social and economic change through on-the-job training and formal training-of-trainer' workshops.
- *Human Resource Development* - Projects that help to increase the capabilities of individuals to secure employment, play dynamic roles in their chosen fields, and contribute to the communities in which they live.
- *Development Training* - Courses that enable mid- and senior-level professionals to develop knowledge and skills that are immediately useful in their work at home.

It is the policy of World Learning Inc. to provide, in an affirmative way, equal employment and educational opportunities for all persons regardless of race, color, religion, gender, sexual orientation, national or ethnic origin, age, or disability.

Fact Sheet

World Learning

- SUBGRANT MANAGEMENT
- MONITORING AND EVALUATION
- INFORMATION SHARING

ALLOCATING PVO/NIS PROJECT FUNDS

In May 1992, the U.S. Agency for International Development (AID) selected World Learning to manage the Private and Voluntary Organizations Initiatives to the New Independent States of the former Soviet Union (PVO/NIS) project.

The PVO/NIS Project is mandated to fulfill three functions. The **first** is to award subgrants to US nonprofit organizations, focusing on NIS NGO development accompanied by respective service delivery. The **second** is the monitoring and evaluation of subgrantees. The **third** mandate of the PVO/NIS Project is to provide "lessons learned" to AID and the broader PVO community on collaborative US PVO/NIS NGO work in the NIS.

FUNDS GRANTED BY SOLICITATIONS

The first round of competitive solicitations under the Project was held in June 1992. Invitations for Applications (IFAs) were sent to over 300 US nonprofit organizations. Over 60 nonprofits answered the call and submitted proposals. The main focus of this round of solicitations dealt with humanitarian aid and health care delivery in order to strengthen the social safety net -- a general void since the breakup of the USSR. Total funding for the first round amounted to $3,550,000 awarded to 8 organizations.

In October 1992, a second smaller solicitation was held, focusing on the impediments to voluntarism. Developing legislation and NGO advocacy were the main criteria sought. Under this solicitation, $483,350 was awarded to 3 organizations.

In January 1993, a third solicitation was held with two due dates, in January and March. This effort focused on NGO institutional development as an aid to civil society building and ensuring the survival of NGOs and their service delivery. Sixteen (16) organizations received funding totaling $6,670,500.

In February 1994, a fourth solicitation, which originated at the AID-Moscow office, was held. This solicitation, which was for Russia only, emphasized support to Russian non-governmental organizations to improve administrative, management, and communications capabilities. Funding totaling $2,000,000 was awarded to 7 organizations.

A fifth solicitation, originated at the AID-Moscow office with a proposal submission deadline of July 14, 1994, distributed funding to US PVOs and their local Russian partners working together on projects that promote the development of NGOs involved in health care in Russia. Grants were recently selected and range from $375,000 to $750,000, from a total funding of $6.5 million.

FUNDS ALLOCATED TO GEOGRAPHIC REGIONS

To date, most of the funds have been awarded to US nonprofit organizations working in Russia. However, groups working in other countries of the NIS, or in more than one NIS country, have also received support.

Following is a breakdown of funding to the NIS regions.

Russia	$15,836,350
Western NIS (Moldova, Belarus, Ukraine)	$ 2,055,000
Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)	$ 1,137,500
Caucuses (Armenia, Azerbaijan, Georgia)	$ 175,000
TOTAL	$19,203,850

WORLD LEARNING MOSCOW

1. STATEMENT OF PRINCIPLES

World Learning Moscow seeks to be a dynamic force in the development of the NGO community in the former Soviet Union. In so doing, World Learning's principle priority is providing quality service, in the form of training, technical assistance, and information dissemination to the 46 Subgrantee organizations involved in the PVO/NIS Project. This function of support extends to all 46 subgrantees regardless of their current grant status, albeit active or closed.

In further support of the development of the Subgrantee organizations, World Learning Moscow endeavors to promote and advocate for the strengthening of the broader NGO community in the republics in which it operates. This effort is enhanced through forming appropriate linkages and coalitions with other concerned organizations, implementing public education campaigns on areas of common concern to organizations and communities, and by taking leadership in identifying and addressing important and often complex issues which have significant impact on the prospects for successful NGO development.

In carrying out its mandate, World Learning Moscow recognizes that its greatest resource, first and foremost, is its thoughtful, committed, capable, and unified professional staff. This supportive relationship, characterized by its integrated and mutually respectful operational style, is furthermore extended outward to join in cooperation with other key participants in the NGO development process including World Learning Washington, the Subgrantee organizations (PVOs/NGOs), and other organizations and individuals working on behalf of the emerging NGO sector.

While the historic developments leading to the formation of what has come to be known as the New Independent States (NIS) and the subsequent inflow of international organizations and resources can have an intoxicating effect on those involved, World Learning Moscow recognizes that the only true measure of its success is the growth of healthy programs and organizations capable of meeting community needs on an ongoing basis. As such, it is substantive action rather than rhetoric that counts, and as World Learning Moscow conducts its daily affairs it strives to put these principles into practice and never lose sight of the well being of the Subgrantee organizations and the people they serve.

2. PROGRAM PRIORITIES

I. Project Monitoring and Technical Assistance to World Learning Subgrantees;

II. Organizational Development Training, specifically in the areas of human resource development, financial management, strategic planning, public education through the media, and the external environment;

III. Public Education and NGO Advocacy.

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WORLD LEARNING

PVO/NIS OFFICE - MOSCOW

Moscow Field Director - Scott Charlesworth

Scott Charlesworth joined World Learning at the beginning of March, 1995, after leaving his position of Associate Director of the International division of the YMCA of the USA. Most recently, Scott managed the YMCA's international development grants, including the World Learning-funded program to assist emerging local YMCAs in Russia, Belarus, Georgia, Armenia and Ukraine. Based overseas for more than six years, he served as Country Director of Covenant House, Panama, working with street children in Panama City, and was the founder/director of the YMCA in Belize. He trained NGO youth leaders in Papau New Guinea and was Peace Corps volunteer in Honduras. Mr. Charlesworth has a BA in Economics from Rollins College and a Masters degree in Public Management from Carnegie Mellon University.

Project Officer (Health) - Donna Barry

Donna Barry joined the PVO/NIS Project in December, 1994 and spent the first month in Washington as the Project's Health Officer. In February Donna moved to Moscow, where she will take on the position of Project Officer, monitoring a number of the Project grants. Donna formerly worked as a Program Officer for Family Health International for the former Soviet Union, organizing, implementing, and evaluating reproductive health related projects. Proficient in written and spoken Russian, Donna lived and worked in Russia and the FSU for three years. In the fall of 1993, she organized and coordinated a training of trainers workshop on reproductive health for physicians in the Central Asian Republics. She has Master's degrees in Public Health and International Affairs from Columbia University.

Project Officer (Operations Management) - Alexander Borovikh

Alexander joined World Learning in 1993. He deals with the overall functioning of the PVO/NIS office in Moscow, and is responsible for logistics for World Learning's conferences and workshops. He reports on financial aspects of the Moscow office, provides information on World Learning's activities in the NIS, and participates in designing articles for the newsletter, as well as maintains and develops the database. Alexander graduated from Moscow Linguistic University and for several years worked as an interpreter in different institutions in Russia and abroad. Recently Alexander received his degree from Moscow State University Law Department.

Program Associate (Training/Information) - Tatiana Galkina

Tatiana joined World Learning (Moscow Office) in June 1995 as a Program Associate. Her responsibilites are organising and coordinating World Learning's training program and assisting in information collection and dissemination. Tatiana formerly worked at the Carnegie Endowment for International Peace/CEIP (Moscow Center) as a Project Coordinator - a joint CEIP and IREX project. Her focus at Carnegie was publishing a guide of Russian research organizations (Institutional Map) working in the international relations and foreign affairs fields.The Guide was published both in Moscow and Washington DC in Russian and English (February-March, 1995).Tatiana has previous experience at the Canadian Embassy maintaining and developing immigration data base files within the Immigration Section. For two years Tatiana was an freelance correspondent at INTERFAX News Agensy. Tatiana is finishing her degree at Moscow State University's History Department in Cultural Ethnography.

Project Officer (Information) - Ekaterina Greshnova

Ekaterina joined PVO/NIS Moscow staff in January, 1994. She handles publication issues, collects and coordinates project information, maintains the database, and establishes contacts with mass media and NGOs. In addition Ekaterina coordinates designing and publishing the Moscow Newsletter, *"INFOHELP"*. Ekaterina graduated from Moscow State Institute of International Relations and undertook postgraduate

course work at the Institute of African Studies of the Academy of Sciences. For seven years she worked as a journalist and participated in setting up the first Russian independent news agency "Interfax". Ekaterina has been involved in Russian-American humanitarian projects as a program coordinator for the Citizens Democracy Corps.

Project Officer (Training) - Jeff Jacobs

Jeff joined the PVO/NIS Moscow staff with his experience working for CARE as a sub-office administrator in Alma-Ata, Kazakhstan, Baku, Azerbaijan, Ekaterinburg, Russia, and a project assistant in Togo. Jeff graduated from World Learning's School for International Training and participated in a homestay program in France with The U.S. Experiment in International Living. Moreover, Jeff worked in the Ivory Coast as a program manager in charge of developing rural, micro enterprises and also was an assistant at the African-American Institute in New York.

WORLD LEARNING
PVO/NIS PROJECT

TENTATIVE TRAINING SCHEDULE

Public Education through the Media

25 - 27 May 1995 - Ekaterinburg - complete
25 - 27 January 1996 - Georgia
18 - 20 January 1996 - Ukraine (Kharkiv)
11 - 13 April 1996 - St. Petersburg
23 - 25 May 1996 - Moscow

External Environment

21 - 23 June 1995 - Nizhnii Novgorod - complete
11 - 14 October 1995 - Ukraine (Dneipropetrovsk)
14 - 16 March 1996 - Georgia
13 - 16 June 1996 Petrozavodsk or St. Petersburg
19 - 21 September 1996 - Ekaterinburg

Strategic Planning

15 - 17 September 1995 - Lviv, Ukraine
28 - 30 September 1995 - Ekaterinburg
26 - 28 October 1995 - Georgia
9 - 11 November 1995 - St. Petersburg
22 - 24 February 1996 - Moscow

Financial Management / Financial Sustainability

7 - 9 December 1995 - Georgia
14 - 16 December 1995 - Ukraine (Kiev)
8 - 10 February 1996 - St. Petersburg

Human Resource Development

4 - 7 October 1995 - Yaroslavl, Russia - All Subgrantee Conference

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"Non-profit organizations exist to bring about change in individuals and in society..."
Peter F. Drucker

World Learning Inc
.Founded in 1932 as
The U.S. Experiment
in International Living

PVO/NIS SUBGRANTEE PROJECTS

WORLD LEARNING PVO/NIS PROJECT

In May of 1992, World Learning, Inc. was selected by the Agency for International Development (AID) to manage a US government program of assistance to private social service organizations in the former Soviet Union. The program is divided into three phases:

1) the awarding of grants to US non-profit organizations to work in partnership with non-governmental organizations in the former Soviet Union in order to strengthen the management and effectiveness of the local organizations;

2) the monitoring and review of all the projects funded, including training workshops and conferences to share information. World Learning will cooperate with all interested organizations in the training aspects of this phase, regardless of whether they have received a grant in the initial phase or not;

3) the organization and publication of information on lessons learned from the program, which can help to provide guidelines for the establishment of a strong non-governmental sector in the former Soviet Union.

ACCESS EXCHANGE INTERNATIONAL
112 San Pablo Avenue

San Francisco, CA 94127
415-661-6355
415-661-1543 (FAX)

Contacts:
Thomas Rickert,
Executive Director

MOSCOW CHARITY HOUSE

Russia, Moscow
Bolshoy Zlatoustinsky per., 8
(095) 292-8475(tel/fax)
452-3092 (Sviatkina)

Galina Bodrenkova, President;
Valeria Svyatkina,
Program Coordinator

Received a grant of: $265,000
Geographic focus: **RUSSIA: Moscow**
Dates of project: 8.93 - 8.95

To develop outside access for low-income, disabled persons and the frail elderly in Moscow. This program will encompass a transportation support network including alternative systems in the form of special vehicles, vans and drivers. Service itself will be door-to-door and will create a para transit system using volunteers, through its partner organization, The Moscow Charity House, and other social service organizations. Technical assistance and equipment will be provided as organizations learn strategy planning and infrastructure support-building with a goal of building a long-term, sustainable system.

A CALL TO SERVE INTERNATIONAL (ACTS)

895 Kifer Road
P.O. Box 60788
Sunnyvale, CA 94088-0788
(408) 245-4905
(408) 245-4907 (fax)

Contacts:
Anthony De Palma
Vice President of Operations

Trish Blair
Program Officer

A CALL TO SERVE GEORGIA (ACTS-GEORGIA)

Georgia, Tbilisi 380002
Asatiani St.,7,State Med.
Tbilisi University
(8832) 96-9133, 39-37-76
(8832) 95-3894 (fax)
e-mail: actsg@actsg.ge

Gia Tomadze
Executive Director, ACTS Georgia
Gia Tsilosani
President

Received a grant of $175,000
Geographic Focus: **Georgia**
Dates of project: 12.93 - 6.95

To provide technical assistance and training to their affiliate organization in Georgia leading to self-sufficiency and creating an indigenous cadre of management expertise. The program will forge a partnership in administering ACTS' humanitarian aid program which, in turn, will transfer the technical skills, operating principles and strategies of a self-sufficient NGO to other local NGOs serving at-risk populations in Georgia.

AGA KHAN FOUNDATION USA

1901 L Street, N.W.
Suite 700
Washington, D.C. 20036
(202) 293-2537
(202) 785-1752 (fax)
e-mail: 71075.1561
@compulserve.com

Contacts:
Iqbal Noor Ali
Chief Executive Officer
Patricia Scheld
Program Officer

PAMIR RELIEF AND DEVELOPMENT PROGRAM

Russia, Moscow 117192,
Mosfilmovskaya ul., 11, apt. 1
(095) 146-9524

Tadzhikistan, 736000
Gorno-Badakhshansky region
Khorog
(377910) 27-19

Jury Khubonshoyev
Executive Director (Moscow)
Mahmadamin Mahmadaminov
President (Khorog)

Received a grant of $600,000
Geographic Focus: **Tadzhikistan**
Dates of project: 10.94 - 9.96

To develop local institutions which can identify local development needs and plan and implement programs. The program will establish community based organizations, train these organizations in participatory methodologies, initiate community dialogues to identify productive activities, provide grants to start these activities and, through the monitoring of these activities provide the local NGOs the means for adapting strategies to fit local situations. Potential productive activities include reactivating and operating of a hydro-electric power station, provision of agricultural inputs for land privatization, and improvement of coal mining efficiency as an income generation activity.

AGUDATH ISRAEL

84 William Street
New York, NY 10038
(212) 797-9000/212-686-1222
(212) 269-2843 (fax)

Operation Open Curtain
230 Fifth Avenue, Suite 1814
New York, NY 10001
(212) 686-1222
(212) 696-0073 (fax)

Contacts:
Joshua Mehlman
Director

Rabbi Shmuel Bloom,
Executive Vice-President,
Agudath Israel

AGUDATH ISRAEL OF MOSCOW

Russia, Moscow
Pervaya Brestskaya ul., 60
(095) 250-9216 (fax)
(095) 250-9202

Alexander Rabinovich
Chairman
(095) 201-2231
Iskhak Guberman
Training Assosiate

Ukraine, Kiev
(044) 416 2442
416 4056

Jacob Bleich

Received a grant of $ 575,000
Geographic Focus: **Russia, Ukraine, Byelarus,Georgia,Moldova**
Dates of project: 9.93 - 9.95

To expand its social services programs in the NIS by strengthening their local affiliate through technical assistance and training in administration, enterprise development, income generation and job training. The program will build on Agudath Israel's existing humanitarian aid activities and develop a number of micro enterprises which will provide employment and income generation opportunities immediately and long term funding for a wide range of social service activities.

AID TO ARTISANS

14 Brick Walk Lane
Farmington, CT 06032
(203) 677-1649
(203) 676-2170 (fax)

Contacts:
Claire Brett Smith
President
Robert Knopper
Project Coordinator
Docey Lewis
Design Specialist

CREATIVITY ASSOCIATION
RUSSIAN ASSOCIATION OF WOMEN BUSINESS OWNERS
ALLIANCE OF AMERICAN AND RUSSIAN WOMEN

Russia, Moscow 129626
Alleaya Zhemchugovoi, 1
build.1, apt.61
tel/fax: (095) 370-5237
e-mail: lena@aarw.ms.su

Elena Alyoshina
Program Director

Received a grant of $555,000
Geographic Focus: **Russia**
Dates of project: 9.93 - 9.95

To develop artisans' products, train them to develop and master business skills to market those products and create a business network for artisans. Working with its Russian partner non-governmental organizations Creativity, The Russian Association of Women Business Owners and The Alliance of American/Russian Women, Aid to Artisans' project will concentrate on training and supporting the disadvantaged in Russia, particularly women, and will work to develop employment opportunities for them as well as income generating programs that will focus on training, logistics support, price setting and materials cost controls.

AIDS INFOSHARE RUSSIA
666 5th Ave., Ste. 572
New York, NY 10103

Moscow Office
Russia, Moscow 105037
P.O. Box 51
5 Chingarsy bulvar, apt.50
(095) 110-2460 (Moscow-TEL/FAX)
(095) 383-7553;
e-mail:julie@glas.apc.org

Contacts:
***Julie Stachowiak**, President*
***Lena Pyerishkina**, program director*

Received a grant of: *$223,000*
Geographic focus: ***RUSSIA***
Dates of project: *10.94 - 9.96*

To establish and operate SPIDNET, the first HIV/AIDS information network in Russia. The main components of the project are an electronic mail network, database, library, and bulletin devoted to HIV/AIDS issues in the former Soviet Union. The primary goal is to promote communications and generate information resources of civic groups and individuals, especially those located outside of Moscow, focusing on the prevention, treatment, and research of HIV/AIDS and other sexually transmitted diseases (STD). SPIDNET is designed to facilitate the free flow of information within Russia and between Russia and the international community, creating a forum for dialogue and "hands-on" access to materials, articles, and videos produced abroad without barriers of language or distance.

AESOP CENTER
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P.O. Box 51
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(095) 141-8315(phone/fax)
e-mail: aesop@glas.apc.org

***Kevin Gardner**, Chairman*

AMERICAN RED CROSS (ARC)

National Headquarters
18th and D St. NW
Washington, DC. 20006
(202) 639-3226, -3098
(202) 347-4486 (fax)
e-mail: bakert@arc.org

Contacts:
Tom Baker
Project Manager

Received a grant of $500,000
Geographic Focus: **The Central Asian Republics**
Dates of project: 10.92 - 6.95

To develop the capacities of local Red Cross & Red Crescent Societies in the Central Asian Republics to develop voluntarism and foster non-governmental services that benefit the local populations. Through a series of training programs and management exchanges, the American Red Cross, along with various National Societies of the International Federation of Red Cross and Red Crescent Societies, hopes to ensure indigenous replication and foster regional self-sufficiency, independence, and long-term sustainability. In addition, the introduction of financial management, fund-raising training and
information dissemination programs will contribute to the financial sustainability of other development programs.

RED CROSS AND RED CRESCENT SOCIETIES OF CENTRAL ASIA

Kazakhstan, 480100 Almaty
ul. Kunaeva, 86
(3272) 618-063, 542-742
(3272) 541-535 (fax)
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David Eby
Development Delegate

CENTER FOR ATTITUDINAL HEALING (CAH)

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Contacts:
Donald Goewey
Executive Director
Carolyn Smith
Project Director

"KRUG" CENTER FOR PSYCHOLOGICAL SUPPORT

Russia, Moscow 123371
Box 17 for T. Ignashova
(095) 324-4278,
(095) 208-5191 (fax)
e-mail: cab@glas.apc.org

Tatyana Ignashova
Executive Director

Received a grant of $200,000
Geographic Focus: **Russia**
Dates of project: 9.93 - 9.95

To offer training to hospitals and voluntary organizations in the NIS to develop the skills to provide emotional support services to people with chronic and life-threatening illnesses and disabilities, and to their family members as well. This intensive training program, which is called the Russia Project, will create a network of hospitals and organizations throughout the NIS that provide support services to their community. It will also coordinate communication among the emerging network of social services providers in the NIS. The Project will provide technical and program assistance to the Center of Love and Support (a new NGO in Moscow) which will then serve as a model for other agencies.

CENTRAL EUROPEAN CENTER FOR HEALTH AND ENVIRONMENT(CECHE)

2112 F Street, NW, Suite 703

Washington, DC 20037
(202) 331-3330

(202) 775-9385 (FAX)

Mauerstrasse 93
1-117 Berlin Germany
(49-30) 308-534-40
(49-30) 308-534-43 (FAX)

Contacts:
Sushma Palmer, *Chairman (Berlin)*

Anil Mahyera, *Senior Program Consultant (CECHE)*
John Modzelewski
Program Officer (Berlin)

HEALTH AND ENVIRONMENT FOUNDATION (HEF); ASSICIATION OF PHYSICIANS OF DON (APD)

CECHE c/o Health & Environment
Pokrovka 22, Korp. 1
Russia, Moscow 121 069 (or is it 101000)
(7095) 246-4502; 203-7566
(7095) 206-0941 (FAX)
e-mail:ceche@glas.apc.org

Irina Demina, *Vice President, (HEF);*
Elizabeth Coll, *Program Officer, (CECHE);*

Igor Smakov, *President (ADP)*

Received a grant of $400,000
Geographic focus: **RUSSIA: Moscow, Rostov-on-Don, Nizhniy Novgorod, Vladivostok, Tomsk, St. Petersburg**

Dates of project: 10.94 - 9.96

To foster the development of a network of Russian NGOs to address public health policy, service delivery, information, and communication. Each of the Russian NGO partners is partnered with a US PVO to focus on specific health care programs such as a media campaign on alcohol abuse, food safety policies, and the integration of disabled children into their communities. In a broader context, the program establishes a Nucleus Network of Russian health care NGOs to spread information among a variety of health care NGOs via e-mail to more effectively advocate for improvements in public health.

CENTER FOR DEVELOPMENT AND POPULATION ACTIVITIES (CEDPA)

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Washington, DC 20036
(202) 667-1142
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e-mail:cedpa_lh@cerf.net

Contacts:
Adrienne Allison
Vice President

INTERNATIONAL WOMEN'S CENTER

Russia, Moscow 125124
Tretya ul. Yamskogo Polya, 14/16
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(095) 257-0436
(095) 257-0436 (fax)

Aleksandra Momdjan
Director
Natalia Grigoryeva
Deputy Director

Received a grant of	$215,000
Geographic Focus:	**Russia (Moscow)**
Dates of project:	8.93 - 8.95

To develop a model women's reproductive health clinic in Moscow. Working with the International Women's Center, CEDPA will train women as managers and providers of health services to other women. They will also focus on resource development for non-profits and institution building through programs in volunteer recruitment and non-profit management and organizational behavior for women hospital workers and staff.

CHRISTIAN CHILDREN'S FUND

2821 Emerywood Parkway
(PO Box 26227)
Richmond, VA 23261
(804) 756-2700

(804) 756-2718 (fax)

CCF Offices in Geneva:
P.O. Box 2100
route de Ferney 150
1211 Geneva 2, Switzerland
(022) 791-6462
(022) 791-0361 (fax)

Contacts:
Dr. Margaret McCullough
President (VA)
Ghassan Rubeiz
Program Manager (Geneva)
Michelle Poulton
Director (Geneva)

THE BYELARUSIAN CHILDREN'S FUND

Byelarus, Minsk 220029
Prospekt F. Staryny, 31

(0172) 36-62-67 (phone/fax)
(0172) 36-66-74

Vladimir Lipsky
President
Nina Bilik
Program Coordinator
e-mail:nina@ccfmsq.minsk.by

Received a grant of	$575,000
Geographic Focus:	**Byelarus**
Dates of project:	9.93 -12.95

To enhance treatment and healthcare delivery systems in Belarus. Working to alleviate the continuing deleterious effects on the health of the people of Belarus in the aftermath of Chernobyl, the project will focus primarily on the children of Belarus in rural areas where health care facilities are less accessible or unavailable. The program provides financial support for the procurement of medical supplies and equipment. Technical assistance and training aimed at strengthening BCF NGO institutional capability over the longer term, will be implemented on an on-going basis.

COUNTERPART

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(202) 296-9679
e-mail: cpfsp@igc.apc.org

Contacts:
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Executive Director
Karen Sherman
Project Manager

RUSSIAN CARE

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(095) 290-07-03 (fax)
(095) 290-07-61

e-mail: counterpart@glas.apc.org

Andrey Stepanov
Director
Irina Kozlreva
Chairman of the Board
Rebecca Bryan
Country Director

Received a grant of $ 625,000
Geographic Focus: **Russia**
Dates of project: 8.93 - 8.95

To support and enhance the development of a sustainable, self-help oriented private network of social services for the children and families of demobilized and dislocated military servicemen. While administering to the urgent needs of the newly demobilized Russian military the project will simultaneously strengthen the capacity of the NIS partner organization Rossiskaya Zabota. This group will receive experience through hands-on practical collaboration on real-world challenges and through technical assistance in network building and coordination.

ELWYN, INC

111 Elwyn Road
Elwyn, PA 19063-4699
(610) 891-2519,891-2043
(610) 891-2458 (fax)
e-mail: center@fupi.nikolaev.ua

Contacts:
Maureen Hugel
Project Officer

FUND OF UKRAINE FOR THE PROTECTION OF INVALIDS

Ukraine, 327001 Mykolayiv
vul.Rozu Louksembourg,46
pidyizd 2
(0512) 35-1414

Development Center
(0512) 259-300
e-mail: center@fupi.nikolaev.ua

Galyna Tazaratcheva
Director
Jenelle Allen
Elwin Representative

Received a grant of $570,000
Geographic Focus: **Ukraine (Mikolayiv)**
Dates of project: 9.93 - 9.95

To provide a plan of action for early intervention for children with disabilities in Ukraine. Working in southern Ukraine through a local NGO, Fund of Ukraine, Elwyn will train and educate children who might otherwise be needlessly institutionalized. The project will raise consciousness about the resources offered by this group and will focus on training to tap into these under-utilized resources for work and independent living and will save the state and local municipalities costs normally spent on children too casually institutionalized.

FEED THE CHILDREN, LARRY JONES INTERNATIONAL MINISTRIES, INC.

PO Box 36
Oklahoma City,Oklahoma 73101

(405) 942-0228
(405) 945-4168(fax)

Moscow office:
Ul. Goncharova, 17-A
(095) 287-0177

Contacts:
Lou Ziskind
Assistant Director

FTC/Moscow
17-A Goncharova Str.

Moscow,Russia
(095) 287-0177
Alan Romen
Project Director
Georgy Belozyrov
NIS/PVO Project Manager

SVERDLOVSK OBLAST CHARITABLE FOUNDATION "HEALTHY FAMILY"

Russia,Ekaterinburg,620149
Regional Children's Hospital No1
ul.S.Deruabina,32
(3432) 55-1546(Tel/fax)

e-mail:olga@ saic.e-burg.su

Dr.Alexey Kulikov
President
Lily Bouldoukian
MCH Outreach
phone/fax: (3432) 60-9082

Received a grant of	$600,000
Geographic Focus:	**Russia**
Dates of project:	10.94 - 9.96

To improve the health of women and children in Ekaterinburg and neighboring communities through development of a local NGO to support maternal/child health care and of a perinatal intensive care center in cooperation with Regional Children's Hospital No. 1 and the regional ministries of health. The program enables staff of Our Future to receive training in project management, fundraising, and communications to support the Regional Children's Hospital where nurses and doctors are to receive additional training in Maternal/Child Health management and preventative and curative services. Emphasis is on outreach to pregnant women and women of child-bearing age in the surrounding regions for early medical care. An advisory council of regional medical professionals and NGO leaders is established to advocate for health care policies and offer guidance to the project.

FOUNTAIN HOUSE, INC.

425 West 47th Street
New York, NY 10036
(212) 582-0340
(212) 397-1649 (FAX)

Contacts:
Rudyard N. Prost
Director of Education

HUMAN SOUL CHARITABLE FOUNDATION

Russia, Moscow 111394
ul. Martenovskaya, 30
(095) 301-7204
(095) 301-1810 (FAX)

Igor Donenko
President
Olga Zayarnaya
Program Manager

Received grant of:	$400,000
Geographic focus:	**Russia**
Dates of project:	10.94 - 9.96

To replicate the "clubhouse" model of care and treatment for mentally ill in several cities throughout Russia. Already a strong and successful NGO with a clubhouse in Moscow, Human Soul plans to bring new skills to mental health professionals to provide a community-based, self-governing restorative environment for mentally ill people - a "clubhouse." In addition to providing rehabilitation programs for the mentally ill themselves, the network of centers is designed to lessen the burden on families caring for mentally ill relatives and at the same time heighten public awareness about mental illness.

GLOBAL JEWISH ASSISTANCE RELIEF NETWORK (GJARN)

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Brooklyn, NY 11213
(718) 774-6497
(718) 774-6891 (fax)
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UKRAINIAN AFFILIATES OF GJARN

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e-mail: gjarndniepr @gluk.apc.org

Ukraine, Kharkov
c/o Regional Red Cross Committee
Novgorodskaya ul.,4
(0572) 433-856(tel/fax);
(0572) 434-475;324-466
(0572) 452-140(fax)

Contacts:
Rabbi Eliezer Avtzon
Executive Director

Misha Goldenberg
Representative(Dniepr.)

Reseived a grant of: $ 400,000
Geographic Focus: **Ukraine**
Dates of project: 8.92 - 12.94

To provide humanitarian assistance to needy people in a number of communities in Ukraine through supporting the activities and strengthening the management capabilities of GJARN affiliates in Ukraine and of other NGOs in the service areas. Project components include management training (including training in processing, distribution and accountability for donated material), material assistance logistics, outreach service development to the elderly and disabled and conducting group feeding operations.

GOODWILL INDUSTRIES OF AMERICA

9200 Wisconsin Ave.
Bethesda, MD 20814-3896
(301) 530-6500
(301) 530-1516 (fax)
e-mail: mjordan@clark.net

LOCAL GOODWILLS

Russia, Moscow 103051
Sredny Karetny per.,6/9,36
(095) 299-0917 (Karpenkova)

Russia, St.-Petersburg
(812) 314-4775)tel/fax)

Russia, Rybinsk
(085) 552-3863 (Graphenkov)
(085) 552-4007 (fax)

Contacts:
Elizabeth Scott
Director, International Affairs
Melissa Jordan
Grant Manager

***Vera Karpenkova** (Moscow)*
***Elena Chumak**(St.Petersburg)*
***Vyacheslav Grafenkov**(Rybinsk)*

Received a grant of $250,000
Geographic Focus: **Russia (Moscow, St.-Peterburg, Rybinsk)**
Dates of project: 6.93 - 6.95

Working in St. Petersburg, Rybinsk and Moscow to establish self-sustaining donated goods retail facilities through which vocational rehabilitation programs will be carried out. With already three stores established in Rybinsk, Goodwill plans to include employment and training in management of retail facilities. Profits will be returned to employees and to nonprofit institutions. This model will be further refined in Moscow and St. Petersburg as well.

INTERNATIONAL ORTHODOX CHRISTIAN CHARITIES (IOCC)

711 W. 40th St.
Suite 356
Baltimore, MD 21211
(410) 243-9820
(410) 243-9824 (fax)
e-mail: iocc@igc.apc.org

Contacts:
Alexander Rondos
Executive Director
C.W.T. Hagelman III
Director, International Programs

RUSSIAN ORTHODOX CHURCH

Russia, Moscow 113191
Danilovskiy val 13/1
(095) 331-2222, 331-2288
(095) 955-6789 (phone/fax)
(095) 952-8059 (fax)
e-mail: ioccmoscow@glas.apc.org

Mary Hennigan
Country Representative
Peter Mikuliak
Representative

Received a grant of	$400,000
Geographic Focus:	**Russia**
Dates of project:	8.92 - 3.95

To provide material and technical assistance to emerging networks of private voluntary social service organizations, both secular and affiliated with the Orthodox Church, in Moscow and St. Petersburg, with the aim of eventually expanding into other Russian cities. The goal of the project is to expand significantly the access of vulnerable groups (infants, orphans, the elderly, pensioners, the handicapped, the sick and unemployed) to voluntary social and economic services. IOCC's primary partner is the Russian Orthodox Church. IOCC plans to provide training in organization and relief distribution, and funds to help indigenous organizations expand and develop their own projects.

INTERNATIONAL RESCUE COMMITTEE

122 42nd Street
New York, NY 10168-1298

(212) 551-3000
(212) 551-3185 (FAX)

Contacts:
***Randy Martin**, Regional Director for Asia and Europe;*
***Heidi Wagner**, Program Officer*

COMPASSION CENTER

Russia, Moscow
Komsomolskiy prosp., 9 Apt 45
(095)245-2209 (PHONE/FAX)
(095) 923-4778 (FAX)

***Aleksey Korotaev**, Executive Director*

Reseived a grant of:	$400,000
Geographic focus:	**Russia**
Dates of project:	10.94 - 9.96

To expand a program providing medical services to former prisoners of conscience and their immediate families in the Moscow area both at home and in an inpatient unit within a suburban Moscow hospital. A portion of the grant supports training in effective management of the two-year old NGO program with an eye toward its sustainability. Medical supplies and equipment are provided, as is medical education, primarily in psychiatric care, for specialists caring for these elderly survivors of torture and repression.

INTERNATIONAL RESEARCH & EXCHANGES BOARD (IREX)

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Tony Byrne
Program Officer

CENTER FOR CURATIVE PEDAGOGICS

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e-mail: roman@ccp.msk.su

IREX Moscow Office
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(095)290-6233, 290-5878
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irexmos@glas.apc.org

Roman Dimenstein
Director
Bill Fick
IREX Program Officer
Irina Kazakova
Project Coordinator

Received a grant of: $300,000
Geographic focus: **Russia**
Dates of project: 7.94 - 3.96

To create a computer communications network among non-governmental organizations (NGOs) which work in children's health care and disabilities rehabilitation throughout Russia. Project will provide equipment, training, and computer network access in a structured program to promote creation and exchange of materials necessary for the development of the everyday work and management potential of Russian NGOs. In addition to the electronic network, the project will form network discussion groups; publish a monthly newsletter to share ideas and information; convene seminars for training and networking; and make Western resources on disabilities and NGO management more readily accessible to Russian NGOs by placing information and materials on-line.

ISAR (formerly Institute on Soviet-American Relations)

1601 Connecticut Ave. NW
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isarmos@glas.apc.org

Contacts:
Eliza Klose
Executive Director

SOCIO-ECOLOGICAL UNION (SEU)

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ul. Furmanova, 91-97,# 21
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e-mail: isarata@glas.apc.org

Lyubov Rubinchik, *Director, Center for Coordination and Information (CCI)*
Mary Carpenter
Coordinator of E-mail Project
Michael Clayton,ISAR Georgia
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Received a grant of: $200,000
Geographic Focus: **Throughout the NIS, but main target is Russia**
Dates of project: 8.92 - 2.96

To improve communications and coordination between environmental NGO groups in the NIS. ISAR proposes to work with the Socio-Ecological Union (SEU), the largest network of environmental NGOs in the former USSR. ISAR has funds from AID to establish the SEU's Center for Coordination and Information in order to enhance communication and coordination between environmental NGO groups in the NIS. This two-year project consists of three parts: 1) direct support for the Center and its new environmental news agency; 2) extension of the environmental electronic mail network to 20 more groups (10 each year); and 3) assistance for the "green " newspapers in Nizhniy Novgorod and Krasnoyarsk.

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LUTHERAN HOSPITAL-LA CROSSE

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La Crosse, WI 54601
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Project Director
Barbara Pretasky
Administrative Coordinator

DUBNA EDUCATIONAL CENTER

Russia, Dubna 141980
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(8 221) 4-0325

Vladimir Tsaptsyn
Administrative Director
Madina Bikboulatova
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Tamara Zhitnikova
Clinical Coordinator
phone(o): (8 221) 4-5698

Reseived a grant of:	$500,000
Geographic Focus:	**Russia**
Dates of project:	10.94 - 9.96

To create the "Dubna model" for rural alcohol treatment in Dubna and three nearby towns with an emphasis on alcoholism as a health problem and the need for a continuum of anti-alcohol services. The program provides training to counselors, and expands the availability of AA, Alanon, Alateen, 12-step programs, and in-patient treatment facilities in cooperation with local government and medical institutions. The Dubna Education Center is developing two programs: school-based teenage alcohol prevention and treatment for women alcoholics.

MAGEE WOMANCARE INTERNATIONAL

Magee-Women's Hospital
300 Halket Street

Pittsburgh, PA 15213
(412) 641-1189
(412) 641-4949 (FAX)

Contacts:
Tanya Kotys
Program Coordinator

WOMAN & FAMILY EDUCATIONAL CENTER

Russia, Moscow
Savior's Hospital for Peace & Charity
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Anna Anokhina
Administrative Coordinator
Rachel Mays,
Melissa Zahniser
Field Representatives
Ludmila Zatsepina
Deputy Program Administrator

Received a grant of	*$540,000*
Geographic focus:	***Russia***
Dates of project:	*10.94 - 9.96*

To establish "Rural Outreach to Russia," a program to train health professionals from numerous regions of Russia and to build a network of independent women's health centers. The focus is on consumer education, and trainees will receive posters, demonstration models, family planning displays, TV/VCR, a computer, and a education center policy and procedure manual. The Moscow-based Woman and Family Education Center is a both a model and a classroom for development of similar women's health education centers throughout Russia.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

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Washington, DC 20002-4241
(202) 408-8600
(202)336-8310 (fax)

Contacts:
Eileen McGowan Kelly
Director, Peace and International Affairs

ASSOCIATION OF SOCIAL PEDAGOGUES AND SOCIAL WORKERS

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Dr. Valentina Bocharova
President
Tanya Zimakova
Program Coordinator(NASW)
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Received a grant of $400,000
Geographic focus: **Russia**
Dates of project: 7.94 - 3.96

To establish new, expanded, and more effective networks of indigenous non-governmental organizations (NGOs) working in the social service sector; to develop a stronger, more effective professional organization of social workers in Russia; to improve institutional and managerial capabilities among targeted regional NGOs; and to improve communications and information sharing. Through communications and information systems, national and regional action planning workshops, management training, and networking opportunities, the project aims to improve social services in targeted communities and to help mitigate human suffering in communities served by the project, which include Tuva, Yakutia, Mary El, Taymyr, Komi, and Stavropol.

NETWORK OF EAST-WEST WOMEN

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Executive Director
Victoria Vrana
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MOSCOW CENTER FOR GENDER STUDIES

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Ul. Krasikova, 27

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(095) 395-50-05

Elena Kochkina
Director
Galina Venediktova
e-mail Project Coordinator
Olga Lipovskaya
Project Coordinator (St.Petersburg)
(812) 528-92-93

Received a grant of $144,000
Geographic focus: **Russia**
Dates of project: 5.94 - 3.96

To develop an electronic communication network linking women and women's non-governmental organizations (NGOs); to establish and perpetuate a legal collaborative organization to address law and public policy issues concerning women and their role in democratization; and to train Russian women as self-defense trainers to foster the empowerment of women.

OPERATION SMILE INTERNATIONAL

717 Boush Street
Norfolk,VA 23510
(804) 625-0375
(804) 626-0368(fax)

Contacts:
Judy F.Ford
Director Of Development

OPERATION SMILE RUSSIA

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Jennifer Kaplan
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Received a grant of $600,000
Geographic focus: **RUSSIA: Karelia and Volga Regions**
Dates of project: 10.94 - 9.96

To enhance the capacity of Russia's health care system to provide facial reconstructive surgery to children. Operation Smile will teach a team of personnel in specialized surgical procedures, while at the same time promote a spirit of volunteerism among medical personnel. Training for NGO staff is designed to build leadership and develop fundraising capabilities. Children in Moscow, St. Petersburg, and the Volga region who have not had access to such procedures due to its availability or their limited finances are to undergo surgery using equipment supplied by this program.

OPPORTUNITY INTERNATIONAL

(first grant)Street Address:
360 W. Butterfield Road, Suite 225
Elmhurst, IL 60126
(708) 279-9300
(708) 279-3107 (fax)

Mailing Address:
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Executive Vice President
Ken Koskela
Program Assistant

NIZHNY NOVGOROD CHARITABLE FUND SERAFIMA

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Larisa Tzezan
Executive Director
Stacie Schrader
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(8312) 337-227
(8312) 340-504 (fax)
Sergey Yefrenenko
O.I.N.N.

Received a grant of $550,000
Geographic Focus: **Russia (Nizhny Novgorod)**
Dates of project: 10.94 - 9.96

Development of an activity already begun with the Nizhny Novgorod Charitable Fund to provide small business loans, training, and hands-on consultation to pensioners and women-heads-of-households to start their own small enterprises. Once established in Nizhny Novgorod, the program plans to expand to Vladimir.

OPPORTUNITY INTERNATIONAL

P.O. Box 3695
Oak Brook, IL 60522
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Contacts:
Rodger Voorhies
Project Manager,
Eastern Europe

Received a grant of $288,000
Geographic focus: **Russia (Nizhny Novgorod)**
Dates of project: 6.94 - 3.96

"VOZMOZHNOST"

25 Bolshaya Pokrovskaya Ul., Suite 14
Nizhny Novgorod 603008, Russia
(8312) 33-7227 (phone/fax)

Stacie Shraeder
Country Director
Vera Chadaeva
Executive Director

To equip emerging indigenous non-governmental organizations (NGOs) that assist small entrepreneurs in the Nizhny Novgorod Oblast by developing a self-sustaining microenterprise development (MED) training center and creating an alliance of local NGOs, managed by Vozmozhnost. To strengthen the capacities of local NGOs to facilitate job creation through small business development activities, including not-for-profit management training, technical assistance and training to NGOs to train loan officers, assistance in business plan development, seminars and other networking opportunities, and consultations on funding sources.

PASIFIC INSTITUTE FOR RESEARCH AND EVALUATION (PIRE)

172 Lancaster Road
Walnut Creek,CA 94595
(510) 946-9238 OR; 938-7754;
(510) 946-1522 (fax)
e-mail: salus@well.sf.ca.us

Contacts:
Mary Kay Wright
Project Director

Reseived a grant of: $650,000
Geographic focus: **Russia**
Dates of project: 10.94 - 9.96

SALUS INTERNATIONAL HEALTH INSTITUTE

Russia,Moscow
ul.Dmitriya Ulyanova,37,k.3
(095) 956-9092(tel/fax)
e-mail:dyslandsalus@glas.apc.org;
salus@glas.apc.org;

Olga Petroukhina
Administrative Director
Dori Dysland
Director Of Training

To expand alcohol treatment capabilities through training of chemical dependency professionals, a drug and alcohol abuse prevention campaign for teenagers, a media campaign, and dissemination of alcoholism statistics and information. The program brings together numerous US and Russian chemical dependency NGOs to utilize their expertise and provide them with additional training, resources, and information. Alcohol addiction treatment facilities and an e-mail bulletin board are important components of this project.

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PLANNED PARENTHOOD OF NORTHERN NEW ENGLAND

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Director, International Projects
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Management Sciences for Health
Jen Peterson
Administrative Coordinator

Received a grant of: $215,000
Geographic Focus: **Russia (Yaroslavl)**
Dates of project: 9.93 - 9.95

PPNNE in collaboration with their U.S. partner Management Sciences for Health (MSH) will help the Center for the Formation of Sexual Culture (CFSC), Yaroslavl', increase their visibility in their community and expand the number of youth and families that they serve. PPNNE will develop staff skills in the areas of management, education/counseling and marketing/revenue generation. At the end of two years the "TEEN TEAM" (a peer counseling group) will have the skills to continue their work, under the supervision of the CFSC staff. In addition the organization will be a resource to similar groups who are addressing the serious problems of high abortion rates, lack of sexuality information, AIDS and STDs, and teen pregnancy.

CENTER FOR THE FORMATION OF SEXUAL CULTURE

Russia, Yaroslavl 150044
ul. Pionerskaya, 19
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e-mail: root @cfsc.yaroslavl.su

Aleksandr Shmaglit
Director
Valentina Shelkova
Deputy Director

POPULATION SERVICES INTERNATIONAL

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(202) 785-0120
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Contacts:
Scott Billy
Alex Brown

Reseived a grant of: $750,000
Geographic focus: **Russia**
Dates of project: 10.94 - 9.96

To increase the use of contraceptives in the Sverdlovsk region through a social marketing campaign. The project is designed to determine contraceptive needs and attitudes toward their usage in order to develop and disseminate an effective popular message about contraceptives. The Sverdlovsk-based NGO partner will cooperate with private sector enterprises to to develop, market and maintain a sufficient supply of contraceptives. Local medical professionals are to be trained in contraceptive counseling and procedures for a client base primarily of women bringing their children to the pediatrician.

ASSOCIATION OF OBSTETRICIANS AND GYNECOLOGISTS

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Regional Children's Hospital N1
(3432) 44-2770
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Svetlana Shumkova
Executive Director
Elizabeth Gardiner,Program Officer/PSI
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PROJECT HARMONY

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(802) 496-4548
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Co-Director
Barbara Miller
Co-Director
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Program Coordinator

PALACE OF YOUTH AND CREATIVITY

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Karelia 185000, Russia
(81400) 74-135, 76-230, 75-649
e-mail: phstp@sovam.com

Project Harmony Moscow Office
119021 Russia, Moscow
Vtoraya Frunzenskaya, Dom 7, kv. 9
(095) 242-4820 (phone/fax)

Galina Razbivnaya
Director
Susan Matson
Project Harmony NIS Director
James Metz
Program Assistant

Received a grant of:	$245,000
Geographic focus:	**Russia (Karelia)**
Dates of project:	6.94 - 3.96

To establish a permanent resource and training center and to organize an educational and training program in Petrozavodsk which will serve the needs of disabled children's organizations located throughout Karelia. As Project Harmony joins forces with its local partner, the Children's Palace for Youth and Creativity in Petrozavodsk, as well as with other organizations to be involved in the Partnership Initiative with Karelian Disabled Children's Organizations, it will establish an effective NGO communication network for the purpose of exchange of information, sharing services, and developing professional contacts among local, regional, national and international organizations.

RODALE INSTITUTE

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Kutztown, PA 19530
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e-mail: jonathon_landeck.inbox @parti.inforum.org

Contacts:
Dr. Jonathon Landeck
International Projects Team Leader

THE FOUNDATION FOR AGRARIAN DEVELOPMENT RESEARCH (FADR)

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(095) 318-8352 (fax)
e-mail: fadr.inbox @parti.inforum.org

Dr. Alexander Makeev
General Director
Dmitry Durmanov
Yevgeny Yakushev

Received a grant of	$400,000
Geographic focus:	**Russia (Orel, Novosibirsk, Lower Volga, Tver)**
Dates of project:	6.94 - 3.96

To develop a communications network for policy issues, while strengthening the leadership capacities and the ability of its partner organization, The Foundation for Agrarian Development Research (FADR). In partnership with other NGOs, the FADR will collaborate to publish local newsletters, convene regional workshops to design community development projects, and organize a national-level information network, as well as national symposia and an international electronic conferencing system. The FADR Networking Support Project will improve NGO's capability to use information exchanges to establish community-based partnerships for projects that address local and regional development issues and national policy initiatives derived from local and regional experiences.

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SALVATION ARMY WORLD SERVICE OFFICE (SAWSO)

615 Slater Lane
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Alexandria, VA 22313
(703) 684-5528
(703) 684-5536 (fax)

Contacts:
Dean B. Seiler
Executive Director
Rosemary Regis
Program Consultant

Received a grant of: $500,000
Geographic Focus: **Russia (Moscow)**
Dates of project: 9.93 - 9.95

SALVATION ARMY OF RUSSIA MOSCOW CHARITY HOUSE

Salvation Army, Russia
Russia, Moscow
Slavyanskaya pl.,4, room 338
(095) 220-9676
(095) 924-9169 (fax)
(095) 151-8785 (phone/fax)

Senior Citizen's Center,
Moscow,Shmitovsky Proezd,41
(095) 259-5654

Sandra Foster
Salvation Army
Galina Bodrenkova
Valeria Svyatkina
Moscow Charity House

To assist Russia in developing a network of services for the elderly. Through the establishment of a model multipurpose senior citizen center supported by satellite centers in Moscow, The Salvation Army center will offer socialization, counseling, information and referral, health education and preventative services, volunteer, and income generating opportunities. The center will also organize its volunteers who will provide social services to frail, elderly, and needy families. The center to be established in Moscow will serve as a model for other centers throughout Russia, Ukraine, and Georgia, and will develop a Salvation Army corps in these areas while establishing a system of services for the elderly.

UNITED UKRAINIAN AMERICAN RELIEF COMMITTEE

1319 W. Lindley Avenue
Philadelphia, PA 19141
(215) 455-3774
(215) 455-0540 (fax)

Contacts:
Alexander Bilyk
President

Received a grant of: $275,000
Geographic Focus: **Ukraine (Lviv)**
Dates of project: 9.93 - 9.95

UKRAINIAN EDUCATIONAL AND CULTURAL CENTER

Ukraine, Lviv 290008
Prospekt Shevchenka, 7
(0322) 72-6787, 72-8976
(0322) 72-9300(fax)

Rostislav Veretka
Director

To offer educational and vocational services training to disadvantaged, abandoned and disabled children living in youth homes in Ukraine. Working with the local NGO Ukrainian Educational and Cultural Center based in Lviv, the UUARC will also provide technical assistance training for income generation to support and maintain these youth homes.

WHEELED MOBILITY CENTER SAN FRANCISCO CLUB STATE UNIVERSITY FOUNDATION

1930 Parker St.
Berkeley, CA 94704
(510) 548-3652 (phone/fax)
e-mail: krizack@sfsuvax1.sfsu.edu

Contacts:
Marc Krizack
Project Manager

NOVOSIBIRSK REGIONAL SPORTS "INVALIDS"

1st grant
Russia, Novosibirsk 630031
ul. Frunze, 15
(3832) 24-0349, 24-3801(fax)
(3832) 24-0355
e-mail: finist@glas.apc.org; wmc@sfsu.nsk.su

Vladimir Krivenkov
President
Elizabeth Schuster
Regional Coordinator
Larisa Tokareva
Program Coordinator

Received a grant of: $525,000
Geographic Focus: **Russia (Novosibirsk)**
Dates of project: 5.93 - 5.95

SFSUF/WMC will receive funding to work with the Novosibirsk Regional Sports "Invalids" Club (NRSIC) to establish a series of privately owned wheelchair building enterprises capitalized through NRSIC loans to the owners. Once established, the project hopes to see an outgrowth of specialty parts manufacturing companies and repair shops that will provide vocational training and job placement for the disabled.

WHEELED MOBILITY CENTER(WMC) SAN-FRANCISCO STATE UNIVERSITY FOUNDATION(SFSUF)

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Mark Krizack
Project Director

FINIST DISABLED SPORTS CLUB

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240-3555; 2433801(fx)
e-mail:finist@glas.apc.org; wmc@sfsu.nsk.su

Vladimir Krivenkov
President
Elizabeth Schuster
Regional Coordinator

Reseived a grant of: $450,000
Geographic focus: **Russia**
Dates of project: 10.94 - 9.96

To open the Disabled Community Health Clinic in Novosibirsk to provide clinical services and counseling for people with disabilities. The clinic is to offer peer counseling by and for people with disabilities, as well as diagnosis, prevention, and treatment for health problems afflicting wheelchair riders. Other components of the program include reproductive health care for people with disabilities and communication and dissemination of medical information amongst the Russian and US disability community via e-mail.

WORLD INSTITUTE ON DISABILITY (WID)

510 16th St.
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(510) 763-4100
(510) 763-4109 (fax):

Contacts:
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Program Manager
Suzanne Reier
Project Director

ALL-RUSSIAN SOCIETY FOR THE DISABLED

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Kutuzovskiy prospekt, 30/32
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Aleksandr Lomakin
Chairman
Tamara Zolotseva
Deputy Chairman

WID/Moscow
Denise Rosa
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e-mail: mscwid@glas.apc.org

Received a grant of:	$450,000
Geographic Focus:	**Russia**
Dates of project:	9.92 - 12.94

To develop the network and community base throughout Russia of the All-Russian Society of the Disabled (ARSD) and to strengthen the overall institutional capability of the ARSD by providing management and advocacy training of the emerging disabled leaders so that advocacy can be translated into policy and policies into action. This action will encompass assessing and meeting the needs of the disability organizations. It will identify services currently available to the disabled and suggest how to improve and overcome obstacles to those services. A key element of the proposal will be to identify potential international working groups and funding sources to strengthen training, leadership, advocacy and eventually, the services themselves.

WORLD INSTITUTE ON DISABILITY (WID)

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Aleksandr Lomakin
Chairman
Tamara Zolotseva
Deputy Chairman

WID/Moscow
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Reseived a grant of:	$360,000
Geographic focus:	**Russia**
Dates of project:	10.94 - 9.96

To improve the business and communication capabilities of the for-profit businesses linked to the All-Russian Society for Disabled (ARSD). Training seminars are planned in business plan development and establishment of a cadre of business advisors in five regions of Russia. Communications between and among disabled-owned and staffed businesses with ARSD's central and regional offices are established through meetings, e-mail, and a business newsletter. The All-Russian Societies for the Blind and Deaf and their associate for-profit institutions are additional beneficiaries of this training and communications program.

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WORLD VISION RELIEF & DEVELOPMENT (WVRD)

World Vision International
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Regional Director,
International Programs(DC)

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Jos Vanhee/Tigran Yepoyan
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World Vision/Ekaterinburg
e-mail:rupen@rupdas.e-burg.su;
nadp@wvrus.e-burg.su
(3432) 23-20 46
Rupen Das
Project Manager

Received a grant of: $750,000
Geographic Focus **Russia**
Dates of project: 10.94 - 9.96

To foster the development of nursing associations in Russia, leading to the development of a baseline survey of maternal/child health and of a Reproductive Health Center. The project is based in Ekaterinburg and Chita, where training in NGO management and in practical application of nursing standards is offered to the nursing associations. Area hospitals serve as clinical demonstration sites, and equipment and supplies are provided to these facilities.

CHITA NURSING ASSOCIATION

Russia,Chita
Health Administration
Directorate
ul.Bogomiakova,23
(30222) 334-46

EKATERINBURG PUBLIC NURSING ASSOCIATION
Russia,Ekaterinburg
Sverdlovsk Oblast Medical College,
ul.Akademika Bardina,14
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Valentina Vishnyakova,
Director(Chita)
Valentina Kharina,
Director(Ekaterinburg)
Nadezhda Gesudinova
President(Ekaterinburg)

YMCA OF THE USA

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Russia, Moscow
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Joe Wootten
President, Moscow YMCA office
Anastasiya Tsiganova
Communication Director

Received a grant of: $650,000
Geographic Focus: **Russia,Byelarus,Georgia, Ukraine**
Dates of project: 8.92 - 6.95

To develop the capacities of local YMCAs the YMCA of the USA will work with it's International Office for Europe and the European Alliance of the YMCAs. Under this project, new indigenous groups will be partnered with strong YMCAs in the U.S. to assist in volunteer leadership development, program design and implementation. The project will strengthen and extend current efforts and existing associations to address immediate community needs. In addition, it will establish replicable leadership and administration models that the YMCAs of the NIS can use for their future expansion and development.

IMPEDIMENTS TO VOLUNTARISM PROJECTS

AMERICA'S DEVELOPMENT FOUNDATION

101 North Union Street
Suite 200
Alexandria, VA 22314
(703) 836-2717
(703) 836-3379 (fax)
e-mail: adf@igc.apc.org

Contacts:
Michael D. Miller
President

Received a grant of: $150,000
Geographic Focus: **Russia,Ukraine,Kazakhstan and Uzbekistan**
Dates of project: 12.92 - 6.94

To research and disseminate information on the voluntary sectors in Russia, Ukraine, Kazakhstan and Uzbekistan including production of reports describing government policy toward the voluntary sector and the administrative and legal framework within which they must operate. Also, other activities include research and educational programs to build public understanding and support for the independent sector; legal consulting services to voluntary organizations to facilitate their registration and organizational development; technical assistance to voluntary organizations in the development of public policy and advocacy; and organization of a clearinghouse information network to encourage collaborative relationships among voluntary organizations at the local, national and international level.

INTERLEGAL

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Nina Belyaeva
President

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Leeda Marting
CEO
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Received a grant of: $150,000
Geographic Focus: **Russia, Kazakhstan**
dates of project: 4.93 - 4.95

To carry out a model trainers of trainers (TOT) program for NGO staff. It will be focused primarily on fundraising, proposal writing and other appropriate topics relative to enhancing the long-term financial sustainability of NGOs. The activity will also expand FSI's research on local attitudes towards charitable organizations in the NIS.

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Received a grant of:	$183,350
Geographic Focus:	**Russia, Ukraine and Byelarus**
Dates of project:	1.93 - 9.94

To compile and distribute through its local partners' informational directories about NGOs in Russia. It also plans to publish booklets on topics of interest to NGOs and directed to their questions. In addition to the information dissemination activities, UWI plans to run training programs through a new Moscow Volunteer Center. The Center is intended to be a multi-faceted facility where new/expanding NGOs can get information and training on such topics as volunteer recruitment, organizational structures for non-profits, board selection and other general administrative and management information. UWI's intention is that this volunteer center will eventually form a model for the establishment of similar centers in other republics.

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