

Table 1. Sources of Data and Research Procedure

Donor	Research procedure	Interview questions/ Research focus
<p>Insiders to the club (volunteers, directly involved in the club's operations)</p>	<p>Interviews conducted within four months:            16 interviews within the LDS club:            - 2 interviews with board members <i>Karen and Chris</i>            - 6 interviews with coaches/assistant coaches <i>Jami and Amy</i>            - 8 interviews with parents of current and former athletes <i>Terry, Monica, Alex, Iryna, Heather, and Sara</i></p> <p>15 interviews within the HDS club:            - 2 interviews with board members <i>Sarah and Carol</i>            - 4 interviews with coaches/assistant coaches <i>Vicki and Val</i>            - 9 interviews with parents of current and former athletes <i>Amy, Kris, Hanna, Melissa, Heather, Phil, and Kim</i></p> <p>Observations conducted within six months:            Six board meetings:            - Four meetings in the LDS club            - Two meetings in the HDS club</p> <p>Five parent meetings:            - Three meetings in the LDS club            - Two meetings in the HDS club</p> <p>Multiple practices:            - More than ten in LDS            - Two in HDS</p> <p>Social activities:            - One in HDS</p> <p>Document analysis conducted within six months upon their</p>	<p>Interview questions:            We asked each respondent about her view on the history of club-community relationships and history of her own involvement to these relationships. Questions to the board members also involved the amount and sources of donations made in the last five years, initiatives that the club had undertaken to solicit donations, and the sources of success/ lack of success in such efforts. Questions to parents and volunteering coaches involved the history of their involvement to clubs' internal and external relationships and their motivation for being involved.</p> <p>Research focus in observation:            We paid special attention to clubs' practices and semantics related to relationships with external and among internal donors. It involved topics related to fundraising, invitations for the annual show, recruitment of new members, athletes' (participants') stories about their club-related conversations with neighbors, teachers, and friends.</p> <p>Regarding the relationships among internal donors, we paid attention to communication channels and communication content between board members and parents, between parents and coaches, and between coaches and athletes, as well as decision making practices regarding members' and community involvement to club operation.</p> <p>Research focus in document analysis:            Information and reference points for club activities</p>

	<p>availability: Websites/boards</p> <ul style="list-style-type: none"> <li>- Both clubs</li> </ul> <p>Bylaws, handbooks, and forms for communications with external donors</p> <ul style="list-style-type: none"> <li>- Both clubs</li> </ul>	<p>and club-community relations.</p>
<p>Outsiders to the club (local community members with no relations to the club membership)</p>	<p>Interviews conducted within four months:</p> <p>4 interviews with local businesses</p> <ul style="list-style-type: none"> <li>- 4 interviews with small business owners (<i>Local drug store, Dentist office, Coffee shop, Doctor office</i>)</li> <li>- 1 interview with a large chain store manager (<i>Super Bear store</i>)</li> </ul> <p>2 interviews with local officials</p> <ul style="list-style-type: none"> <li>- 1 interview with the city official <i>Amy</i> (regarding city grants)</li> <li>- 1 interview with the swimming pool director <i>Rick</i></li> </ul> <p>12 interviews with residents</p> <ul style="list-style-type: none"> <li>- 3 anonymous interviews during the fundraising efforts/LDS club</li> <li>- 2 anonymous interviews during the fundraising effort/HDS club</li> <li>- 3 interviews with clubs' fans as indicated by the clubs (<i>Michael</i> for the LDS club and <i>Kathryn and Autumn</i> for the HDS club)</li> <li>- 4 general interviews with local residents <i>Teresa, Jane, Kelly, and John</i></li> </ul> <p>Document analysis conducted upon their availability:</p> <ul style="list-style-type: none"> <li>- Annual reports of both clubs on the sources of donations</li> </ul>	<p>Interview questions:</p> <p>We asked each respondent about his/her personal history of relationships or activities with the club, and about the motives that drove the respondent to donate time, money, or energy to the club. We also asked about the reasons for their lack of donations or, if such a topic emerged during the interview, their decision to terminate donations to (or relations with) a particular club. Example of the questions include:</p> <ul style="list-style-type: none"> <li>- <i>Have you ever supported LDS/HDS clubs? Why did you provide (or not provide) support?</i></li> <li>- <i>When children from local clubs come and ask for donations, how do you choose whom to help?</i></li> <li>- <i>In general, what criteria do you use in making a decision on the level of commitment to this or that club? Etc.</i></li> </ul> <p>Research focus in document analysis:</p> <p>Analysis of composition and amount of made donations</p>

Figure 1. Categorizing the data

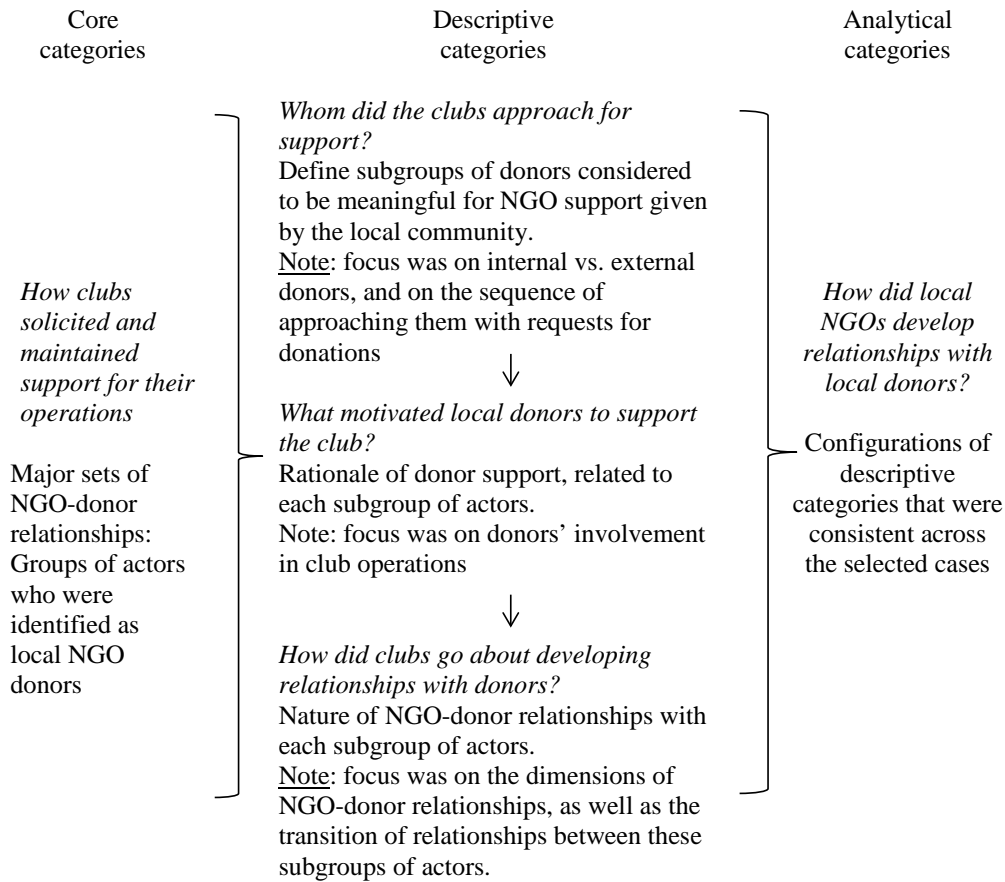


Table 2a. “Core of Club”: Voice of respondents

LDS club	HDS club
<p><i>“Chris and Karen run the club. They appoint a Board, do accounting, search for coaches, recruit new members, and bring most donations to the club. If not for them, the club would not be there” (Iryna, parent).</i></p>	<p><i>“ All the athletes are expected to be involved in representing clubs within the community – through relationships with their sponsors and through volunteering for the club, one parent of each athlete is expected to join the club’s committees in fundraising, grant writing, PR, or annual show” (Hanna, parent).</i></p>
<p><i>“It was Chris who found me in Anchorage and did everything to bring me here as a coach” (Jami, head coach).</i></p>	<p><i>“I have been working for the club for roughly five years. I initially started as a timer, then went through the technique clinic, became the technique judge. Early on, I was asked to join the club board, and about 2 months into my stint with the board, I was asked to serve as president. I served as a president for three years. Now, I am an active parent volunteer and unofficial team photographer” (Phil, parent).</i></p>
<p><i>“Are you new? For years, we deal with Chris and Karen” (Rick, state official).</i></p>	<p><i>“We rotate the responsibility of board members among the parents” (Sarah, board member).</i></p>
<p><i>“We are good enough for the city and for the club of our size” (Chris, Board member).</i></p>	<p><i>Bob, the founder of the club in 1990, was a king of all fundraisers and community involvement. For instance, he introduced the annual rubber duckie race. He engaged Alaska Airlines to pledge prizes per each rubber duckie, and kids involved their friends, parents and neighbors to “their” duckies. The whole community came to the race, cheered the duckies, bought the food from us, and had fun (Phil, parent).</i></p>

Table 2b. “Members”: Voice of respondents

LDS club	HDS club
<p><i>“They pay dues and do what they are supposed to do – the sport – and we take care of the rest” (Chris, board member).</i></p>	<p><i>I do everything that we all do – I participate in fundraising dinners, bring clothes to garage sales, and do something else, I don’t remember what, but I do. (Kim, athlete).</i></p>
<p><i>“We are devoted members; we never miss practice” (Heather, parent).</i></p>	<p><i>“It is good that our club has so many connections with local businesses. So, we sell discount ‘goal cards’ for local businesses, and people buy them because the list of businesses and their discounts are very impressive. It’s not hard to sell, because we all visit these businesses anyway.” (Heather, parent).</i></p>
<p><i>“My job is to coach” (Amy, assistant coach).</i></p>	
<p><i>“Honestly, when I see that most of the club attention is devoted to the couple of top athletes, I have less motivation to be involved. I pay my dues, and my girl receives three times a week practice in exchange. I suppose, the parents of the “prime” athletes are those who should contribute most” (Terry, parent).</i></p>	<p><i>“A typical club parent is responsible for a lot. Early morning practices, housing and hosting and extra nutritional knowledge... basically a parent times ten.” (Vicki, coach).</i></p>

Table 2c. “Our Donors”: Voice of respondents

LDS club	HDS club
<p><i>“We know that we can rely on Kim’s grandparents’ donations” (Jami, coach)</i></p>	<p><i>“We always make one performance of our annual show especially for our fans, as they tell us what music they want us to use and what elements are their favorite” (Melissa, athlete).</i></p>
<p><i>“I tried contacted some businesses, but it did not work, because the sponsors did not get anything in return” (Iryna, former athlete).</i></p>	<p><i>“As a business that actively supports our clubs, we get an ad in the event flyer, we have banners at games, and we have advertising in calendars. For us, it’s not that important. We’re not that type of business where we need direct public visuals. For us, it’s about giving back to the community. It helps encourage community involvement in youth activities, and helps foster athletic activities in the community. So, faces of healthy and active local kids with smiles in a wall of our office means most” (Steve, a business owner).</i></p>
<p><i>“Our fundraising ideas were ok for small kids. They are cute when they ask for pledges in exchange for technical routines that a kid can do for a donor. When the athletes are older, the community really likes to see them helping our team with hands-on work. [then provides an example of what another club does...] For instance, when community members come to buy a Christmas tree from another club, and they see the athletes stay in a cold weather, help them pick out the best Christmas tree for their family, carrying the trees out, tying it to their car etc. that looks way better, and people want to sponsor the club. They even invite the kids to come to their offices for prizes for ruffle or to send a fundraising letter. I wish we did it in our club as well.” (Alex, former athlete).</i></p>	<p><i>“Alaska Airlines is our business-supporter” (Carol, board member).</i></p> <p><i>“Relatives and friends of our kids are welcome to our practices and meetings” (Vicki, coach).</i></p> <p><i>“We send newsletters to every email that our members send us. Many of them are grandparents’ or aunties’ emails” (Amy, parent).</i></p> <p><i>“The ‘goal discount cards’ work best with local businesses. They like to be perceived as a group of locals who care. They really become involved, they look who else in the goal cards, and they want to see other local businesses there as well. This is how they distinguish themselves from the chain stores.” (Sarah, board member).</i></p>

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Table 2d. “Community Residents”: Voice of respondents

HDS Club	LDS Club
<p><i>“I do help, but not to each single kid that come to my doorstep. But I do fully support one club – the HDS. In all other cases, I would say, I give \$20 donations in 50% of the time. The kids are always OK when I say that I’ve already supported another club, they just say sorry, and go to the next house.”</i> (Local resident).</p> <p><i>“We’ve helped many local clubs – everybody who asked. Our rule for the kids is that if you want our donation, you have to show your face - you have to come in to the office and express interest to us personally. When I see that they do an effort to come, to go out of their comfort zone and ask for support – we do support”</i> (Local resident, doctor office).</p> <p><b><i>NEED MORE QUOTES HERE THAT DEMONSTRATE ACTIVE COMMITMENT TO HDS CLUB &amp; INTEREST IN THE CLUB’S ACTIVITIES</i></b></p>	<p><i>“If kids come to my door and ask for money for team travel, I usually give something. I know how much it costs their parents”</i> (Local resident, owner of the coffee shop)</p> <p><i>“I don’t have any kids in town, so I don’t relate to any of these clubs. I just know that in this LDS club, these two famous athletes are daughters of a doctor and a city official. Why would I help them? I guess, they can help afford whatever they need. Besides, they never asked”</i> (Local resident).</p> <p><i>“We went from house to house asking for donations”</i> (Monica and Alex, former athletes LDS club).</p> <p><i>“Sure, I help. These are our kids”</i> (Local resident, owner of the local drug store).</p> <p><i>“We’ve helped many local clubs—everybody who asked. Our rule for the kids is that if you want our donation, you have to show your face—you have to come in to the office and express interest to us personally. When I see that they do an effort to come, to go out of their comfort zone and ask for support—we do support”</i> (Local resident, doctor office).</p>

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Table 3: Actions for building NGO-Donor relationships

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Actions	HDS	LDS
<p>1. Broadening understanding of the importance of donor support</p>	<p>Broaden understanding through regular internal communications with all club members on the advantages of donor support</p> <p><i>“Within the club, kids had funny activities, like trivia games and “My supporters” story sharing. It helped them figure out who could become their donors, and why donors would love to be involved in the club” (Hanna, parent, HDS club).</i></p> <p><u>Observation: A ‘Kick-off for Fundraising Season’ club meeting with all the parents and athletes involved on discussion how to make an annual fundraising season successful..”</u></p> <p><u>Observation: Weekly updates on the ‘champions’ in fundraising and on the fundraising progress at the cub board”</u></p>	<p>Broaden understanding amongst existing core members to highlight the importance of their continued support</p> <p><u>“Chris and Karen prepared packages that included club’s letters to donors and receipts for their donations. They gave these packages to us at the beginning of March, and had to return them at the beginning of April” (Iryna, former athlete, LDS club)</u></p> <p><u>Observation: No club meetings on how to involve the community. The fundraising packages are simply distributed through athletes with explanation that they are supposed to give letters to donors, and donors are supposed to give them check”</u></p>
<p>2. Extending donor commitment</p>	<p>Continually looking for ways to extend donor commitment</p> <p><i>“As the fundraising season started, members received constant emails about fundraising options available, and tips on how to contact new donors” (Melissa, former member, HDS club)</i></p> <p><u>Observation: At the ‘Kick-off for Fundraising Season” meeting, senior athletes and their parents shared their experiences of how to involve family doctors, relatives from other states and local relatives, and current or former neighbors into the club support.</u></p>	<p>Focused on extending commitment from the “core of the club”</p> <p><u>“My in-laws and other relatives, and Karen’s relatives and friends were the main source of donations. The other athletes all together brought one-third of the donations were gathered” (Chris, Board member, LDS club)</u></p> <p><u>Observation: No discussion among club members on how to outreach donors through their existing community ties have been observed.</u></p>
<p>3. Widening</p>	<p>Focus on widening donor support through already</p>	<p>Focus on widening donor support of the core members</p>



donor support	<p>established trust networks and through personal connections of club members</p> <p><i>“Each member of the club contacted their own neighbors, inviting them to engage in club activities and share with them club goals and issues”</i> (Carol, board member, HDS club).</p> <p><i>“A sister of our member works there, and the entire restaurant becomes our supporter”</i> (Carol, board member, HDS club)</p>	<p>and through their networks</p> <p><u><i>“Going from a house to a house and asking for money was the most unpleasant task. We were new in town and didn’t know many people, so I felt like I was bagging for mercy”</i></u> (Monica, former athlete, LDS club).</p> <p><u><i>“One year, I sold travel packages that one of the travel companies gave to the club on very a discount price. I offered to all my friends who traveled to major cities, and most of them bought them to help us and to get a good deal”</i></u> (Chris, board member)</p>
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Table 4. Nature of NGO-Donor interactions

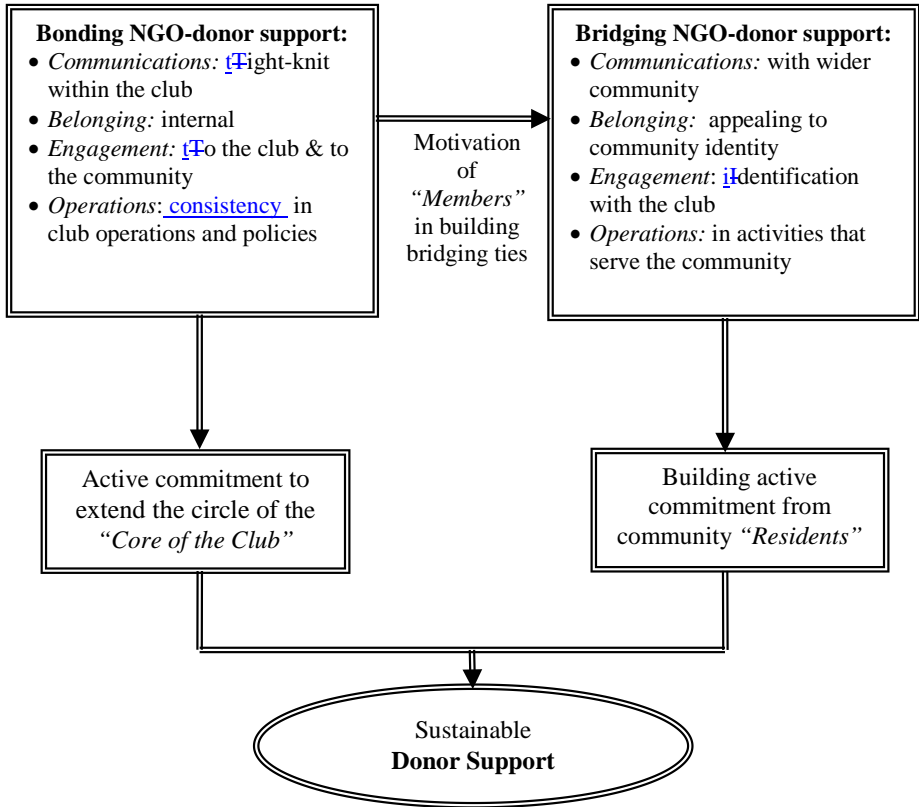
Key themes	Club HDS	Club LDS
How the clubs communicate with the community	<ul style="list-style-type: none"> <li>• “<i>The Core of the Club</i>” is a part of the bonding system; the place in the club board and in the club committees is rotated.</li> <li>• All members and their relatives are included in within-club communication</li> <li>• Cross-communication based on standard procedures (group e-mails, bulletin board, bi-weekly meetings, shared practices for athletes at different levels).</li> <li>• Focused ties with local businesses and state officials interested in supporting this sport (“<i>Our Donors</i>”)</li> <li>• Each “<i>Member</i>” contacts n-number of “<i>Residents</i>” asking for donations.</li> <li>• Good personal relations and regular communications with manager of the city-owned facility</li> </ul>	<ul style="list-style-type: none"> <li>• Ties centered around “<i>The Core of the Club</i>” - two parents who function as Board members, club accountant, and assistant coaches</li> <li>• Sporadic and informal communication between “<i>The Core of the Club</i>” and the “<i>Members</i>” in day-to-day operations</li> <li>• No formalized club communications</li> <li>• Occasional contact with “<i>Residents</i>” (businesses and individuals) to ask for small donations of money</li> <li>• Limited and formal relations with manager of the city-owned facility and with city officials</li> </ul>
How the club builds pride and belonging amongst the community	<ul style="list-style-type: none"> <li>• “<i>Members</i>” know how long the club has been operating, and know about achievements of club members through the years</li> <li>• “<i>Members</i>” are proud of their club apparel</li> <li>• Club keeps track of members’ personal achievements and recognizes individual members, including at the “novice” level</li> <li>• Multiple “fun” events organized</li> <li>• Multiple proud references to the complexity of the sports that members participate in</li> <li>• Fundraising activities ensure that donors are recognized for their value in the club</li> <li>• Widely shared stories about members’ successes at national and international meets: “<i>Residents</i>” refer to these stories while making decisions to donate</li> </ul>	<ul style="list-style-type: none"> <li>• No overall generalized image of the club: no recalling of history, values, and achievements</li> <li>• No club apparel for “<i>Members</i>”</li> <li>• No registered track of individual achievements of “<i>Members</i>”, except for two lead athletes who have achieved international-level success. No basis for personal pride and recognition within the club</li> <li>• No activities for “<i>Members</i>” besides regular practices, no club travel, no club parties</li> <li>• Little activity within the community to promote the club’s activities as healthy and enjoyable for community members</li> <li>• “<i>Residents</i>” do not know about the history of the club and do not share pride of achievements of different members</li> </ul>
How the clubs build	<ul style="list-style-type: none"> <li>• Each “<i>Member</i>” expected to be involved in club operation; expectations are made explicit. Club has a simple structure for</li> </ul>	<ul style="list-style-type: none"> <li>• “<i>The Core of the Club</i>” (two parents and coach) feel obligation for continued existence of the club</li> </ul>

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<p>engagement and trust with donors</p>	<p>committees and responsibilities</p> <ul style="list-style-type: none"> <li>• Parents generally trust the club rather than particular people</li> <li>• “<i>Members</i>” of the club use every chance to represent the club and develop its appealing image: tell stories about club trips, events, and perform for emotionally rich community events</li> <li>• Relationships with state officials based on the idea of “our city, our children, our club”</li> <li>• Organized activities for marketing communications that highlight the values of the club to the community and vice versa (“we/our” wording)</li> <li>• “<i>Residents</i>” perceives the club as a “club for our wellbeing”</li> <li>• “<i>Our Donors</i>” identify themselves with the club values, with the sport and/or with the particular athletes</li> </ul>	<p>and responsibility for all club operations</p> <ul style="list-style-type: none"> <li>• Other parents see their obligation solely for payment of annual dues.</li> <li>• Questioning of trust between insiders due to lack of communication</li> <li>• Community perceives the club as a place for rich children</li> <li>• Single events of fundraising do not provide a holistic idea about the club; people do not identify with the club’s mission</li> </ul>
<p>How the community is involved in everyday operations</p>	<ul style="list-style-type: none"> <li>• Operations are strictly and consistently based on policy (schedule, qualifications, attendance, deadlines, meets, etc.)</li> <li>• Fundraising is proactive and consistent</li> <li>• Well established and consistent fundraising procedure followed.</li> <li>• The club announced the goals for serving or representing the community, and then reports on their achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• No consistent working policy of club operations</li> <li>• By-laws and a handbook exist, but are not used in daily operations (schedules keep changing, system for qualification is fuzzy, no policies exist for attendance, deadlines, payments for trips, etc.)</li> <li>• Fundraising is sporadic and passive, with no consistent procedure followed.</li> </ul>



Figure 2: Bonding and Bridging for Sustainable Donor Commitment



**Comment [JL3]:** I've updated this to reflect the new discussion / headings

**Comment [J.1.4]:** Can I still have the original ones for the thesis as they make more sense for me and they are closer to ones that have been discussed with practitioners?