SURVEY RESEARCH ON THE RELATIONSHIP BETWEEN IMMEDIACY BEHAVIORS, COMMUNICATION COMPETENCY, AND PHILANTHROPIC SUCCESS

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March 10, 2008

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A

THESIS

Presented to the Faculty

of

the University of Alaska Fairbanks

in

Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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Fairbanks, Alaska

May 2008

UMI Number: 1458014

Abstract

In this study, 124 Alaskan-based development professionals responded to a questionnaire concerning their perceived communicative competency and their self-reported immediacy behaviors in relation to fund-raising success. Several key findings resulted. First, in relation to the role of communication competency, this study suggests that fundraising success is driven by the donor, rather than the fund-raising professional's communication competency. Second, the study found that successful fund-raising professionals have higher levels of verbal and non-verbal immediacy behaviors (when compared to non-successful fundraisers). Third, this study finds that development professionals who work in the geographic region of Northern Alaska use less verbal immediacy behaviors than those development professionals who represent regions in south-central, southeast, interior, and statewide districts. Finally, the demographics presented in this study support the priority need for Alaskan fundraisers to continue to grow their donor base since only 14% of the respondents reported that they are reliant on face-to-face meetings with donors for gifts in the range of $18,000 - $300,000. This can be attributed to the "newness" of philanthropic work in Alaska and highlights the incredible growth potential for this field in the future.

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Acknowledgements

To my husband, Erik, for supporting me 100% on this adventure and for helping me maintain my sanity (for the most part!) as I tried to balance full-time work, marriage, building a house, and school; to my entire family, including my 88-year old grandmother (Margaret), for being patient when I explained that I'd be working on my "project" over the weekend; to my caring friends who endured my stories of how challenging this program was and for their unconditional friendship; to Dr. McWherter for her moral support and friendship throughout the process of working towards my Master's; to Dr. Brown for reminding me to "keep my eye on the prize" and to never give up; to Dr. Cooper for her patience as we worked long hours together, editing my thesis work and running statistical tests over the holiday break; to Keli for her positive outlook on life, her inspirational words, and her "go get 'em" attitude that helped me stay motivated; to my "BBC friend," Angel, for connecting me with Cindy Adams, Mary McRae Miller, and Sharon Charnell Gherman, all who generously provided me with access to my participants; and to my current supervisor, Judyth, for understanding the importance of this project and for being flexible with my work schedule. Thank you all!

Chapter One

Introduction

Introduction and Definitions

The question of what motivates philanthropists to give to an organization is what fund-raising professionals, often referenced as development officers, continually strive to answer in order to reach their annual fund-raising goals. According to Reilly (1995), after interviewing 30 top donors who had each given or pledged $1 million or more to the University of Arizona, he found that donors were "more likely to seek indirect benefits than direct ones. That is, individuals and foundations generally gave to enhance the institution, the community, or society at large" (p. 10). Reilly points out that "the attractions of specific payoffs – or the promise of personal favors later – were relatively minor influences" (p. 10). Panas (1984) supports Reilly's statements by adding that the joy of giving is what philanthropy is all about and that the sheer satisfaction of contributing a significant gift to an organization is what motivates a donor to act, rather than the benefits received (pp. 161-162).

It is evident that there is much communication research available related to basic fund-raising practices: what motivates donors to give, how organizations can retain donors, and relationship-building between donors and non-profit organizations (Jay & Sargeant, 2004; Panas, 1984; Sargeant, 2001). However, research related to the impact that effective communication has on influencing whether or not a donor contributes to an organization is limited.

This study will specifically focus on communication competency and immediacy behaviors. Littlejohn and Foss (2005) define immediacy as "the degree of psychological closeness between the communicators" (p. 152). This study will seek to understand the role of immediacy between development professionals and philanthropists, and whether or not immediacy behaviors influence a donor to contribute to an organization. Furthermore, it will focus on how the development professional's communication competency impacts the donor's giving behavior when asked to make a contribution. The results of this study will ultimately provide fund-raising professionals with insight that will help shape their annual philanthropic plan. Before proceeding, it is important to clarify specific terms that will be used throughout this study so there is mutual understanding between the researcher and reader.

Definition of Terms

Philanthropy. De Bakker et al. (2006) define philanthropy as "benevolent behavior, usually in the form of charitable gifts, toward others in society" (p. 14). Kirkland (as cited by Kass, 2002) expands our understanding of this definition by discussing Andrew Carnegie (1835-1919), who was "one of the foremost philanthropists of his era" (p. 230). Kirkland explains that Carnegie's philanthropic viewpoint was that "… the surplus earned by men [and women] of great wealth should be allocated and administered by them, acting as trustees, while they are still alive – and draws implications for choosing fitting beneficiaries" (p. 230).

Fundraising. Burlingame (1997) expands our understanding of the term fundraising by stating that it is simply the "management of relationships between a [nonprofit] organization and its donor publics (individuals, corporations, and foundations)" (p. 142). He later emphasizes that fundraising is not about "educating, persuading, or manipulating donors to give because they are already predisposed to do so," but instead, to provide a reason for [donors] to give to a specific cause (p. 146).

Development. According to Worth (2002), "the term 'development' is usually used interchangeably with 'fundraising.' On most campuses, and in many other organizations, the office responsible for fundraising is called the development office and the professionals who work there are called development officers" (p. 6). Worth credits Robert L. Stuhr as the first person to introduce the term "development" at Northwestern University in the 1920's (p. 7).

Public Relations. Grunig and Hunt (1984) define public relations as the "management of communication between an organization and its publics" adding that "public relations describes the overall planning, execution, and evaluation of an organization's communication with both external and internal groups [publics] that affect the ability of an organization to meet its goals" (p. 6). Kelly (1991) emphasizes that fundraising is a "specialization within the public relations function" (pp. 9-10). That is, one cannot effectively fundraise without first having a public relations component in a strategic plan, which is grounded in communication.

Communication and Theoretical Perspective

Because of the centrality to both fundraising and public relations, communication will serve as a foundation for this study. Fundraising and public relations are constituted in communication. Littlejohn and Foss (2004) posit that, "Communication...is not a secondary phenomenon that can be explained by antecedent psychological, sociological, cultural, or economic factors; rather, communication itself is the primary, constitutive social process that explains all of those factors" (p. 11). In essence, communication is the process by which human life is experienced and by which human reality is constituted. Simply stated, communication is the essence of one's lived world.

Additionally, within the field of fundraising itself, there is a culture, defined by Carbaugh (as cited in Varner & Beamer, 2005) as, "a shared system of symbols and meanings, performed in speech, that constitutes and reveals a sense of work life; it is a particular way of speaking and meaning, a way of sense-making, that recurs in the oral activities surrounding common tasks" (p. 333). Philanthropy is a human process, one in which fundraising professionals and donors come together to constitute the giving traditions of philanthropy. Donors share a culture of giving and this study will explore their world through the discipline of Communication.

Crotty (1998) suggests that "meaning is not discovered but constructed. Meaning does not inhere in the object, merely waiting for someone to come upon it" (pp. 42-43). Kvale (1996) further posits that "all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (p. 42). Communication is central to the relationship between a development professional and philanthropist and serves as the foundation for this study.

Uncertainty Reduction Theory (URT) explains how one reduces uncertainty as one gains knowledge about other people, in the context of initial interaction between strangers. Despite the fact that URT may limit its application focus on the entry-stage of relational development, it remains a valuable tool in understanding the communication process between two individuals such as a donor and a development officer as their relationship evolves over time. According to Berger and Calabrese (1975), one of the primary goals of interaction is to reduce uncertainty, or to increase predictability of others' behavior (p. 100). Littlejohn and Foss (2004) state that when developing a relationship, people want to predict the other person's behavior or reduce uncertainty, as for example, by asking questions, which reduces uncertainty and tends to bring people together (p. 145). When one is comfortable interacting with another person, due to reduced uncertainty, it is likely that he/she will become more confident interacting with the other and therefore become less inhibited. This theory, in particular, will be helpful for development professionals when they are meeting prospective donors for the first time.

Berger posits (as cited in Griffin, 2003, p. 142) that URT "focuses on how human communication is used to gain knowledge and create understanding" (p. 142). Both a development professional and prospective donor, when meeting for the first time, are striving to reduce uncertainty and to increase predictability of their behaviors through interaction. By understanding this theory, both the development professional and donor can more competently navigate the conversation.

Kaplan (1964) supports the idea that theories have great value by saying they "make sense of a disturbing situation so as to allow us most effectively to bring to bear our repertoire of habits, and even more importantly, to modify habits or discard them altogether, replacing them with new ones as the situation demands" (p. 295). However, as Kaplan (1964) points out, "we need not expect of any one theory that it should be able to perform all these tasks…even with the best of theories we see through a glass darkly, and now only in part" (p. 310). Kaplan emphasizes that there is not one theory alone that is comprehensive enough to address all aspects of communicative interaction.

Gudykunst's theory of anxiety/uncertainty management (as cited in Griffin, 2003, p. 430) is written from the standpoint of the stranger and is applicable "in any situation where differences between people spawn doubt and fears" (p. 423). Gudykunst outlines 37 axioms, and axiom 37 is a "direct extension of the one Berger added to his original uncertainty reduction theory [which states that] an increase in networks we share with strangers will produce a decrease in our anxiety and an increase in our confidence in predicting their behavior" (p. 430). Undoubtedly, no matter how much research a development officer has done before meeting a prospective donor for the first time, there is a level of uncertainty. Gudykunst's theory of anxiety/uncertainty will be a source of understanding for the development officer.

Chapter Two

Review of the Literature

Building Donor Relationships

The fund-raising profession involves human interaction between a development officer and the existing (or prospective) donor. The development officer's success is primarily impacted by his/her ability to effectively connect with the donor through effective communication practices. Sargeant (2001) defines the term relationship fundraising as "recognizing each donor as unique in terms of giving history, motivation for giving, and the overall standard of care expected from the charities being supported" (p. 180). Sargeant points out that this technique of fundraising provides donors with the opportunity to choose the level of communication that they wish to have between themselves and the organization. In turn, this provides the donor with "greater flexibility over the content, nature, and frequency of the communications they receive" (p. 180). By using relationship fundraising, a development professional can customize the type of communication used when interacting with a donor; in the end, the hope is that the strategy of relationship fundraising will secure and maintain long-term support.

Sargeant's study reveals that the reasons donors lapse in their giving is because of the following: 26.5% lapsed because they perceived other causes were more deserving; 22.3% can no longer afford to offer support to the organization; and 11.4% have no memory of ever supporting the organization (p. 182). The second part of the survey investigated the quality of the donor's relationship with the organization. The findings revealed that confidence in knowing that funds are being used appropriately was ranked as the highest priority by respondents. In particular, the perception of the lapsed donors is that the organization did not provide them with adequate feedback on how their donation was used.

Finally, Sargeant's study also investigated service quality and revealed that lapsed donors have a significantly poorer view of the quality of service they receive than active supporters do (p. 189). In particular, the perception of lapsed donors is that the organization did not provide them with adequate feedback regarding how their donation was used. Grace (2003) supports this by claiming that "while passion and faith still motivate our volunteers and donors, they like these feelings to be based on facts. They want to be reminded of the mission and vision and what we're doing to achieve both" (p. 243). One way to do this is to design and print an organizational report, one that shows how donors' funds were used and the impact that their support had on the organization and the lives they touched.

Sargeant's findings emphasize the importance of integrating effective communication practices into the fund-raising plan. For example, the study reveals that if increased communication and outreach had been implemented, two of the three top reasons that donors were found to lapse (i.e., they believed other causes were more deserving and they did not remember supporting the institution in the past) could have been prevented. Understanding, through various means of communication, could have been established with increased mailings being sent to the donor that emphasized the organization's mission and the significant impact the donor's gift had on helping the organization fulfill its mission. Grace (2003) reiterates the importance of communication and reminds development professionals that "good communications leads to easier fundraising, and regular communications lead to easier renewals and greater reinvestments" (p. 43).

Sargeant's participants reported that confidence in knowing that their gift was being used appropriately ranked the most important. Again, if increased communication from the development department – perhaps a formal letter updating the donor on how their gift impacts the institution – was part of the fund-raising strategy, it is possible that the lapsed donor would have remained a current donor.

Finally, Sargeant's study reveals that lapsed donors perceived that the organization did not provide adequate information on how their gifts were used, again suggesting that appropriate communication outreach measures were not implemented. An integral piece of fundraising is stewardship, which is defined by Grace (2003) as "the continued involvement, cultivation, and care of those [donors] who give to your organization" (p. 143). Grace emphasizes the point that "donors who are drawn more deeply into a relationship with an organization, through effective stewardship, become its advocates and promoters" (p. 143), and reminds development professionals to "create opportunities for donors to get to know the people who are using their investments to create programs and services in fulfillment of the mission of the organization" (p. 148). An integral piece of successful fundraising is relationship building. By incorporating a stewardship plan that is grounded in interpersonal communication, "communication between people, usually face-to-face," a long-lasting relationship between a donor and development professional/organization can be created and maintained (Littlejohn & Foss, 2005, p. 11).

One way to steward the donor, in the case of a donor contributing funds to support a memorial scholarship, might be for the organization to host an intimate reception that includes key institutional leaders, the scholarship recipient(s), family members, and the donors. This is an opportunity for the institution to bring all parties together in an interpersonal setting so they can communicate one-on-one and learn about each other. This stewardship opportunity can build life-long relationships between donors and the institution and the likelihood that donors will continue to support the institution in the future is greater because they have a clearer understanding of the impact that their gifts have had (and will have) on both the institution and scholarship recipient.

Chung-Hoon et al. (2005) also emphasize the importance of relationship building and acknowledge that higher education institutions are becoming more dependent on revenue sources such as private philanthropic gifts, as state and federal support continues to decline. The authors posit that as the search for private gifts becomes more competitive for higher education institutions, fund-raising success "may be contingent on developing enduring personal exchange relationships with donors," (p. 35) which involves strategic planning and resources. Walker (2006) further supports the importance of relationship building by stating that "the ability of a supporter or staff member of the organization to build a personal relationship with prospects is the most crucial function of the major gift officer's activity. This personal relationship, whether it's built over a lunch, a golf game, or years of friendship, will be the base upon which the discussion of a gift is built" (p. 101).

Chung-Hoon et al. (2005) reveal two primary factors which play a role in long-term donor linkage: a) embeddedness interactionism, which is "the strength of an individual donor's relational connection to people within the organization" and b) formal structural interaction, which is "the degree to which the actor is structurally embedded within or formally linked to, the organizational infrastructure" (pp. 36-37). Chung-Hoon et al. further posit that "fund-raising success is contingent on personal relationships" and suggest that findings from their study will provide institutions with a practical framework to explore their relationships with their donors (p. 45).

The authors remind readers that although their study is not representative of fundraising practices of universities overall, it is a resource for institutional leaders who focus on building enduring donor relationships. Before development officers can be successful in reaching annual fund-raising goals, they must first have strong relationships with their donors, a strength that is determined by the level of effective communication employed.

Maintaining Positive Donor Relations

A specific form of communication, public relations, also plays an important role when raising funds for an organization. Kelly (1991) draws a parallel between fundraising and public relations and states that "fund raising is a public relations specialization" (p. 496). This proposition makes sense because the success of fundraising is often dependent on effective communication practices set forth in an institution's public relations plan.

In a separate study conducted by Jay & Sargeant (2004), the participants represented six large national non-profits in the United Kingdom, all with varying causes and missions. Each participating non-profit provided 500 lapsed face-to-face supporters and 500 active face-to-face supporters. The following results were found in relation to the attitudes and profiles of both active and lapsed supporters of an organization: a) the majority of the sample (69%) were aware of the charity before being approached for support; however, lapsed supporters were found to be less familiar with the charity before being approached; b) the mean average for both lapsed and active members shows that face-to-face recruits have a favorable perception of the face-to-face method of donor recruitment; c) the main motivator that both active and lapsed donors reported for giving to an organization was whether or not they have a genuine interest in the cause; d) the main reason (58.5%) that the majority of supporters lapsed was that they can no longer afford to offer support; e) face-to-face donors were found to expect relatively little in terms of services from fundraising organizations (pp. 173-181). Jay & Sargeant conclude that "the results suggest that donors exhibit high levels of satisfaction with the recruitment process and lapse primarily because of a change in their financial circumstances rather than feelings of having been pressured to offer their support" (p. 171).

In relation to the importance of implementing positive communication strategies and public relations' practices into fundraising strategies, Jay & Sargeant's study indicate that active supporters were already aware of the organization before being approached, suggesting that they were already engaged with the organization's mission. This suggests that effective communication strategies were already in place. However, the findings also revealed that lapsed donors were less familiar with the mission of the organization, which indicates that lapsed donors should remain on an organization's mailing list so they will have the opportunity to continuously learn more about the organization.

Gift recognition also plays an important role for donors, particularly in the case of corporations who are primarily motivated to make a contribution to an organization based on the marketing value. Because of this motivating factor, fundraisers must be extremely creative in identifying the best way to acknowledge and steward their donors. According to Hall (1999), with more and more organizations asking for money from their donor base, "charities are looking for new ways to gratify and motivate their donors" (p. 25). As a result, institutions are becoming more creative with donor recognition options in an effort to motivate them to give more, and to acknowledge their past contributions.

Knowing this, communication strategies should include a public relations plan that focuses on attracting the media – and recognizing the donor's contribution in press releases that are submitted to community newspapers – so the appropriate acknowledgement is made to the donor. When communicating with prospective and current donors, fundraisers need to present a thorough donor recognition plan. Before doing this, it is critical that the fundraiser first strategize the options available with the organization's public relations officer so the fundraiser can be confident that the promises presented to the donor will be fulfilled.

Engaging Your Donors

Although there are a multitude of causes that donors contribute to, based on their individual passions, Clotfelter (2001) explores philanthropy in the University context, noting that alumni support for private colleges and universities is becoming increasingly important, citing 1997-98 alumni statistics which show that $3.3. billion was given to 658 private institutions (pp. 119-120). The key findings of this study reveal that a higher level of contribution is associated with the following: a) higher income, b) involvement in extracurricular activities in college, c) whether or not the alumni had a mentor in college, and d) the degree of satisfaction the alumni had with his or her college experience (p. 119). Clotfelter's results indicate that "teaching and advising has a beneficial effect on eventual alumni giving;" and therefore, additional emphasis should be placed on improving the undergraduate education and overall experience of soon-to-be alumni (pp. 134-135).

Clotfelter's findings indicate the importance of an academic institution having a strong communication outreach plan so they maintain an engaged alumni base who are enthused about the institution's mission and want to be part of the institutional excitement. According to Timm (1980), "in every organization that I have come into contact with, communication is usually the number one problem or it is at least associated with virtually every major problem which the organization faces" (p. 20). By focusing on communication strategies that share updates related to the progress of an academic institution and the quality of life of the institution's students, the University has an opportunity to influence its alumni base to provide increased philanthropic support in the future.

According to Webb (2002), the alumni office of a university, "exists for two primary reasons – to provide diverse and quality programming for alumni and to provide opportunities for alumni to engage in a lifetime of service to their alma mater" (p. 332). The importance of a university's alumni association is further reinforced by the following statement made by Webb: "alumni are encouraged to maintain a lifelong relationship with their alma mater" (p. 332). When the development office and alumni office at a university have "a shared vision that supports the institutional mission" the results can be powerful, including engaged alumni who want to give back to their alma mater (p. 333).

Grace (2003) reminds development professionals of the importance of "telling [donors] about your impact, your results, the ways that you're meeting community needs and what a great investment opportunity you are for people who share your values" (p. 39). The alternative approach, which Grace strongly argues against, is to convey a message of "desperation or urgent financial needs" (p. 39). Development professionals must keep focused on the mission of the organization, and then link the passion of the donor with the organization. If the donor is engaged with the organization, and if the development professional has done adequate research prior to the meeting, a strong foundation is in place for making the philanthropic request.

According to Panas (1984), donors are not motivated by the needs of an organization; in fact, they "run away from needs" since all organizations have needs (p. 35). Rather, according to Panas, donors are more greatly motivated if they have passion for the organization. Panas (1984) posits that donors give based on their passion for an organization by highlighting the following comments made by a philanthropist about generosity: the philanthropist must have an "unwavering belief in the objectives and mission of the institution" and "belief in the work and role of the organization is essential" before he/she is motivated or inspired to give to an organization (p. 134). Undoubtedly, passion for the organizational mission plays a significant role in whether or not a donor decides to support an organization; the challenge for development officers is to match the organization's mission with the donor's passion.

When meeting with a philanthropist, it is critical that development officers explain the impacts that their gift will have on future generations and who will benefit from the donor's generosity. For example, if the philanthropist is making a gift in the form of a four-year scholarship for the Engineering Program at the University of Alaska Fairbanks, it is critical that the development professional communicates how the support will impact the lives of the engineering students (i.e., enable them to focus on schooling rather than balancing a part-time job and school) and impact their future professional lives (e.g., ultimately prepare them for a career in the field of engineering). According to Sturdevent, when focusing on outcomes, the development professional will be successful in so far as this approach will appeal to the donor's sense of humanity (pp. 26-27).

Communicating Effectively Both Internally and Externally

It is critical for development professionals to understand the importance of external and internal communication competence when raising funds for their mission.

When communicating externally with existing and prospective donors, Beebe et al. (2004) state that it is important to use immediacy behaviors, "those behaviors that communicate liking and engender feelings of pleasure" (p. 199). Kearny (as cited by Rubin et al., 2004, p. 393) states that "perceptions of immediacy, or physical and psychological closeness, are affected not only by a person's nonverbal behaviors but also by an individual's verbal behaviors. Immediacy behaviors can be increased by using words that convey a sense of interest or involvement with others. Personal pronouns – such as we, us, and our – connect the speaker with the audience, thus increasing a sense of immediacy (p. 200). Kearny references Mehrabian (1967, 1981) (as cited by Rubin et al., p. 393) who posits that verbal immediacy includes "the extent to which a person uses present (as opposed to past) verb tense, inclusive references (we vs. I), probability (will vs. may), ownership or responsibility (I think she's nice vs. most people think she's nice)."

Communication competency is extremely beneficial when presenting information to internal leadership by increasing closeness between speaker and listener. Furthermore, according to Beebe et al. (2004), in order to increase the perception of the presenter's credibility, the development professional should include the following 10 "be's" when communicating with a donor: "be confident, be responsive to the audience, be polished in delivery, be immersed in material, be authentic, be professional, be prepared, be on time, be relevant, and be open to new perspectives" (pp. 211-212).

Reilly (1995) reminds development officers of the communicative importance of listening to an organization's donors (p. 15). While interviewing million-dollar donors about what motivates them to give to an organization, Reilly realized the importance of donors wanting to be heard. For example, Reilly reports that after carefully listening to one donor, he was surprised to discover that his organization would soon be the recipient of a $600,000 gift (p. 15). Boice (2006) further emphasizes the importance of listening to donors and encourages development professionals to ask their donors "if they feel their gifts have made a difference and how they feel about their giving" (p. 33). A philanthropic plan, centered on effective communication strategies such as active listening skills, has the potential of securing a multi-million dollar gift for an organization. According to Timm (1980), listening is not just "hearing" but it is "a state of reciprocity that permits understanding of what is heard and grants the listener full partnership in the communication process" (p. 263). As Reilly (1995) reiterates, the results of effective communication skills such as empathic listening can be significant. Sturdevent (1997) reminds development professionals that effective listening skills "demonstrate[s] to your prospect that you sincerely care" and he then shares a quote from a Zen master: "I don't care how much you know until I know how much you care" (p. 159). Philanthropists believe in something greater than self and it is the responsibility of a fundraiser to have integrity, be an engaged listener, and be sincere when communicating with philanthropists.

Both effective oral communication and written communication are essential to a fundraiser's success. Ahern (2007) posits, "people like to feel things. They like to feel good. They like to feel warm. They like to feel proud. They like to feel that they've done something useful and important" (p. 1). He further elaborates that "the most profitable direct mail and newsletter programs are those that sustain in donors a constant state of emotional tingle" (p. 1). Arhen identifies seven emotional triggers used most widely (and successfully) in direct mail pieces: "anger, exclusivity, fear, flattery, greed, guilt, and salvation" (p. 1), and demonstrates how effective these emotional triggers are when integrated into direct mail pieces. Communicating to the senses of the donor is one way that development professionals can connect with their donors. This is illustrated by the following text that was presented on an event invitation: "You are hereby invited to become a member of the Kennedy Center at a full 20% discount and gain the special privilege to purchase advance tickets before the general public to the finest Kennedy Center presentations" (p. 2). Arhen offers this example as evidence that flattery, exclusivity, and greed are all emotional triggers that can be integrated into successful direct mailing text.

An important element of communication is selecting the most useful content that will help development professionals connect with their donors. Kahler and Sargeant (1999) found that non-profit organizations need to be "increasingly sensitive to how [the organization's] performance will be perceived by donors" (p. 17). Furthermore, the authors emphasize that when they understand the returns for each type of fundraising method used, organizations can more accurately communicate their performance level to donors. Their study indicates that donors are beginning to question the performance level of charities, and thus development professionals and institutional leaders have an opportunity to collaborate with their organization's public relations department to develop collateral pieces that outline the organization's revenue sources and means for increasing revenue for the institution.

Additionally, it is important to note that when communicating to internal audiences, for example university leadership members, effective communication skills are essential for success. More importantly, a development professional must understand the needs of the institution and clearly articulate those needs to the donor, essentially serving as liaison between the donor and the institution.

Kelly (1991) cautions development professionals that "there are visible signs that fundraisers, once they are within an organization, are often isolated from the administrative mainstream and academic core" (p. 39). An example of this gap between fundraising professionals and the academic mission is demonstrated by Kelly who cites an article in *The Chronicle of Higher Education (1987)* entitled "Professors Taking" that published a story of "fundraisers who got a major donor interested in creating a master's degree program in business management even though their university did not have a business school" (p. 39). The article emphasized, from the perspective of the faculty members, how "development people made claims we [the University] couldn't deliver on" (p. 39). It is critical for fundraisers to understand the institution's mission and priorities so they can clearly communicate the needs of the organization to the donor.

DeWine (2001) defines organizational communication as "the process of creating, exchanging, interpreting (correctly and incorrectly), and storing messages within a system of human interrelationships… Misunderstandings occur when the interpretation of the message is decidedly different from the intended message" (p. 5). Both within an organization and when communicating externally, DeWine states that "each message we send carries a set of values we are communicating" (p. 6). Clearly, the "message" of the development professional noted above created a misunderstanding on the part of both the donor and the faculty members and misrepresented the organization as a whole. Grace (2003) emphasizes the importance of knowing your organization's culture, and when striving to develop a philanthropic plan for an institution, a development professional must have "respect for the culture that exists, and the aspects of it that need to be retained" (p. 35).

Maintaining Ethical Standards

According to Kelly (1991), "the effectiveness of fundraising is evaluated by dollar totals and sometimes by cost-benefit ratios that divide the dollars raised by fund-raising expenses" (p. 426). In essence, a successful fundraising department is one that generates the most amount of money annually. Kelly notes that Joel Smith, a current fund-raising consultant who formerly served as a college president and vice president for development of Stanford University, is "one of the few fundraising practitioners who has challenged the conventional wisdom of measuring effectiveness of fundraising by total dollars raised" (p. 411). Smith's perspective of effective fundraising (as cited by Kelly, 1991) is characterized in the following statement:

> How regrettable it is, then, that so many fundraisers and the institutional leaders who employ them are preoccupied by big numbers instead of promoting an understanding of which gifts are the most useful, which the least, and what is the approximate order of the many that fall between those extremes. (p. 64)

Smith's viewpoint (as cited by Kelly, 1991, p. 441) reminds institutional leaders and development professionals of the importance of keeping focused on the organization's needs and the donor's passions. Smith further argues against "raising gifts for the sake of the dollar totals and [argues] for the concept of designing fund-raising programs that will achieve objectives in support of organizational goals and maintains that "fundraising must be integrated with our other financial resources. [Organizations] need a long-term financial plan that takes into account other sources of income – tuition, endowment income, and so on – as well as fundraising" (p. 442). By having this financial stability, supported by a variety of unrestricted, revenue sources, the development professional will not feel desperate to raise funds to balance the institution's budget. Instead, the focus will be on building long-term relationships with donors who have the resources to help sustain the institution for generations to come. Smith further cautions fundraisers that their role is to make a match "between the legitimate preferences of donors and our [the organization's] own needs" (p. 443).

Grace (2003) stresses the point that a donor's motivation to give "comes from within" and she finds that "something happens when [a development professional] sees a donor connect with the values, mission and vision of the organization. Sometimes it's as though there's an audible 'click.' Suddenly, the desires of the organization and the desires of the prospective donor are wedded" (p. 58). It is the role of the development professional to identify the donor who has passion for the mission and who is in a position to make a gift that will positively impact that organization's future. Clearly, the financial needs of the organization are not the reason donors give selflessly to an organization. They want to know their gift will change lives, inspire future generations, and contribute to the institution's greatness.

The issue of ethics and protecting donor confidentially is an important responsibility that development professionals must address sensitively when strategizing their approach. In the case of researching the giving likelihood of a prospective donor, Schrum (2002) cautions development professionals by saying that they "should not preserve, transmit, or otherwise use any information about their donors unless that information comes from public sources or has been provided by the donor" (p. 365). Schrum emphasizes that an "educational fundraiser not only represents his or her ethical beliefs but should also mirror the core values of the institution" (p. 365). Non-profit organizations have the responsibility of maintaining a wide array of ethical standards. However, in the context of fundraising, the reputation of the development professional – and the credibility of the fund-raising industry as a whole – are at stake if ethical responsibilities such as donor confidentiality are overlooked.

Development professionals also have the responsibility of using clear judgment when working with donors. For example, Schrum (2002) reminds fundraisers that "if a donor wants to give a gift that may compromise the mission of the organization or the integrity of those in the academic community, educators have an obligation to explain to their donors why such gifts would harm the institution" (pp. 365-366). The development professional must have high ethical standards and be strong enough to reject a philanthropic gift if it compromises the integrity of the institution. In cases like this, reaching the fundraising goal is not as important as doing the right thing for the institution as a whole.

Understanding Donor Motivations and Generosity

Individuals, foundations, and corporations represent the different types of donor categories that give to an organization. Although each donor type is quite different, they are all similar in that they believe in generosity and the act of giving to a cause greater than oneself. The question of what motivates donors to give is that which development professionals continually strive to better understand. Each donor has his or her own needs and motivations, and the key is identifying these so a partnership between the organization and donor can flourish.

Grace (2003) reminds development professionals who are working to identify future donor prospects, to "spend your time looking first for the connection or the concern. If someone is concerned about the need you're meeting in the community, then you can bring her closer by building the relationship and creating the connection" (p. 57). According to Sturtevant (1997), "people give to charitable organizations because of the desire to change and save lives" (p. 20). Although this sounds quite simple, understanding the motivations of philanthropists is a complex process as individual donors have their own motivational triggers which inspire them to contribute to an organization (Sturtevant, p. 21). Sturtevant shares an example of what motivated one of his donors to give when the donor, with great conviction and emotion, explained that he wanted to establish a fund named in honor of his late wife. His desire came from the heart and he was driven by the need to memorialize her name, while also providing funds to the chosen beneficiary (p. 21). Sturtevant emphasizes how "fascinating and inspiring" the philanthropic journey is for development professionals (p. 21) and the key to understanding these motivations is linked to building a solid relationship based on trust, honesty, and sincerity. Matching the needs of the organization with those of the donor is also critical, and this process of discovering donor motivations takes considerable time and integrity on the part of the development professional.

Serial reciprocity is a motivating factor for some philanthropists. Moody (1994) defines serial reciprocity as: "people repay benefits they have received … by providing benefits to a third party, someone other than their benefactor" (p. 1). Philanthropist Robert Payton states the following in relation to serial reciprocity: "The notion of serial reciprocity is at the heart of philanthropic tradition. It is the principle that says we should repay the good works done for us by the good works we, in turn, do for others…" (Moody, pp. 1-2).

Moody (1994) highlights an example of serial reciprocity by noting that when Andrew Carnegie was a teenager, he was offered the use of Colonel James Anderson's personal library. As a result, Carnegie, now one of America's most well-known philanthropists, states that Colonel James' "gift" motivated him to establish free libraries throughout the United States (p. 1). This example illustrates how Carnegie, who set the standard of philanthropy in the United States, demonstrated serial reciprocity having received something from one party (Colonel James Anderson), he in turn gave significant gifts to third parties (individuals other than his benefactor). Moody quotes Claudia Card who suggests that we "naturally meet our reciprocal obligations by helping similar people" (p. 7). Philanthropist Robert Payton suggests that serial reciprocity is the central part of the "art of philanthropy," and that society has the responsibility of teaching this concept to others so the gift of philanthropy can be continued by future generations (Moody, p. 23).

Mega givers, according to Panas (1984), are not necessarily motivated to make a gift to a charitable organization based on [the institution's] need. Rather, the "magic of being able to do something special, something others can't do," is what motivates them to give (p. 41). This act of selflessness – and wholehearted commitment to philanthropy – is supported by Cole and Rasmuson (2000) when they summarize the words of one of Alaska's most well-known philanthropists – Elmer E. Rasmuson – at his 90^{th} birthday celebration on February 15, 1999 (pp. 1-2). Rasmuson reiterated that Alaska has been good to him and his family and he feels an obligation to give back to the state. Rasmuson posited that those who are able to give back "should step up to the plate" (pp. 1-2). During that same speech, Rasmuson announced that he would give $50 million in stock to the Anchorage Museum Foundation and $40 million in stock to the Rasmuson Foundation (whose assets at the time were only $10 million). Cole and Rasmuson emphasize that Rasmuson's desire was to support worthwhile projects that would have a lasting impact on Alaskans (pp. 1-2). This late philanthropist, Elmer E. Rasmuson, had a passion to give back to society and his dream to support worthwhile projects continues to impact Alaskans today.

According to Panas (1984), philanthropists who give simply because giving makes them feel good, are generally happy individuals. Philanthropist George Pardee told Panas: "I really enjoy giving. It's a great motivating factor for me...I think people who are generous givers tend to be happy people" (p. 164). Arthur Rubloff, another philanthropist Panas interviewed, also feels great satisfaction by making contributions to organizations: "[It's] a tremendous indescribable joy. That's it – it's the joy of it. It's the whole idea behind philanthropy" (p. 167). Matheny (1999) posits that "the joy of giving and receiving can never be explained, but once experienced can never be forgotten" (p. ix). What inspires a philanthropist to contribute a charitable gift – and the joy he/she feels after making the donation – is a critical piece in understanding the world of effective communication in the context of philanthropy.

In the case of understanding more about their donors, development professionals must explore what inspired them to become philanthropists, and this can be achieved through social interaction such as face-to-face meetings. Such interaction will provide development professionals with a greater understanding of what inspires their donors, and once this is understood, development professionals will then be able to identify how their organization's mission may motivate philanthropists to make a gift in support of their cause. Sturdevent reminds development professionals that "we must never forget what our donors want out of the giving relationship. Whether it be prestigious association, feeling good about oneself, recognition, or memorializing a loved one, our job is to demonstrate to donors how a gift to our institution will satisfy those aims" (pp. 72-73). Development professionals working in the field of fundraising have an obligation and responsibility to better understand the experiences of their donors with whom they are engaging.

Concluding Thoughts & Research Questions

Development professionals must fully understand their organization's mission, know their donor's passions, actively engage their donors, and understand the communication strategy that is the most appropriate for the situation. Each donor has his/her own passions, communication behavior, and preferred style of interaction and it is the responsibility of development professional to identify these needs and adapt accordingly. The discipline of Communication will serve as the foundation in understanding the desires of philanthropists and provide the framework necessary to understand the perspective of donors, and thus, understand what inspires their generosity.

Dove et al. (2002) posit that "a major gift is usually not the first gift the donor makes to a non-profit. These gifts are the result of relationship building" and he further emphasizes the point that the process of building a relationship takes significant time (p. 2). However, he highlights the point that when donors choose to make a major gift in support of an organization's mission, this act of selflessness "shows that people believe in the [organization's] mission and that they believe in it deeply" (p. 2).

One way that development professionals can discover their donors' passions is by interacting with them one-on-one. With this, comes the need to be able to engage with them in a meaningful way so that a foundation of trust can be built. Then, by learning more about these donors, development professionals will be in a position to confidently make philanthropic asks that serve both the needs of the non-profit organization as well as the donors. In relation to fund-raising success, this study focuses on two communication variables that are key in better understanding (and connecting) with donors: verbal and non-verbal immediacy behaviors of fund-raising professionals; and the communicative competence level of the fund-raising professional. Two research questions are central:

RQ1: To what extent does a development professional's perceived communicative competence impact his/her fundraising success?

RQ2: To what extent is fundraising success associated with a development professional's self-reported immediacy behavior?

Chapter Three

Research Methodology

Research Design

This survey study utilizes a self-reporting, anonymous questionnaire. The focus of the study is on the development professional's perceived immediacy behaviors (both verbal and non-verbal) and how these behaviors impact fundraising success. It will also focus on the development professional's perceived communication competence in relation to fundraising success. Fund-raising success, in the context of this study, will be defined by whether or not a development professional reaches his/her annual fund-raising goal or not. The context of interaction that is the focus of this study is during face-to face meetings/encounters

Samples and Procedures

GrantStation is a well-known, international organization within the community of fundraisers that is headquartered in Fairbanks, Alaska. This organization has an interactive website that allows grant seekers to identify potential funding sources for their projects and programs. To increase the level of participation in this particular study, GrantStation agreed to distribute the research questionnaire electronically to their sister company, Alaska Funding Exchange's membership base (see Appendix A). The membership base represents 1,200 organizations, and is comprised of executive directors, fundraisers, and other leadership personnel in the field of fundraising. A total of 132 individuals responded; however, some responses were incomplete and several responses came from fundraisers who also work outside of Alaska. After filtering out the responses that were not complete, a total of 124 individuals responded for an aggregate response rate of 10%. The population is defined as development professionals or organizational leaders who play an active role in their organization's fundraising efforts, and who conduct development activities within the state of Alaska. The number of years that the participants have worked in the development field ranged from one year to 38 years, with the average being 11.58 years. Additionally, 72.4% of the respondents were female and 27.6% were male.

The secure web site database, called SurveyMonkey, was used to create the professional survey that was listed in the body of the e-mail text that the Alaska Funding Exchange's CEO sent out to its 1,200 members who are based in Alaska. The messages preceding the survey described the study's purpose and notified the participants that their response were anonymous (see Appendix B). The electronic questionnaire was designed to take no more than 20-30 minutes to complete and the data gathered from the questionnaires was transferred directly to a database.

Voluntary Participation & Benefits to Participants

As stated by de Vaus (2001), it is important to inform co-researchers that participation is voluntary and they can withdraw from the study at any point (p. 83). This was addressed in the introductory text, which informed the respondents that participation in the study was optional and the process was entirely voluntary. Information about this was distributed to the participants prior to the survey being presented. All participants have access to an executive summary, which will be distributed through the Alaska Funding Exchange. This provides individuals who participated in this study an opportunity to better understand the role of immediacy and communication competence in relation to their fundraising success. The findings of this study will ultimately help them improve their philanthropic plans so they can better reach their annual fund-raising goals. The input received from the participants will assist development professionals throughout the state of Alaska as they strategically work to raise funds that will directly support their individual missions.

Pre-Test of Measures

Before the survey was distributed for the study, a pre-test was distributed to 10 fund-raising professionals to test the instrument. The survey was comprised of three existing scales and a demographic section, developed by the researcher. The first scale measured communicator competence and the last two scales measured immediacy (both non-verbal and verbal).

Pre-Test. The primary purpose of distributing the pre-test was to strengthen the study and to increase the reliability of the survey, prior to distributing it to the Alaska Funding Exchange participants. The pre-test participants were professionals in the field of fund-raising; however, they were not members of the GrantStation or the Alaska Funding Exchange. The 10 participants received the pre-test survey in hard-copy format and all pre-test participants completed the survey.

After running statistical tests on the 10 pre-tests, the Cronbach alphas for the following tests were as follows: the competency test was .81; the verbal immediacy test was .97; and the non-verbal immediacy was .534. After removing questions 3, 6, 7, and 9 from the original non-verbal immediacy pre-test, since they were either unclear or they were not relevant, the Chronbach alpha was .784.

Communicator Competence Questionnaire. The instrument used for this study, which has been used consistently in previous studies, measured communicative competence (see Appendix C). This original instrument was created by Monge, Backman, Dillard, and Eisenberg (1982) (as cited in Rubin et al., 2004, p. 130) to "assess the interaction between persons occupying specific roles within organizational settings." According to Ruben et al., the Communicator Competence Questionnaire is "composed of 12 items making up two factors: Encoding and Decoding" (p. 130). Monge et al. report that there are "seven encoding items [which] focus on behaviors such as being able to express one's ideas clearly, having a good command of the language, and being easy to understand" (p. 130). Monge et al. highlight "five decoding items [which] focus on skills such as listening, responding to messages, and attentiveness" (p. 130).

Monge et al. posit that this questionnaire uses a "7-point response scale (YES!, YES, yes, ?, no, NO, NO!) [which] was adapted from the Predisposition toward Verbal Behavior (Mortensen, Arantson, & Lustig, 1977) instrument" (p. 130). All participants responded to twelve statements such as "I express myself clearly" and "I am a good listener." The communicator competence questionnaire of Monge et al. has "strong internal reliability of the Encoding and Decoding subscales, [ranging] from .81 to .87 with an average of .85" (pp. 130-131).

For the 124 individuals represented in this study, a factor analysis test was also run to determine like factors. One factor, in particular, emerged that was fitting for this study: sensitivity and the ability to deal with others effectively. The other factors that were removed after the factor analysis was run included language skills, direct/focused/decisive, and difficult to understand. The Cronbach alpha for the competency test was .7495.

Immediacy: Verbal and Non-Verbal. As stated by Rubin et al., "perceptions of immediacy, or physical and psychological closeness, are affected not only by a person's nonverbal behaviors but also by an individual's verbal behaviors" (p. 393). The second and third instruments measured immediacy, both verbal and non-verbal immediacy behaviors.

Verbal Immediacy Behaviors. Goham (1988) (as cited in Rubin et al., pp. 393-396) designed a 17-item Likert-type scale to measure verbal immediacy. However, for the purpose of this study, the researcher eliminated questions 6, 7, 10, and 15 since they were unclear in the context of this study, leaving a total of 13 questions focused on verbal immediacy behaviors (see Appendix D). Goham's measurement of immediacy behaviors is focused on the classroom setting, and assesses "the students' perceptions of their teachers' verbal behaviors or teachers' self-reports of their own behaviors" (p. 393). Goham's 17-item measure of verbal immediacy (now modified to 13 items) can easily be applied within the context of fundraising, for example, between the relationship of a development professional and philanthropist. All questions were adjusted to first-person singular.

Response options ranged from never engage in that behavior (0) to very often (4) and participants were asked the 13 questions, such as "I use humor in class" and "I refer to the meeting as 'our meeting' or what 'we' are doing" (pp. 392-396). According to Rubin et al., "verbal immediacy behaviors have been found to correlate positively and significantly with affective learning (and behavioral commitment) and cognitive learning but negatively with learning loss (Gorham, 1988; Gorham & Zakahi, 1990, p. 394).

The Cronbach alpha for the verbal immediacy test was .7657 and "researchers generally agree that a coefficient alpha of .70 or greater is sufficient for establishing internal reliability of a measuring instrument" (Keyton, 2001, p. 114). A factor analysis test determined two factors. The factor of "personable" or "sensitive" was used in this study. The factor that included "intruding" or "inviting" was not utilized.

Non-Verbal Immediacy Behaviors. Richmond, Gorham, and McCroskey (1987) (as cited in Rubin et al., p. 238) "constructed a specific, behavioral low-interference measure of the construct of immediacy." Richmond et al. use a 14-item Likert-type scale, which "measures actual nonverbal behaviors that a teacher might use while lecturing in front of the class" (p. 238). However, for the purpose of this study, the instruments of Richmond et al. was adjusted to first-person singular and questions 3, 5, 7, 8, 9, and 11 were eliminated by the researcher (see Appendix E), leaving an 8-item questionnaire with a response ranging from never to very often.

The instrument of Richmond et al. measures actual non-verbal behaviors that a teacher might use while lecturing in front of the class and the items used in the adjusted measure included statements such as "I have a very tense body position when talking to donors" and "my voice is expressive when talking to donors." According to Rubin et al., the non-verbal immediacy instrument has an estimated reliability ranging from .73 to .89

(Christophel, 1990; Gorham, 1988; Gorham & Zakahi, 1990; Richmond et al., 1987). The measure of Richmond et al. found both teacher self-reports and students' reports of their teacher's level of immediacy correlate at .70 (Gorham & Zakahi, 1990).

When a Cornbach alpha was run on all of the eight questions, the result was .5398. Three factors were created using a factor analysis on non-verbal immediacy; however, only one item loaded on the third factor. After removing that item, which asked whether or not development officers use gestures when talking to donors, the result was .6078. In the context of this study, the researcher decided to remove the question related to "gestures" since it may have been interpreted by the participants as being dramatic or "over the top," rather than personal. The remaining combined factors include responsive and attentive behaviors.

Demographic Data. Participants were asked to provide their gender; how many years they worked in the field of development; what type of position they represent (e.g., full-time employee, volunteer, consultant, etc.); what geographic region they represent; at what gift amount does their position/department become reliant on face-to-face meetings; and whether or not they met their annual fund-raising goals last year that were reliant on face-to-face meetings (see Appendix A).

Chapter Four

Results

Specifically, two research questions guided this research: a) To what extent does a development professional's perceived communicative competence impact his/her fundraising success? and b) To what extent is fundraising success associated with a development professional's self-reported immediacy behavior? The data are illustrated with an overview of the descriptive statistics and the intercorrelation among key variables. The results for each research question are then presented.

Data Overview

General demographic statistics related to the type of position represented, the geographic region represented within Alaska, and at what amount the participants rely on face-to-face meetings to reach annual fund-raising goals are found in Tables 1, 2, and 3.

Table 1 illustrates that 65.3% of the respondents are full-time employees, with consultants representing the next largest group (15.3%). Table 2 shows that the largest group of respondents came from the south central area (43.5%), with the next largest number of fund-raising professionals working in southeast (19.4%). Of note is the equal number of fund-raising professionals that do philanthropic work in the Interior (10.5%) and statewide (10.5%). Table 3, in particular, is of interest since this study is centered on face-to-face meetings between development professionals and existing or prospective donors. The table summarizes the gift amounts (ranging from low to high) that the subjects listed as the amount at which they are reliant on face-to-face meetings. Forty-eight percent of respondents rely on face-to-face meetings for a dollar amount ranging from \$1 - \$3,000 with gift amounts of \$5,000 and \$10,000 representing 23% and 15% respectively. Thus, 80% of the participants utilize face-to-face meetings to garner gifts of \$10,000 or less.

Table 1 - Position Type Represented

	Full-Time Employee	Consultant	Other	Volunteer
Position Type Represented	65.3%	15.3%	12.1%	7.3%

Table 2 - Geographic Region Represented

	South Central	Southeast	Interior	Statewide	Northern Region	Southwest
Geographic Region Represented	43.5%	19.4%	10.5%	10.5%	8.9%	7.3%

Table 3 - Gift Amounts Reliant on Face-to-face Meetings

Gift Amounts	\$1 - \$3K	\$5K	\$10K	\$18K	\$25K	\$30K	\$50K - \$100K	\$250K - \$300K
%	48%	23%	15%	1%	4%	1%	5%	3%

Finally, Table 4 presents the correlations among key variables. Of note is the relationship between communication competency and verbal immediacy. A moderate, positive correlation was found ($r = .628$, $p < .01$, $r^2 = .394$). With 39% of the variance accounted for, this result indicates that as a development professional's communication competency increases their verbal immediacy also increases.

Table 4 - Correlations Among Variables With Descriptive Statistics

Variable	1	2	3	4	5
1. Face-to-Face Meetings					
2. Success	.255**				
3. Communication Competency	-.254**	-.181			
4. Verbal Immediacy	-.109	-.262	.628**		
5. Non-verbal immediacy	-.271	-.320	.020		
N	116	78	124	100	96
M	1.21	1.33	5.65	5.32	4.13
SD	.407	.474	1.42	.447	.395
Minimum/ Maximum	1/ 2	1/ 2	1/ 2	3.63/ 6.33	3/ 5
Cronbach's Alpha			.7495	.7657	.6078

$^{**}p<.01$

Results by Research Question

The first research question focuses on the extent that a development professional's perceived communicative competence impacts his/her fund-raising success. First, Point Bi-serial Correlations were calculated to examine the relationship between communication competency and fund-raising success. No significant relationship was found ($r = -.181$, $p < .05$, $r^2 = .032$). The dichotomous nature of the measurement of success allowed further explanation through independent-samples t-test, which compared the level of communication competency for fund-raising professionals who were successful to those who were not successful. No significant difference was found ($t(76) = 1.603$, $p > .05$).

Research question two seeks to identify the extent fund-raising success is associated with a development professional's self-reported immediacy behavior. This question was investigated by calculating Point Bi-serial Correlations. Again, no significance was found for either verbal immediacy ($r = -.262$, $p > .05$, $r^2 = .068$) or non-verbal immediacy ($r = -.320$, $p > .01$, $r^2 = .102$). A second test was also calculated for research question two, an independent-samples t-test, to see if there was a significant difference in self-reported immediacy behaviors for fund-raising professionals who are successful and those who are not. Both t-tests for verbal immediacy and non-verbal immediacy were found to have significance: verbal immediacy ($t\ (66) = 2.204$, $p < .05$) and non-verbal immediacy ($t\ (63) = 2.683$, $p < .05$). This analysis revealed that successful fund-raising professionals ($m = 5.433$, $sd = .37$) reported higher levels of verbal immediacy than non-successful ($m = 5.197$, $sd = .44$) fund-raising professionals. Similarly, successful fund-raising professionals ($m = 4.235$, $sd = .367$) reported higher levels of non-verbal immediacy behaviors than non-successful ($m = 3.960$, $sd = .376$).

Post-Hoc Test

Since significance was found between the variables of immediacy (both verbal and non-verbal) and success, a post hoc test was run to further explain immediacy in relation to the other descriptives. A one-way ANOVA was computed comparing levels of verbal immediacy across the different geographic regions the participants represented. A nearly significant difference was found ($F_{(5,94)} = 2.302$, $p = .051$). Post hoc tests of between-geographic differences (LSD) was significant, $p < .05$, indicated that region 4 (northern region) drove the difference in the model. This analysis revealed that participants who represented the Northern region of Alaska ($m = 4.917$, $sd = .654$) were significantly different from south central ($m = 5.374$, $sd = .351$), southeast ($m = 5.433$, $sd = .415$), interior ($m = 5.402$, $sd = .574$), and statewide ($m = 5.388$, $sd = .389$).

A second one way ANOVA was computed on non-verbal immediacy and no significant difference was found ($F_{(5, 90)} = .451$, $p < .05$)

Chapter Five

Discussion

This study explores a development professional's self-reported verbal and non-verbal immediacy behaviors, as well as his/her communicative competence level. Specifically, the extent to which development professionals' perceived communicative competency impacts their fundraising success was explored, as well as the extent to which fund-raising success is associated with a development professional's self-reported immediacy behavior (both verbal and non-verbal).

Conclusions

The results of this study lead to several conclusions regarding the role of communication in the field of fundraising. The first conclusion focuses on the passions of donors. The second conclusion relates to the correlation of communication competence with fund-raising success and immediacy behaviors. The third conclusion focuses on the importance of development professionals connecting with their donors.

Conclusion One. This study suggests that fundraising success is driven by the donor, rather than the fund-raising professional. The lack of finding for a relationship between a development professional's self-reported communication competency and his/her fund-raising success suggests that technical communication competency may be necessary but not sufficient for success. This may be explained by Panas (1984) and Sturdevent (1997) who indicate that donors are primarily motivated to give if they have passion for the organization. Walker (2006) expands this idea by emphasizing the importance of aligning the organization's mission with the values of the donors, which he states is crucial when developing and maintaining a successful major gifts program (p.11). Choosing to communicate about the shared values of the donor and the institution may be more important than simple communication competency. Dove et al. (2002) further point out that:

> Fundraisers will attain greater success when they adopt a long-term view of their work and recognize that [major gifts] are about building lasting relationships that offer meaning and value to the donor first and benefits to the organization second. Placing the donor's interest and vision above the organization's needs unleashes the potential to move organizations forward through philanthropy. (p. 75)

Conclusion Two. The relationship between communication competence and fund-raising success is mediated by immediacy behaviors. This can be explained by exploring the unexpected connections among the variables. The study revealed a correlation between development professionals' communication competency level and their verbal immediacy behaviors, indicating that as development professionals' communication competency increases, so do their verbal immediacy behaviors. How can this relationship be explained given the positive relationship for immediacy and success and the lack of relationship between communication competency and success? Investigating the factors of the variables of communication competency and verbal immediacy behaviors can enhance understanding and can clarify the path of connection.

Two factors emerged for the measurement of competency: "sensitivity" and "the ability to deal with others effectively." For the measurement of verbal immediacy behavior, a single factor characterized as "personable" or "sensitive" was evident. The sensitivity factor present in both the communication competency measure and verbal immediacy behavior measure is important since it explains why there was a correlation found between the two variables. Furthermore, the competency factor of dealing with others effectively may explain the lack of significance that was found between communication competency and success. This second factor limited the scope of the shared conceptual underpinning of competency and success. The resulting chain suggests verbal immediacy as the connection between communication competency and fund-raising success (see Figure 1).

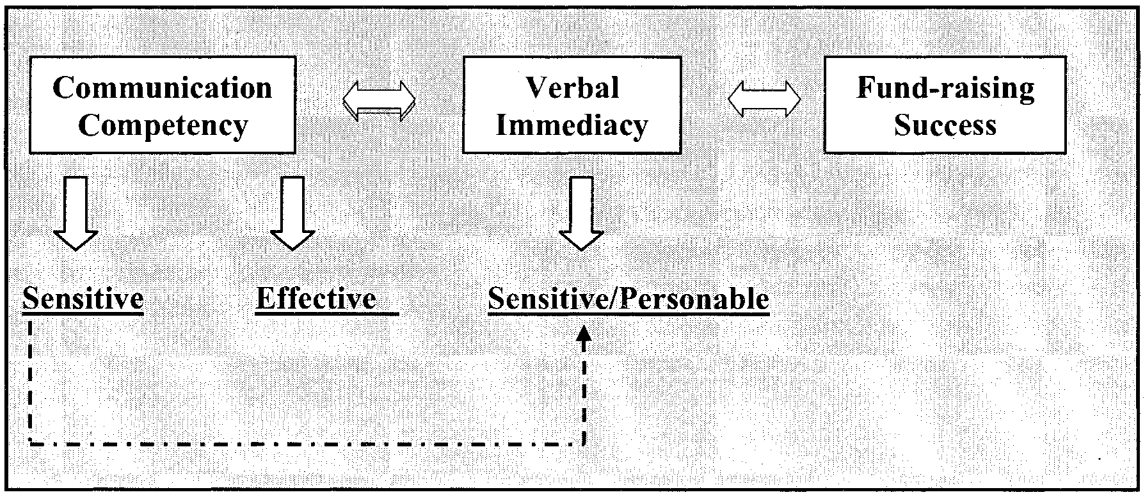

Figure 1 – Variable Path

A development professional that employs verbal immediacy behaviors communicates authenticity and trust, and these behaviors help communicate the development professional's desire to build a sustainable partnership between the organization and the donor. The correlation between communication competency and verbal immediacy, based on sensitive behaviors, speaks to the importance of relationship building in fundraising.

Conclusion Three. This study finds that development professionals who work in the geographic region of Northern Alaska use less verbal immediacy behaviors than those development professionals who represent regions in south-central, southeast, interior, and statewide districts. This suggests that non-verbal immediacy behaviors (e.g., eye contact, gestures, etc.), may be a more effective communication tool in the northern region than verbal immediacy. The norms of the communities in this area, or perhaps the isolated location of the communities represented in the northern region of Alaska (off the road system, etc.) may explain this difference.

An article printed by the Association of Fundraising Professionals (New AFP-Funded Research, 2008, ¶ 15), based on Tamaki Onishi's dissertation, explains the notion of cultural diversity further through an exploration of the context of Americans fundraising in Japan. PhD student, Tamaki Onishi, found that cultural issues are a major challenge when fundraising in Japan and posits that American fundraisers are realizing the "need to be more sensitive to Japanese cultural-differences." She indicates that "having someone on staff who knows how to deal with the cultural nuance would improve donor relations." Dove et al. (2002) also emphasize that "if [diverse cultures] are to be included more fully in organizational philanthropy, the nonprofit sector must connect its fundraising practices to the giving patterns and cultures of a wide range of [diverse] cultures" (p. 15). Much like the cultural diversity within Japan, the Northern region of Alaska has customs and acceptable behaviors – such as less usage of verbal immediacy behaviors – that development professionals need to fully understand and respect before engaging with donors in this region.

Resulting Theoretical Model

The findings of this study indicate that a shared passion for the organization's mission results in a philanthropic gift. Gudykunst's Anxiety Management theory applied to the finding that successful fund-raising professionals have higher levels of verbal and non-verbal immediacy behaviors suggests that known similarities shared between a donor and organization lead the development officer to increase levels of immediacy behaviors which contribute to fundraising success. Axiom 20 of the Anxiety Management theory (Gudykunst, as cited in Griffin, 2003), states that "an increase in the personal similarity we perceive between ourselves and strangers will produce an increase in our ability to manage our anxiety and our ability to accurately predict their behavior" (p. 429). Therefore with "similarity" interpreted as the passion that both the development professional and philanthropist share for the organization's mission, the path from passion to gift is explained through the communication of immediacy based on reduced anxiety and uncertainty.

This shared passion is likely to be fueled by their common values and like experiences that initially attracted each of them to the organization's mission. For example, in the case of the University of Alaska Fairbanks – whose tripartite mission focuses on education, research, and public outreach – a donor might be intrigued by the public outreach programs that reach diverse populations in the Interior. The Lifelong Learning Program teaches and inspires mature adults and supports the notion that no matter what age one might be, there is always an opportunity to learn. Another possibility, linked to shared values, may be that a life-long Alaskan is concerned about global warming and the impacts it will have on the migration patterns of caribou in Alaska. The prospective donor values the work of the researchers and faculty members at the University's Geophysical Institute, views UAF as a world-renowned research institution, and believes that UAF's research efforts are likely to provide answers to these questions. These examples illustrate how the shared values of public outreach and research can bring donors and organizations together.

Similarities that a development professional and donor often share include that they both have family members who are graduates of the University (or perhaps they are both alums); they have similar social networks in the community who are perhaps linked to the University; and they share similar interests that the organization's mission serves.

Before development professionals have had the opportunity to meet their donors for the first time, they will have already identified shared values and experiences between the organization and the donor through the means of research strategies. Due to these similarities and shared values, anxiety and uncertainty is reduced and predictive ability is increased. As a result, it is likely that increased levels of immediacy behaviors (which are linked to success based on this study's findings) will be used during human interaction (see Figure 2).

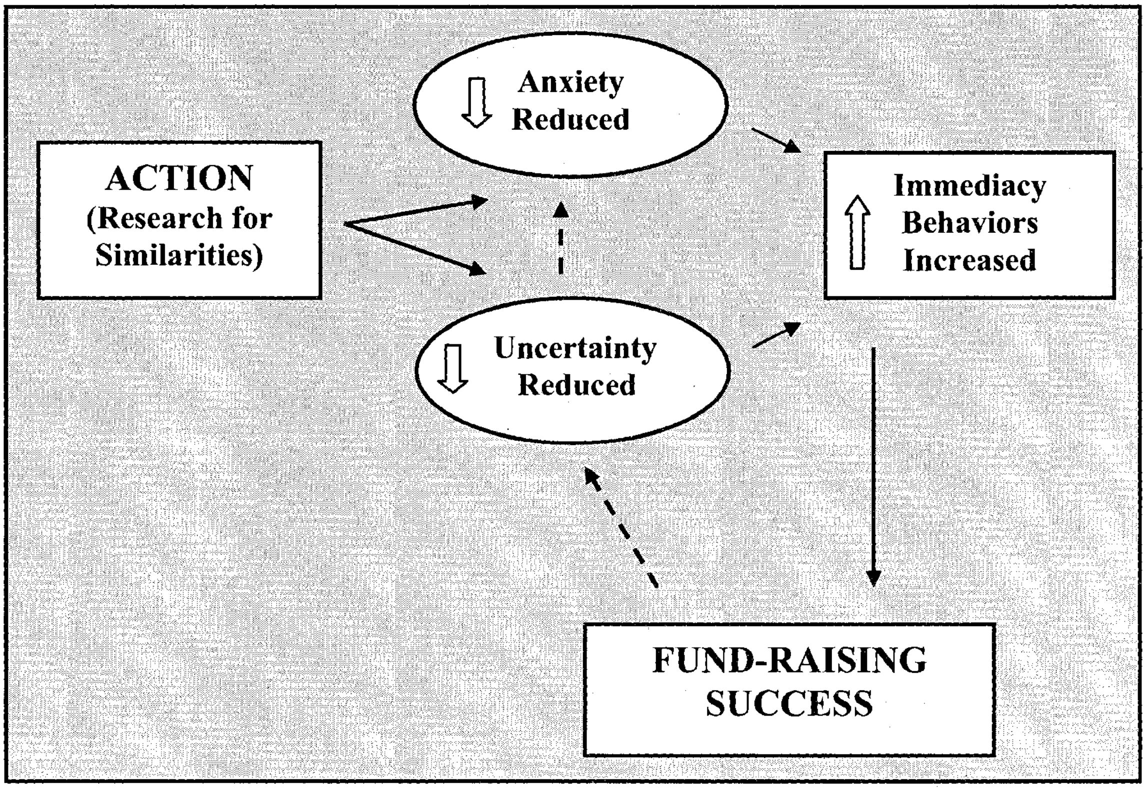

Figure 2 – Theoretical Model

Berger (1987) (as cited in Sanders & Wiseman, 1993, p. 2), expands on this notion by emphasizing that "the use of nonverbal expressive affiliativeness (or immediacy) also results in a reduction of uncertainty by increasing the parties' levels of comfort with each other." In the case of repeat donors, this model of understanding can be a reflexive process, one that ultimately continues to strengthen each time uncertainty is reduced further, which can lead to long-term relationships. This reflexive process increases the development officer's ability to predict that greater philanthropic success will result with each cycle.

Chung-Hoon et al. (2005) posit that as the search for private gifts becomes more competitive for higher education institutions, fund-raising success "may be contingent on developing enduring personal exchange relationships with donors," and the first step to this is that the development officer and donor share a passion for the organization's mission (p. 35). This model reinforces the importance of relationship building, emphasizing the importance of hiring development employees who have the ability to connect with the organization's donor base on a variety of levels. The development professional that actively uses immediacy behaviors while engaging with donors will not only be building lasting (and successful) relationships, but will also be adding a level of human authenticity to the interaction that is often forgotten in the contemporary professional world.

Implications For Practitioners

Philanthropy is a human process, one in which fundraising professionals and donors come together to constitute the giving traditions of philanthropy. Donors share a culture of giving with one another and this study explores how fund-raising professionals who employ immediacy behaviors and communication competency have the ability to invigorate that culture.

Implication One. The demographics presented in this study support the priority need for Alaskan fundraisers to continue to grow their donor base, which will redefine the term "major gift" in the state of Alaska. Eighty-six percent of the participants in this study reported that they were reliant on face-to-face meetings for gifts under $10,000. On the other hand, only 14% of the respondents reported that they are reliant on face-to-face meetings with donors for gifts in the range of $18,000 - $300,000. This finding indicates that the majority of Alaska's fund-raising professionals do not fundraise for gifts above the $10,000 gift level, which speaks to the "newness" of philanthropic work in Alaska and highlights the incredible growth potential for this field in the future. Walker (2006) defines the term "major gift" by stating that the gift amount that an organization perceives significant "needs to fit the circumstances, needs, and historical fund-raising performance of [the institution]" (p. 2). She suggests that non-profits with a long history of major gift programs such as hospitals and universities "identify various tiers for their major gift donors, beginning at five-figure levels and going all the way up to seven-and eight figure gifts" (p. 2).

Implication Two. It is critical in Alaska for organizational leaders to allocate financial resources to support professional development opportunities that will enhance their development employees' knowledge of the growing field of fundraising. Descriptive statistics illustrate that the number of years that participants worked in the development field ranged from one year to 38 years, with the average being 11.58 years. Specifically, 15% of the sample has worked 20 or more years. This data suggests that with retirement approaching for this group, there will be many new fund-raising professionals entering the field.

Implication Three. Clearly, the findings of the link between immediacy behaviors (both verbal and non-verbal) and fund-raising success, as well as the finding that verbal immediacy is used less in the northern regions of Alaska, emphasize the importance of knowing one's donor base and having the ability to connect with donors as individuals.

While there is no appreciable difference in success rates across the regions, the following example clarifies the importance of meeting communicative norms. For example, development professionals who use verbal immediacy behaviors in the northern region of Alaska may receive poor feedback from their donor base in that region since this study indicates that lower levels of verbal immediacy behaviors are common. Knowing this, development professionals must first research the geographic region and cultural diversity of the region they represent, to better understand the cultural norms and acceptable social interactions of the communities they serve.

Furthermore, development professionals who do not emotionally connect with a donor (either by using verbal or non-verbal immediacy behaviors) will not be as successful in reaching their fund-raising goals, which is directly linked to the importance of building a strong relationship, one that is genuine and built on trust. Walker (2006) suggests that "the key to successful major gift cultivation is planning a personalized schedule of actions and steps focused on maximizing each prospect's level of interest and engagement" (p. 108). This focus on the donor helps create an "open and trusting relationship between the major gift officer and the prospect" (p. 116).

Limitations

The first limitation is methodological. Specifically, since the participants were reporting on their perceived communication competency and levels of immediacy behaviors (verbal and non-verbal), there is no guarantee that their responses are representative of how outsiders (such as the donors themselves) perceive these variables. Naturally, this affects generalizability of the findings.

Next, both a strength and weakness of this study is that the participants represented are Alaskan-based fundraisers. Critics of this study could argue that it only represents a small population base of fundraisers in the nation, and therefore, generalizability is severely limited because of the geographic make-up of Alaska. However, in opposition to this, an argument could also be made that Alaska provides a unique picture of the fund-raising climate in a culturally rich – and diverse – region, and therefore provides insight for other regions that also represent diverse cultures and are isolated from the larger metropolitan hubs (e.g., rural areas of Hawaii).

Future Research

Future studies on this topic could be explored with the participants being donors, rather than the development professionals. This would strengthen the reliability of the study since it would be the donors' perceptions of the role of immediacy behaviors and communication competency, and their interpretation of how such communicative displays impact their desire (positively or negatively) to make a gift. A study of this sort, combined with the findings of the current study, would provide a more holistic perspective of the fund-raising climate in Alaska.

Another interesting avenue for future research would be to include all methods of fund-raising (e.g., direct mail, fund-raising events, face-to-face meetings, written proposals, phone calls, etc.), rather than studying only face-to-face meetings. Then, the variables of immediacy behaviors and communication competency could be compared across each approach employed. For those means of communication that are low context (e.g., direct mail pieces, etc.), the researcher would need to understand the importance of clearly engaging the reader through the usage of meaningful text and perhaps photography, that could help enhance immediacy for the reader.

Conclusion

This study focused on the relationship between development professionals and their organizations' donors. Based on the findings, we now understand the role of communication competency and immediacy behaviors and their relationship to fund-raising success in Alaska. We also better understand the importance of theory's ability to shed light on a phenomenon such as the communicative relationship between a development professional and a donor. Gudykunst's Anxiety/Uncertainty Management theory has been central to this study. By applying theory such as this one, development officers will be better equipped when exploring the complex relationship between themselves and philanthropists.

With a clearer understanding of the role of a fundraiser, it is time to shift the focus from the development professional to the philanthropist. When Ryan (2001) asked one donor why he gave, the gentleman replied:

> We give because we have faith in others, because we believe in the goodness of life. We give because we hope for that better day tomorrow when the blind will see again, when the children will smile, when the ignorant will believe, when the lame will be healed. And we give to live life fully through the love of others (p. 8).

Knowing this, a development officer's goal – when approaching potential donors and when inviting existing donors to renew partnerships – should be to share his/her passion for the organization's mission. If the development professionals have built strong relationships with their donors – and there is likelihood that the proposed partnership is mutually beneficially – the development officers who are passionate about the organization's mission are more likely to compel others to support the organization by providing a major gift.

Walker (2006) points out that "the best kind of major gift is the one that falls out of a conversation that takes place between the right people, about the right cause, at the right time" and these donors "are optimists by nature, [believing] that an individual can effect change in society" (p. xvi). It is the role of development professionals to continuously build strong relationships with their donors, while also linking their organization's mission to their donor's passion. Stated simply, development professionals will never know the passions of their donors without first building genuine relationships with their donor. Dove et al. (2002) posit that development professionals must "believe in the cause they represent, often as passionately as the prospective donors they are courting – or even more passionately. And courting is often an apt description of the relationship that develops" (p. 68). Understanding the passions of a philanthropist requires a relationship that is built on the foundation of trust and honesty, and one whereby the shared passion is the organization's mission.

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Appendix A: Electronic Fundraising & Communication Survey

1. Section One

1. MY GENDER IS

- [ ] Female
- [ ] Male

2. HOW MANY YEARS HAVE YOU WORKED IN THE FIELD OF DEVELOPMENT (please specify)?

3. I REPRESENT THE FOLLOWING TYPE OF DEVELOPMENT PROFESSIONAL

- [ ] FULL-TIME EMPLOYEE
- [ ] VOLUNTEER
- [ ] CONSULTANT
- [ ] OTHER

4. I REPRESENT THE FOLLOWING GEOGRAPHIC REGION

- [ ] SOUTH CENTRAL
- [ ] SOUTHEAST
- [ ] INTERIOR
- [ ] NORTHERN REGION
- [ ] OTHER (please specify)

5. AT WHAT GIFT AMOUNT DOES YOUR POSITION/DEPARTMENT BECOME RELIANT ON FACE-TO-FACE MEETINGS (i.e., $1K , $5K, $10K, $25K, etc.)?

6. DO YOU INTERACT FACE-TO-FACE WITH DONORS

- [ ] YES
- [ ] NO

7. IF YOU ANSWERED YES, PLEASE INDICATE YOUR POSITION TYPE.

- [ ] DEVELOPMENT OFFICER/FUND-RAISING PROFESSIONAL
- [ ] SUPPORT STAFF

8. **NOTE: If you are support staff, please answer question #8 in regard to the fund-raising goal of the development officer/fund-raising professional that you support.

LAST YEAR, DID YOU MEET YOUR ANNUAL FUND-RAISING GOALS THAT WERE RELIANT ON FACE-TO-FACE MEETINGS?

- [ ] YES
- [ ] NO

2. Section Two

Instructions

In this series of questions please describe how you communicate with donors. Please think about your behavior in general, rather than about a specific situation. In responding to the statements below, please use the following scale:

YES! = very strong agreement
YES = strong agreement
yes = mild agreement
? = neutral feeling or don't know
no = mild disagreement
NO = strong disagreement
NO! = very strong disagreement

1. I have a good command of the language.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

2. I am sensitive to others' needs of the moment.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

3. I typically get right to the point.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

4. I pay attention to what other people say to me.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

5. I can deal with others effectively.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

6. I am a good listener.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

7. My writing is difficult to understand.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

8. I express myself clearly.

- [ ] YES!
- [ ] YES
- [ ] yes
- [ ] ?
- [ ] no
- [ ] NO
- [ ] NO!

9. I am difficult to understand when I speak.

- YES!
- YES
- yes
- ?
- no
- NO
- NO!

10. I generally say the right thing at the right time.

- YES!
- YES
- yes
- ?
- no
- NO
- NO!

11. I am easy to talk to.

- YES!
- YES
- yes
- ?
- no
- NO
- NO!

12. I ususally respond to messages (memos, phone calls, reports, etc.) quickly.

- YES!
- YES
- yes
- ?
- no
- NO
- NO!

3. Section Three

Instructions

Below are a series of descriptions of things some development professionals have been observed saying during meetings with donors. For each item, please indicate how often you communicate this way when interacting with a donor during a meeting. Please respond to each of the statements in terms of the way you perceive the donor views your communication behavior.

1. I use personal examples or talk about experiences I've had outside of the professional setting.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

2. I ask questions and encourage the donor(s) to talk.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

3. I get into discussions based on something a donor brings up, even when it is not what I originally meant to discuss.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

4. I use humor during meetings with donor(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

5. I address the donor by his/her name.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

6. I initiate conversations with the donor outside of meetings.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

7. I refer to the meeting as "our meeting" or what "we" are doing.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

8. I invite donors to talk during a meeting/event when they have not indicated that they want to talk.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

9. I ask how donors feel about a project that my organization and their organization are working on together.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

10. I invite donors to telephone or meet with me after our meeting if they have questions or want to clarify items.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

11. I ask questions that solicit viewpoints or opinions.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

12. I have discussions about things unrelated to my organization's mission or the donor's intent to make a gift.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

13. I address donors by their first name(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

4. Section Four

Instructions

Below is a series of descriptions of things some development professionals do when interacting with a donor during a face-to-face meeting. Please respond to the items in terms of how you would communicate in this setting. For each item, please indicate how often you engage in the behaviors.

1. I sit behind my desk when meeting with a donor.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

2. I use gestures when talking with donor(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

3. I look at the donor(s) while talking.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

4. I have a very tense body position while talking to donor(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

5. I look at my notes while talking to a donor.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

6. I have a very relaxed body position when talking with donor(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

7. I smile at donor(s) during meetings.

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

8. My voice is expressive when talking with donor(s).

- [ ] Never
- [ ] Rarely
- [ ] Occasionally
- [ ] Often
- [ ] Very Often

Appendix B
Electronic Version Of The Introductory Letter

Description of the Study:
You are invited to take part in a study about communication and philanthropy. This study focuses on development professionals' verbal and non-verbal immediacy behaviors, as well as their communicative competence. I am a Masters student in the Department of Communication at the University of Alaska Fairbanks and this study is my thesis project. I am interested in what you have experienced as a development professional in the field of fundraising in the state of Alaska.

Confidentiality:
Participation in this project is voluntary and your responses will be anonymous. Your name will never be connected with your answers. Although the information is valuable to the study, if there are individual items on the questionnaire that you would prefer to leave blank, you may do so. The information that I collect from this survey may be used in papers, presentations, and publications but no participant will ever be personally identified in any way. You are providing your informed consent by answering the questions and returning the questionnaire data.

Risks and Benefits of Participating in this Study:
I do not see any risks for you in responding to this study. Taking part in this study will require you to spend approximately 20-30 minutes answering survey questions. The results of this study will be made available in the format of an executive summary. Furthermore, the study will positively impact development professionals statewide as it will provide feedback that will assist their strategic work to raise funds for their organization's mission.

Contact Information:
If you have questions about the questionnaire or any other portion of this research project, please feel free to contact me, Emily Drygas, at 907-479-2120, or you may also contact my thesis chair, Dr. Christie Cooper, at 907-474-5060.

If you have any questions about your rights as a research subject, please contact the Research Coordinator in the Office of Research Integrity at fyirb@uaf.edu.

To access the questionnaire, CLICK HERE
Please complete the questionnaire by Thursday, December, 2007.
Again, thank you for your time and feedback! It is greatly appreciated.

Appendix C

Communication Competence Measure

Instructions: In this series of questions please describe how you communicate with donors. Please think about your behavior in general, rather than about a specific situation. In responding to the statements below, please use the following scale:

YES! = very strong agreement
YES = strong agreement
yes = mild agreement
? = neutral feeling or don't know
no = mild disagreement
NO = strong disagreement
NO! = very strong disagreement

1. I have a good command of the language.

   YES! YES yes ? no NO NO!

2. I am sensitive to others' needs of the moment.

   YES! YES yes ? no NO NO!

3. I typically get right to the point.

   YES! YES yes ? no NO NO!

4. I pay attention to what other people say to me.

   YES! YES yes ? no NO NO!

5. I can deal with others effectively.

   YES! YES yes ? no NO NO!

6. I am a good listener.

   YES! YES yes ? no NO NO!

7. My writing is difficult to understand.

   YES! YES yes ? no NO NO!

8. I express myself clearly.

   YES! YES yes ? no NO NO!

9. I am difficult to understand when I speak.

   YES! YES yes ? no NO NO!

10. I generally say the right thing at the right time.

    YES! YES yes ? no NO NO!

11. I am easy to talk to.

    YES! YES yes ? no NO NO!

12. I usually respond to messages (memos, phone calls, reports, etc.) quickly.

    YES! YES yes ? no NO NO!

Note. Adapted from "Communication Research Measures: A Sourcebook," edited by R. B. Rubin, P. Palmgreen, and H.E. Sypher, 2004, Lawrence Erlbaum Associated, Inc., NJ, p. 133.

Appendix D

Verbal Immediacy Behaviors Measure

Instructions: Below are a series of descriptions of things some development professionals have been observed saying during meetings with donors. For each item, please indicate how often you communicate this way when interacting with a donor during a meeting. Please respond to each of the statements in terms of the way you perceive the donor views your communication behavior.

1. I use personal examples or talk about experiences I've had outside of the professional setting.
   Never Rarely Occasionally Often Very Often

2. I ask questions and encourage donors to talk.
   Never Rarely Occasionally Often Very Often

3. I get into discussions based on something a donor brings up, even when it's not what I originally met to discuss.
   Never Rarely Occasionally Often Very Often

4. I use humor during our meeting.
   Never Rarely Occasionally Often Very Often

5. I address the donor by his/her name.
   Never Rarely Occasionally Often Very Often

6. I initiate conversations with the donor outside of meetings.
   Never Rarely Occasionally Often Very Often

7. I refer to the meeting as "our meeting" or what "we" are doing.
   Never Rarely Occasionally Often Very Often

8. I invite donors to talk during a meeting/event when they have not indicated that they want to talk.
   Never Rarely Occasionally Often Very Often

9. I ask how donors feel about a project that my organization and their organization are working on together.
   Never Rarely Occasionally Often Very Often

10. I invite donors to telephone or meet with me after the meeting if they have questions or want to clarify items.
    Never Rarely Occasionally Often Very Often

11. I ask questions that solicit viewpoints or opinions.
    Never Rarely Occasionally Often Very Often

12. I have discussions about things unrelated to my organization's mission or the donor's intent to make a gift.
    Never Rarely Occasionally Often Very Often

13. I address donors by their first names.
    Never Rarely Occasionally Often Very Often

Note. Adapted from" Communication Research Measures: A Sourcebook," edited by R. B. Rubin, P. Palmgreen, and H.E. Sypher, 2004, Lawrence Erlbaum Associated, Inc., NJ, pp. 395-396. Questions 6,7,10, and 15 were removed by the researcher. Item 8 is non-immediate. Coding should be reversed before summing.

Appendix E

Non-Verbal Immediacy Behaviors Measure

Instructions: Below is a series of descriptions of things some development professionals do when interacting with a donor during a face-to-face meeting. Please respond to the items in terms of how you would communicate in this setting. Fore each item, please indicate on a scale of 0-4 how often you engage in the behaviors.

1. I sit behind the desk when meeting with a donor.
   Never Rarely Occasionally Often Very Often

2. I use gestures when talking with a donor.
   Never Rarely Occasionally Often Very Often

3. I look at the donor while talking.
   Never Rarely Occasionally Often Very Often

4. I have a very tense body position while talking to donors.
   Never Rarely Occasionally Often Very Often

5. I look at my notes while talking to a donor.
   Never Rarely Occasionally Often Very Often

6. I have a very relaxed body position when talking with a donor.
   Never Rarely Occasionally Often Very Often

7. I smile at donors during meetings.
   Never Rarely Occasionally Often Very Often

8. My voice is expressive when talking to donors.
   Never Rarely Occasionally Often Very Often

Note. Adapted from "Communication Research Measures: A Sourcebook," edited by R. B. Rubin, P. Palmgreen, and H.E. Sypher, 2004, Lawrence Erlbaum Associated, Inc., NJ, p. 240. Questions 5 and 7 were removed by the researcher.