A Marketing Proposal for the Non-profit Organization ShineBean

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Bachelor Thesis
2012

Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav anglistiky a amerikanistiky
akademický rok: 2011/2012

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Lucie MERTOVÁ**
Osobní číslo: **H09524**
Studijní program: **B 7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**

Téma práce: **Návrh marketingové strategie pro neziskovou organizaci ShineBean**

Zásady pro vypracování:

Zpracování rešerše a studium odborné literatury
Vymezení pojmů a teoretických východisek z oblasti marketingu a fundraisingu neziskového sektoru
Příprava metodiky výzkumné části
Realizace kvantitativního výzkumu se zaměřením na cílovou skupinu
Zpracování a vyhodnocení získaných dat, včetně jejich interpretace
Prezentace výsledků výzkumu, jejich shrnutí a doporučení pro praxi

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Hannagan, T. J. 1992. Marketing for the non-profit sector. London: Macmillan.
Henley, Teri Kline, Walter W. Wymer Jr., and Donald Self. 2002. Marketing
Communications for local nonprofit organizations: targets and tools. New York: Best
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Nonprofits. Irvine: Entrepreneur Press.
McLeish, Barry J. 1995. Successful marketing strategies for nonprofit organizations. New
York: J. Wiley.

Vedoucí bakalářské práce: **Ing. Janka Vydrová, Ph.D.**
                                   Ústav managementu a marketingu

Datum zadání bakalářské práce: **30. listopadu 2011**

Termín odevzdání bakalářské práce: **4. května 2012**

Ve Zlíně dne 6. února 2012

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ABSTRAKT

Bakalářská práce se zabývá marketingem a fundraisingem neziskového sektoru a jeho představitelů. Cílem této bakalářské práce je předložit návrh marketingové strategie pro Českou neziskovou organizaci ShineBean. Teoretická část nejprve popisuje neziskový sektor jako takový, dále se věnuje marketingu a fundraisingu neziskových organizací. Praktická část této práce předkládá detailní popis neziskové organizace ShineBean, a navrhuje marketingovou strategii na základě poznatků získaných z výzkumu a detailní analýzy organizace.

Klíčová slova: neziskový sektor, marketing, ShineBean, marketingová strategie, sponzoři

ABSTRACT

The bachelor thesis deals with marketing and fundraising of the non-profit sector and its representatives. The aim of the bachelor thesis is to present a marketing strategy proposal created for the Czech non-profit organization ShineBean. The theoretical part first describes the non-profit sector as it is. Furthermore the theoretical part deals with marketing and fundraising of non-profit organizations. Practical part of the bachelor thesis gives a detailed description of ShineBean and proposes a marketing strategy based on findings from research and detailed analysis of the organization.

Keywords: non-profit sector, marketing, ShineBean, marketing strategy, sponsors

ACKNOWLEDGEMENTS

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INTRODUCTION

When thinking about for-profit sector, many associations come to one's mind. However, desire to earn money is what describes the sector best. Money simply brings happiness into many people's lives. Nevertheless, there are still those for whom the happiness can be generated by something different than money, namely helping other people who need it. This group of people is represented by the term non-profit sector. Non-profit organizations are working without any claim to remuneration and still they can create much more than their profit-oriented "colleagues". However, even if for-profit companies seem to be so dissimilar to the non-profit organizations, facing rising competition in markets is what both sectors have in common. Speaking about competition in connection with non-profit sector representatives may appear unusual to somebody. However, just like profit-oriented companies strive for acquiring new customers, non-profit organizations struggle to attract the attention of sponsors and donors. There are, luckily, some ways to surpass the competitors. Utilization of marketing strategies is definitely one of them. For-profit companies take a fancy to marketing. As for the non-profit sector, the attitude towards marketing is not that unequivocal. Especially in the past many non-profit organizations resisted using marketing for fulfilling their mission. In these days, the opinion about taking advantage of marketing strategies is rather positive as the non-profit organizations realize its importance in a today crowded non-profit world. As many professionals in the field demonstrate, using marketing strategies help non-profit sector representatives to achieve success, and non-profit organization ShineBean is certainly not an exception. The bachelor thesis presents a marketing strategy proposal for the non-profit organization ShineBean. The aim of the created strategy is to propose a way to increase public awareness of ShineBean and thus acquire more sponsors, increase engagement between Czechs and Kenyans on a personal level, and expand ShineBean's program on supporting sport among Kenyan children. The idea of the strategy was brought to the light during the Erasmus stay within a team work in Strategic Design course when creating a marketing strategy for one of the Norwegian non-profit organizations. However, in comparison with the Norwegian version, the marketing strategy created for the use of the Czech non-profit organization ShineBean is enriched with theoretical base, research and key details of the strategy that were missing in the marketing strategy proposal previously mentioned. Therefore the proposed strategy as well as the bachelor thesis itself is exclusively my own work.

I.   THEORY

1 NON-PROFIT SECTOR

Research has shown that throughout the 21st century, the number of non-profit organizations has grown in the Czech Republic as well as on a worldwide scale. The growing number of newly established non-profit organizations reflects the fact that their importance has gradually increased. (Novotný, Lukeš a kolektiv 2008, 7)

However, even if the growing number of non-profit organizations may evoke the impression of an ideal environment within the non-profit sector, the opposite is true because "the growth in the number of non-profit organizations has caused competition for the same audiences" (McLeish 1995, 4). For example; "Fund raising has become a battlefield as non-profit organizations compete for scarce resources" (McLeish 1995, 3).

Non-profit organizations differ from each other in many ways; namely size of the organization, its subject of business, prosperity, a degree of importance, etc. Due to the differences mentioned above, there are no general recommendations or advices ~~on~~ for achieving success and popularity that would apply to all representatives throughout the non-profit sector. (Bačuvčík 2006, 24)

1.1 Interpretation of non-profitability

As Bačuvčík (2006, 24) claims in his work, before discussing a non-profit sector in as much detail as possible, it makes sense to look at the term "non-profitability" first. When distinguishing a for-profit world from the non-profit world, it is the profit what plays the significant role.

On one hand, for-profit entities are created in order to make money and to provide the dividends among the founders and/or board members. Essentially, obtaining profit is what represents the principal goals of for-profit small business owners, small to medium sized corporations and enterprise sized organizations. On the other hand, if profit from the economic point of view is not the reason for establishment, such an organization represents a clear example of the non-profit sector. (Bačuvčík 2006, 24)

However, this does not necessarily mean that a non-profit organization is not allowed to obtain an income. In fact, without making money neither the for-profit sector nor the non-profit sector would be able to survive. Nevertheless, the most significant difference between the two sectors is that while the for-profit organizations divide the profits among its owners and board members, non-profit organizations do not. Instead they obtain money

in order to support their function and thus satisfy their founders and volunteers, clients, donators and other supporters. (Bačuvčík 2006, 24)

1.2 Characteristics of the non-profit sector

When stating what organizations need today in order to gain success, several crucial points should be taken into consideration by every entity regardless of whether the entity belongs to the profit or the non-profit sectors. Every organization should be managed by a capable leader; its founders should have a clear vision or mission statement of where the organization should go, and a strategy how to reach the set goals. Lastly, the successful organization must have a capable workforce to conduct its daily operations and create a satisfied clientele for repeat business. Nevertheless, the non-profit sector is a special environment which differs from the profit one at the same time. (Novotný, Lukeš and kolektiv 2008, 17)

One of the most essential characteristics of the non-profit sector generally is that all its representatives are not profit oriented. The point is that instead of dividing gained profit among founders and volunteers of the particular non-profit organization, the money and other donations are used to reach the goals and the mission of the organization. (Bačuvčík 2006; Boukal and Vávrová 2007; Šimková 2008) This feature also goes hand in hand with the fact that non-profit organizations are not founded for business purposes. (Šimková 2008, 10)

We distinguish two types of non-profit sector representatives. These are public non-profit organizations and non-governmental non-profit organizations. Public non-profit organizations are funded by public finance, they are controlled by public administration and their purpose is to provide public services. (Šimková 2008, 9) On the other hand, non-governmental non-profit organizations are very often funded by donators, sponsors and other supporters, and they can but do not necessary have to be funded by public finances either. Moreover, non-governmental non-profit organizations are completely autonomous and independent so that they are not controlled by the state; they are managed by themselves instead. (Bačuvčík 2006; Novotný, Lukeš and kolektiv 2008; Šimková 2008) Finally, due to their orientation and character, non-governmental non-profit organizations are often initiators for change or new trends in a society, and they are comprised of bearers of moral values (Novotný, Lukeš and kolektiv 2008, 18).

1.3   Typology of non-profit organizations

1.3.1   Bačuvčík's typology of non-profit organizations

Bačuvčík (2006, 37) provides his definitions of what differentiates non-profit organizations in to several criteria. The author classifies non-profit organization according to founders, character of mission and source of funding. Regarding the typology according to funders, Bačuvčík divides non-profit organizations into public organizations, public institutions and private organizations.

1. Public organizations are established by the state. Contributory organizations, namely museums or theatres represent a typical example of public organizations. (Bačuvčík 2006, 37)

2. Public institutions, their establishment arises from the duty stipulated by a special legislation. (Bačuvčík 2006, 37)

3. Private organizations, in particular foundations and others, represent the very last type of the non-profit organizations classified according to the founder. These are founded by natural persons or legal entities. (Bačuvčík 2006, 37)

As far as the typology according to the character of mission is concerned, Bačuvčík distinguishes public-benefit organizations and mutual-benefit organizations. As the names themselves indicate, the key difference between the two consists in to whom they serve. While the public-benefit organizations are founded in order to satisfy society in areas such as social services, ecology or education, the purpose of the mutual-benefit organizations is to satisfy the needs of their members. (Bačuvčík 2006, 37)

Regarding distinguishing non-profit organizations based on source of funding, Bačuvčík claims that the organizations are funded by public budgets, private resources, and earned money or by a combination of more resources. Non-profit organizations being funded by private resources reach their goals with the help of donations, grants, sponsorship contributions, membership contributions, etc. Being financed by earned money is based on getting money from the consumers who pay for the services or projects that a non-profit organization offers. In the case of being

financed by a multi-source, the non-profit organizations get financial support from all of the resources mentioned above. (Bačuvčík 2006, 37)

2 MARKETING OF NON-PROFIT SECTOR

Global enterprise sized corporations, small to mid-sized companies and perhaps even some non-profit organizations might potentially agree that including marketing strategies into their overall business plan represents the way how to be one step further and thus achieve success. As time goes on and the number of competitors increases, for-profit companies employ marketing quite regularly. However, in the 1950´s, the approach towards marketing was different in comparison with the present. The reason for that is that the ideas behind basic marketing as we know it today became known and used shortly after World War 2 (Tomek and Vávrová 2011, 28).

From that time we can get in touch with many various definitions as professionals try to explain what marketing is, what this term really means and how it can be used. Since the number of definitions has gradually increased, one can expect that all of them will be slightly different. Nevertheless, Hanzelková et al. (2009, 1) remark that satisfying customer needs are what some definitions have in common.

According to Foret, Procházka and Urbánek (2003), marketing is a sum of processes and tools that are used in order to increase the probability of our success and achieving our market goals. Regarding marketing within the non-profit sector, "marketing's role in the non-profit organizations is to influence behavior" (Andreasen and Kotler 2008, 62) and "it is a process that can turn around a flagging non-profit's results." (Levinson, Adkins and Forbes 2010, 2)

2.1 Approach towards marketing nowadays and in the past

The approach towards marketing within the non-profit sector was not always the same. "Traditionally, marketing has not been a popular subject in non-profit circles; competition is even less so" (McLeish 2005, 4). Moreover, "some non-profit organizations treat marketing as something that is beneath their dignity or even against their core values" (Levinson, Adkins and Forbes 2010, 6). However, because the non-profit environment has gone through many changes and because increasing competition is one of them, the majority of today non-profit organization has changed their opinion towards marketing as they realize its importance (McLeish 2005, 4).

As previously mentioned in the chapter 1.1, the aim of the for-profit organizations is to achieve success in the form of being profitable (Bačuvčík 2006, 24). However, the general aim of the non-profit organizations is to satisfy and serve the clients (Hannagan

1996, 28). Regarding non-profit non-governmental organizations, the major goal is to help their clients by making their donators aware of the need to be helpful (Boukal and Vávrová 2007, 16). By employing marketing strategies, this represents one of the ways to reach their goals because "marketing does not make miracles, but it can help us gain marvellous insights, focus on resources sharply, get better results, and perhaps reduce our stress" (Herron 1996, 5).

Because the non-profit sector has gradually expanded as the number of non-profit organizations increases, every non-profit organization should primarily focus on the finding a way how to surpass its competitors and thus either maintain or even improve its market position (Levinson, Adkins and Forbes 2010, 4). Regarding ways of beating competition within the for-profit sector, for-profit organizations use marketing on a regular basis as they "spend an average of $895 per year per capita on advertising to get the attention" (Levinson, Adkins and Forbes 2010, 3). However, non-profit organizations do not have as much funding. This means that in order to maintain major donors as well as to beat the competition and thus survive in the marketplace and fulfil the mission, innovative ideas transformed into cheap and effective marketing strategy are absolutely necessary. (McLeish 2005, 4)

2.2   Marketing concept

According to Šimková (2008, 97-98), we can look at marketing from five different yet related perspectives. These are theories which marketing oriented organizations take into consideration. Marketing oriented organizations should also act upon these theories when carrying out its marketing activities. One of the theories is a marketing concept.

The basis of the marketing concept is the general focus of an organization on its customers and target market instead of the preference of the seller. The main task of the organization is to identify needs, demands and preferences of its target customers base and thus be able to satisfy them more than its competitors are able to do. Achieving success not only is based on finding the right customers for the organization, but finding the right products and services for the customers as well. (Kotler and Keller 2007, 54)

As Šimková (2008, 98) states in her work, a marketing concept is based on four basic principles. According to the first principle, the way to achieve success is to focus not on all the customers in the market, but find a concrete target customer base. The second principle is connected with concentrating on the target customers. The aim of the organization is to

satisfy customer needs; otherwise current as well as potential customers of the organization might be taken over by the competitors. Another principle is connected with the relation between customers and profit where the organization gains profit via satisfied customers. Assuming that the customers are not satisfied, they could be taken over by the competitors very easily.

2.2.1 Marketing concept of non-profit sector

When it comes to the non-profit environment, donors and supporters are an essential part of existence in non-profit non-governmental organizations. Without relatively regular donations, the organizations would not be able to survive or fulfil their missions. As mentioned at the beginning of the chapter, the basis of the marketing concept is the focus on target customers. Also, the goal of for-profit companies is to be profitable via satisfied customers. This is the principle of marketing mainly within the for-profit sector. (Kotler and Keller 2007, 54)

However, since the goal of non-profit non-governmental organizations is not obtaining profit in order to enrich themselves, but being financially supported by donors in order to fulfil their mission, I consider the basis of the marketing concept of non-profit sector to be the focus of the non-profit organizations on their donors and other supporters.

In my opinion, the first principle of the marketing concept in a relation with the non-profit sector would mean that the way to achieve success is to focus especially on target donors and create a marketing campaign to gain new donors. The second principle in a relation with the non-profit sector would be based on satisfying donors' needs. Another principle would be connected with the relation between donors and profit in the form of financial support and other donations where the non-profit organization gains the profit via satisfied donors.

2.3 Marketing triangle

As mentioned it the chapter 2.2, the basis of the marketing concept is an interest in customer needs and demands. The customers, also being called clients, consumers or buyers represent target market participants. Since the non-profit sector has rapidly expanded, competition also plays a significant role in the market. Because the number of non-profit organizations has increased, potential customers can choose from a wide range of organizations. The crucial relationship between the three major market participants, i.e.

an organization and its competitors and potential customers/clients is illustrated by so called marketing triangle. (Šimková 2008, 98)

Because of the growing competition within the non-profit sector, "non-profit organizations can no longer assume that today's constituent, volunteer, or donor will be theirs forever" (McLeish 1995, 5). In other words, increasing competition may cause a decrease in the number of donators supporting a particular organization. Since McLeish's statement embraces *donors* as well, my personal opinion is that customers might be replaced with donors in the marketing triangle diagram.

Figure 1. The strategic triangle of 3C's
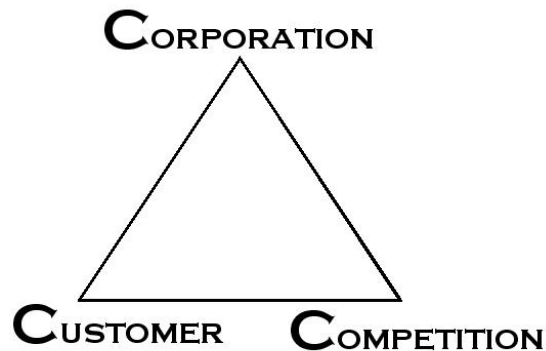
Source: Data adapted from www.vectorstudy.com, accessed January 28, 2012

The marketing triangle shows that either a company (for-profit sector) or a non-profit organization that takes advantage of marketing adapts to the needs and demands of their customers and donors. As the marketing triangle shows the relationship between an organization and its competitors, the organization also adapts to the current and expected behaviours of the competitor. In order to attract potential customers and donors and surpass the competition, an organization should employ effective marketing strategies. (Šimková 2008, 98)

2.4 Marketing mix

Marketing mix "that meets the needs of both the organization and its target markets" (Herman 2004, 281) represents a combination of four key elements which a non-profit organization uses for creating an effective marketing strategy and achieving goals in a target market. The marketing mix tools are abbreviated as "4P's" which represent product, price, place and promotion (Wymer, Knowles and Gomes 2006, 122). Marketing mix also

characterizes the steps an organization is able to take in order to influence demand for its products. In case the marketing mix elements are not balanced, the chosen marketing campaign may not be effective. (Hannagan 1996, 103)

However, even if the 4P's represent the four most important elements, (Šimková 2008, 100), Henley, Wymer Jr. and Self (2002, 9) consider including people (volunteers, employees and others) as the fifth part of the marketing mix "in recognition of the importance of people to an organization as a key element of a customer-centered organization" (Henley, Wymer Jr. and Self 2002, 9).

2.4.1   Product

When it comes to the for-profit sector, it is a product that represents the most essential tool of the marketing mix. Regarding the non-profit sector, the majority of the non-profit organizations produce services rather than goods. (Šimková 2008, 101) Goods are the core of the non-profit organization "business" and it influences the other marketing mix elements as well. The first "P" encompasses everything that the organizations offer in the marketplace and it serves for satisfying customer needs. The first "P" stands either for goods or services. (Hannagan 2006, 111) Instead of naming the first marketing mix element as *good* or *service*, Wymer, Knowles and Gomes (2006, 123) use the term *offer* when they remark that:

"An offer is defined as any combination of benefits existing in a good, a service, or a social marketing program that can satisfy a need or want of an organization's target markets" (Wymer, Knowles and Gomes 2006, 123).

2.4.2   Price

Price represents another significant element of the marketing mix especially in the for-profit sector. The reason for that is that price influences demands for the products or services and thus potential profit of the organization. Knowing the price is very important for the customer as it represents an amount of money which a customer has to pay to get the wanted product or service. However, regarding non-profit non-governmental organizations, price as one of the four marketing mix elements might be often regarded as unimportant since products or services are usually for free. (Šimková 2008, 105-107)

2.4.3 Place

Without goods or services, an organization has nothing to offer. Without deciding on price, a for-profit organization is not able to gain profit. However, selling products or offering services to a target market is not enough. In order to get money, an organization must get in touch with its customers somewhere to ensure an exchange of goods or services for money. For that reason, *place* represents the third element of the marketing mix. (Hannagan 2006, 153)

2.4.4 Promotion

Promotion is the last element of the four basic marketing mix tools. In order to buy a product or service, current as well as potential customers/clients must be familiarized with the offers in the market. For that reason the organization has to communicate with its target markets using various communicational tools. (Šimková 2008, 118) Promotion, the fourth "P" of the marketing mix, represents activities that are carried out by an organization in order to communicate with its current as well as potential clients, inform them about its offers (goods or services) and thus make them want it (Kotler and Armstrong 2010, 76).

Regarding the for-profit sector, companies have generally invested in marketing communications as Kotler and Armstrong (2010, 76) show by saying that "Ford Motor Company spends more than $2,5 billion each year on U.S. advertising to tell customers about the company and its many products." However, even if non-profit organization as well as for-profit companies can use all the marketing communication tools, the reality within the non-profit sector is very often different. Since non-profit organizations are not profit oriented and are not established in order to enrich themselves, the majority of gained money and other donations are used to fulfil their mission. Therefore non-profit organizations do not have enough capital for certain types of promotion which are typical for the for-profit companies. Moreover, target groups usually require specific forms of promotion which are not so widely used within the for-profit sector. (Bačuvčík 2006, 63)

Communications mix

The communications mix is a combination of various tools which organizations use to communicate with its target groups. In other words, the communications mix is used to promote the organizations and their goods or services at the same time. Since many

professionals write books about marketing, the "communications mix" is mentioned quite often. Many authors agree in which specific marketing tools belong in the communications mix. For example Kotler (2000, 124) claims that communication tools are the following:

- o Advertising
- o Public relations
- o Personal selling
- o Sales promotion
- o Direct marketing

A few years later, Kotler along with Keller (2007, 575) expanded the communications mix and included an additional marketing communication tool – "events and experiences". This additional tool encompasses activities such as sports and other kinds of entertainment. Its purpose is to create brand-related interactions. In the later publication the two mentioned marketing professionals along with Brady, Goodman and Hansen (2009, 691) expanded the communications mix further when they say that "the marketing communications mix consists of eight major modes of communication." The additional component is "word-of-mouth marketing" which is "people-to-people oral, written or electronic communications that relate to the merits or experiences of purchasing and consuming market offerings" (Kotler et al. 2009, 691).

Advertising

As mentioned in the chapter 2.4.4, advertising is the most typical communication tool of the for-profit companies and big enterprises. Regarding the non-profit sector, the particular tool is not so widely used. Advertising can be defined as "any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor" (Kotler et al. 2009, 691). The general goal of advertising within the for-profit as well as the non-profit sector is to familiarize target groups with the existence of an organization and its offers and make target groups want its goods or services (Šimková 2008, 118-119).

Public relations

Public relations represent another communications mix tool. Kotler et al. (2009, 691) describe the tool as "a variety of programmes designed to promote or protect a company's image or its individual market offerings." Hannagan (1996, 172) and Bačuvčík (2006, 63)

agree that public relation is one of the communication tools that is used by non-profit organizations most. The core of PR is to inform the public about the most important events and projects within the organization with the help of speeches, seminars, press kits, annual reports, lobbing, community relations, etc. The aim of PR communication within the non-profit sector is to be perceived as an important organization that earns the support of its target groups and donors at the same time and thus achieve marketing goals. (Šimková 2008, 119-120)

Personal selling

According to Bačuvčík (2006, 63), personal selling is another communication tool which is widely used within the non-profit sector. The essence of the tool is face-to-face communication between an organization and potential purchasers or donors. Personal selling is based on giving presentations about what an organization offers and answering questions. The purpose of the tool is to persuade the target groups on the utilization of services, purchase of goods as well as to get donations. (Šimková 2008, 120-121)

Sales promotion

Koekemoer and Bird (2004, 13) give a very clear explanation when they define sales promotion as "any activity that offers incentives for a limited time period to induce a desired response, such as trial or purchase, from those who are targeted." Typical tools of sales promotion are contests, premiums, gifts, sampling, coupons, rebates and others (Šimková 2008, 119). To achieve success in the form of increased demand for goods and services and growing number of donors, the particular sales promotion tools have to point out what exactly target groups as well as potential donors would benefit from (Hannagan 2006, 178-179).

Direct marketing

According to Trehan (2010, 25), direct marketing is "direct communication with the target audience to obtain immediate response and to develop long lasting relationship with the customers". Direct marketing uses mail, e-mail, fax, blogs, websites and the internet (Kotler et al. 2009, 711).

3 FUNDRAISING

According to Šedivý and Medlíková (2009, 75), marketing is closely tied to fundraising. Since fundraising represents raising money from various kinds of donors (Šedivý and Medlíková 2009, 65), I personally believe that the connection between marketing and fundraising is based on the premise that non-profit organizations maintain current supporters and get new ones with the help of marketing tools. The essence as well as the major purpose of non-profit organizations is to fulfil their missions. However, without sufficient funding the non-profit organizations would not be able to survive and achieve their goals in the form of fulfilling their mission.

3.1 Multi-source fundraising

Because of the "flourishing competition in the nonprofit world" (McLeish 1995, 4), a non-profit organization can lose its supporters very easily. For that reason various kinds of supporters (multi-source fundraising) as well as strategy implementation should be commonplace in these times (Šedivý and Medlíková 2009, 66). Non-profit organizations can search for their donors and supporters anywhere. However, Boukal and Vávrová (2007, 37-38) divide the sources into two major groups. These are public financing and private financing. In terms of public financing, non-profit organizations are funded by ministries and local autonomous bodies. In terms of private financing, non-profit organizations are very often funded by individual donors, supporters, companies and both domestic as well as foreign foundations.

3.2 Effective fundraising

Donors, very often, support non-profit organizations not because of their own intentions but because they are persuaded somehow. There are many professionals engaged in non-profit fundraising offering their independent advice. However, according to Bray (2010, 144), being creative and innovative is a fundamental condition for effective fundraising. Without an innovative approach towards fundraising, "the donor's impulse may well turn out to be fleeting" (Bray 2010, 144).

According to Bray (2010, 144-145), an innovative strategy for keeping donors and supporters, all the non-profit non-governmental organizations should employ is based on several crucial tactics. These include showing gratitude to the donors and supporters for the donations that are made, keeping them informed about the activities of the organization

and offering them various options of support. The primary goal of all the tactics is to keep in touch with the donors and sponsors.

Regarding thanking for the gifts and donations, there are many ways how to do that, but Bray (2010, 145-147, 166) considers use of letters, postcards and phone calls to be very effective. It is very important to thank donors for their financial support because it makes them feel that the contribution makes difference, no matter how big it was. Thus it can result in long-lasting support and the non-profit organization can benefit from it. Also a suitable visual appearance of the "thank you" cards can contribute to the intentions of the non-profit organizations. The cards should be colourful and interesting. Hand-made cards are a suitable choice because supporters can see that their money is not spent on the "thank you" cards, but primarily on the mission of the organization. Thanking by calling on phone is also perceived as very effective. The reason for that is that it adds a personal touch so that the donor will remember it for long time.

Also informing donors and supporters regularly about the activities of the non-profit organization helps to keep donors giving. Sending informative e-mails is an ideal way how to nurture relationship between the non-profit organization and its donors. Because of increasing competition within the non-profit sector it may seem that non-profit organizations should keep in touch with their donors more often in order to maintain retention. However, incessant contact with the donors might be too pushing for them since non-profit organizations usually communicate with the donors because of asking for money. Asking donors about how often they want to receive e-mails is perceived as the right approach. Moreover, communication between the non-profit organization and its donors, via newsletters, helps to keep donors engaged and encourages their financial gifts. (Bray 2010, 148-153)

II. ANALYSIS

4   THE NON-PROFIT ORGANIZATION SHINEBEAN

ShineBean is a humanitarian and development non-profit organization from Litoměřice dedicated to the idea that everybody can do something to help somebody else. The Czech non-profit organization is based on supporting education as well as social and economic development in poor Kenyan communities. The non-profit organization was formally established on the 18th of December 2007. However, the very first thoughts of founding a non-profit organization occurred to ShineBean's chairwoman Bc. Ing. Renata Rokůsková much earlier. After watching news on TV about conflicts in Rwanda in 2004, the idea of helping poor people in the future has become the centre of her interest. Except helping Kenyan children and their families directly, the non-profit organization ShineBean also supports people in the developing country in an indirect way. In the Czech Republic, ShineBean educates students from several elementary as well as high schools about Kenya. Therefore ShineBean helps the students to be aware of the situation in Kenya and thus the organization helps to increase the number of potential supporters. (As indicated on ShineBean's Web site)

4.1   Projects of ShineBean

As mentioned in the chapter 5, the non-profit organization ShineBean supports Kenya with the help of various activities. These include specific projects. One of the projects is called *Prospects for Africa*. The principle of *Prospects for Africa* consists in educating Czech elementary and high school students about Kenya in certain areas. The project is based on giving lectures about life of children in Kenya, nature, education in Kenya, serious illnesses and cooperation between ShineBean and Kenyan communities. The lectures not only give information about Kenya as a whole, but include photo presentations and active debates between ShineBean's volunteers and students as well. Nevertheless, educating Czech students is not the only benefit which ShineBean offers via *Prospects for Africa.* The project also enables Czech students to exchange letters with Kenyan children and thus get in touch with them. The non-profit organization ShineBean perceives the project *Prospects for Africa* as very positive because knowing the background of the developing country helps students to understand that the support is needed. (As indicated on ShineBean's Web site)

Open School is another project organized by ShineBean. Since Kenya is one of the developing countries, education among children and youth of all ages also represents a

very serious problem. Not only parents do not have enough finances to send children to school, but also schools themselves suffer from poverty. The majority of Kenyan children very often lack colored pencils, exercise books, books with pictures and other school supplies which are common in Czech schools. A blackboard is usually the only school equipment in many schools which has a negative effect not only on acquired knowledge of the children but on their imagination and creativity at the same time. In order to support and improve education as well as make education accessible to the poorest children, the non-profit organization ShineBean educates Kenyan teachers, provides school equipment and pays tuition fees as well as food costs for certain children. The *Open School* project is funded by one-off as well as regular donations of ShineBean's donors. (As indicated on ShineBean's Web site).

Give an opportunity represents another project of ShineBean. As mentioned in the chapter 5, the non-profit organization supports the economic development of Kenya. The aim of the project *Give an opportunity* is to achieve self-sufficiency of Kenyans and reduce their dependence on the help from the outside. As part of the project, poor people form self-help groups. They are given certain amount of money in the form of microloans. The formed groups are encouraged to save money so that they can start to run their own businesses. According to the rules of the project, 95% of borrowed money must be returned. In order to prevent a failure, the formed groups of Kenyans are given lectures and trainings about the principles of saving money, the basis of entrepreneurship, accountancy and management of finances. ShineBean sees great potential in the project because it motivates unemployed Kenyans to make their own money and thus gives them opportunity to support their own children, live a normal life and therefore become independent on the financial support from the outside world. (As indicated on ShineBean's Web site)

Furthermore, also *Kiumbes – The mysterious parcel from Africa* represents another successful project of ShineBean. The *Kiumbes* is a toy in the form of a board game which is made in Kenyan Tabaka from soapstone and sold in Czech markets via the non-profit organization ShineBean. After the Kiumbe figures are made and painted by Kenyan craftsmen, they are then wrapped in a paper box in the Czech Republic. Except the figures themselves, also the board game and the book of stories about Kiumbe figures are packed inside the box. The non-profit organization, ShineBean, considers the project to be a very good step, which is also supported by the fact that almost 800 pieces of the toy have been already sold. Creating the Kiumbe figures gives Kenyan craftsmen a chance to make own

money and thus become financially self-sufficient. Regarding the Czech environment, parents have finally found a board game that attracts their children's attention automatically and for longer time. (As indicated on ShineBean's Web site)

ArtWorkShop is another current project created by the non-profit organization ShineBean. Similarly to two projects mentioned above, namely *Give an opportunity* and *Kiumbes – The mysterious parcel from Africa*, also the project *ArtWorkShop* is based on the idea that giving Kenyans opportunity to earn their own money is more helpful in the long run than giving them money from donors for nothing. Thanks to the cooperation between ShineBean and certain Kenyan communities, the non-profit organization is aware that there are many highly skilled craftsmen in Kenya who would like to turn their talent into working and getting paid for it. Nevertheless, despite the unquestionable skills of the craftsmen, their products often do not have an opportunity to reach markets. This represents what the project *ArtWorkShop* is based on. ShineBean buys products from the Kenyan craftsmen and tries to sell them on Czech as well as other Europeans markets. The craftsmen are paid for the products they make so that they can earn their own money and therefore support their families. (As indicated on ShineBean's Web site)

5   MARKETING PLANNING

In order to achieve effective marketing and therefore success within a company or a non-profit organization, several steps need to be followed. An effective marketing plan should consist of six basic parts. These include situation analysis of an organization, set objectives based on the analysis, as effective strategy as possible, tactics, budget and control. However, the division of the marketing plan is simply not enough; it is the content that matters. Entering a new market without bringing fresher, newer, cheaper or even faster ideas and solutions to the table does not make sense in these days. (Kotler 2005, 71)

Regarding the marketing plan created for the non-profit organization ShineBean, I will primarily focus on four parts. These are situation analysis of ShineBean, objectives, strategy and expected costs. At the beginning of preparing the marketing plan before presenting the strategy itself, I will examine how the non-profit organization ShineBean is currently doing. This step is going be taken within the situation analysis. On the basis of the findings in the situation analysis, I will introduce the set objectives. After that I will give a detailed description of the strategy which represents the way how to reach the fixed goals. Finally, the strategy will be followed by presenting expected costs and potential sponsors.

5.1   Situation analyses of ShineBean

Before creating a strategy and implementing changes within any organization, proper and deep observation must precede (Friis 2004, 6-7). The observation of ShineBean will be carried out by means of the situation analysis. Within the situation analysis, I will examine various areas of ShineBean. Therefore the primary purpose of the situation analysis is to discover what potential problems the non-profit organization deals with (Kotler 2005, 71).

As for the tools, several of them will be used. First of all, I will start with the AC^2ID Test[TM]. The test analyzes how an organization is doing now and what could be improved (Balmer and Greyser 2002, 73-75). Because the AC^2ID Test[TM] is not well-known, I will continue with carrying out a SWOT analysis which I perceive as more known. Furthermore, I consider the SWOT analysis to be more objective because unlike the AC^2ID Test[TM], the SWOT analysis not only describes an organization itself but provides information about its potential threats as well (Kotler 2005, 71).

5.1.1 AC^{2}ID TEST^{TM} of ShineBean

The AC^{2}ID Test^{TM} is based on examining five different yet related identities of an organization. These are actual identity, communicated identity, conceived identity, ideal identity and desired identity. The purpose of the test is to analyze how an organization is currently performing and what could be improved. (Balmer and Greyser 2002, 73) It is said that "management needs to have understanding across the five identities within the AC^{2}ID Test" (Balmer and Greyser 2002, 73). Due to the need of this understanding, before–a marketing strategy for ShineBean can be created, one must observe and analyze the organization first using the AC^{2}ID Test^{TM}.

Actual identity

Actual identity refers to "current attributes of the corporation" (Balmer rand Greyser 2002, 73). It encompasses various elements of the organization such as its ownership, structure, business activities, products and services offered as well as its overall business performance (Balmer rand Greyser 2002, 73). Regarding the actual identity of ShineBean, it has strengths as well as weaknesses.

As for the strengths of ShineBean, I find them in its projects. The reason for that is that the majority of the projects are based on giving local Kenyans opportunities to earn their own money and thus become financially independent of developed countries᾿ donors (As indicated on ShineBean's Web site). This attitude towards development work is likely to be perceived very positively by current as well as potential donors of ShineBean because they can see that their financial help can influence Kenyans in the long run. Therefore, this innovative approach can result in an increased number of donors and sponsors. Furthermore, ShineBean educates Czech elementary and high school students about Kenya (As indicated on ShineBean's Web site). I consider this to be very smart because realization of the need for help may likely result in new donors and supporters. In a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that ShineBean actively cooperates with several Kenyans who form a subsidiary of the non-profit organization in Kenya. This is further strength of the organization.

Except strengths, the non-profit organization deals with many problems as well. As mentioned above, ShineBean's projects are likely to be view positively as their purpose is to increase self-sufficiency of Kenyans. On the other hand, many other Czech non-profit organizations also support the self-sufficiency initiatives of developing countries. These

organizations are, for example, Adra, Člověk v tísni, Help for life and many others (As indicated on Adra's, Člověk v tísni's, Help for Life's Web site). Since the ideas of ShineBean's projects are similar to the ideas of other Czech non-profit organizations, some potential sponsors may not be attracted. Therefore, the lack of new and innovative ideas of ShineBean's projects may be a weakness to a certain extent. Moreover, ShineBean is still relatively unknown which has a negative impact on the current donors and sponsors. Regarding minor donors, ShineBean has been supported by one-off donors, several elementary schools and the local authority of Litoměřice. As for major sponsors, they include Nano Energies Trade, s.r.o., Jansen Display, s.r.o. and Ministry of Foreign Affairs. As ShineBean's last years' bottom line demonstrates, the number of its sponsors and donors (financial support) is not sufficient in comparison to the costs. (As indicated on ShineBean's Web site) The structure of ShineBean represents another weak point. In a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that the non-profit organization currently consists of one full-time employee and 25 volunteers. The number of volunteers might seem sufficient but the opposite is true. The reason for that is that volunteers cannot be compared to regular employees because their full-time job prevails and volunteering constitutes extra work only. Therefore, ShineBean's chairwoman, Renata Rokůsková, is currently the only full-time employee engaged in day-to-day activities in multiple areas; namely looking for sponsors, maintaining public image and increasing public knowledge about ShineBean.

Communicated identity

Regarding communicated identity, it refers to how an organization communicates with the outside world. The communicated identity is primarily based on advertising and public relations of the organization. (Balmer and Greyser 2002, 74) Furthermore, "it derives from "non-controllable" communication, e.g., word-of-mouth, media commentary, and the like" (Balmer and Greyser 2002, 74).

The non-profit organization ShineBean communicates about its existence, projects and activities via various tools. First, ShineBean communicates via its website. I perceive the website as very professional because it includes all the necessary information not only about the organization itself, but about its activities and projects as well. The website is bilingual, which is another positive aspect. Second, ShineBean communicates via Facebook. This tool is very effective because "when a Facebook user Likes a Page it's

added to their profile for all to see" (Skellie 2011, 6). Therefore the social media has got the power to increase the number of ShineBean's sponsors and supporters. Furthermore, the non-profit organization communicates through lectures, television, radio, press and various websites. The lectures are organized for adults as well as for elementary and high school students. The purpose is to familiarize the audience with ShineBean and educate them about Kenya. Lectures are held regularly in order to impress the mission of ShineBean into the public discourse. In contrast to the lectures, communication via television, radio, press and internet does not occur as frequent. (As indicated on ShineBean's Web site)

The mentioned means of communication may arouse impression that the non-profit organization, ShineBean, is doing well in spreading public knowledge. However, current awareness of the non-profit organization testifies to the contrary. Because of the lack of finances and the lack of volunteers or full-time employees, the non-profit organization cannot afford an expensive media campaign which might possibly result in acquiring more sponsors and supporters. Furthermore, because of the lack of human resources, ShineBean suffers from an insufficient public relations department.

Desired indentity

As Balmer and Greyser (2002, 75) claim, "the desired identity lives in the hearts and minds of corporate leaders; it is their vision for the organization." The desired identity is often assumed to be identical to the ideal identity. However, while ideal identity requires a series of analysis and research, the desired identity is based on ego and the shared vision of the heads of the organization. (Balmer and Greyser 2002, 75)

Based on observing and analyzing ShineBean, I came to a conclusion that the desired identity of the non-profit organization consists in reaching specific goals. The goals might include having more volunteers or full-time employees and thus improve the structure within the non-profit organization. Another goal would be having more sponsors and supporters which would ensure not only long term financial support. Finally, increasing public knowledge of the organization represents another vision for the organization.

5.1.2 SWOT analysis of ShineBean

The SWOT analysis is another tool for the situation analysis of the organization. In comparison with the AC^{2}ID Test^{TM}, the SWOT analysis is used for analyzing organizations

on a regular basis. Prioritization of the SWOT analysis likely consists in the fact that except analyzing current situation of the organization, it also analyzes what the organization might achieve in the future as well as what the organization should beware of. The term SWOT is an acronym that encapsulates four basic elements within the SWOT analysis, namely strengths, weaknesses, opportunities and threats of the organization. (Kotler 2005, 71)

Strengths

When analyzing ShineBean, I came to a conclusion that the non-profit organization has many strengths. First, ShineBean's chairwoman, Renata Rokůsková, and its current volunteers are enthusiastic about the organization, and they all have a shared vision. I consider this to be very important because in my opinion, enthusiasm and vision represent essential conditions for working in the non-profit sector. Second, ShineBean's volunteers have experience from various industry verticals. I perceive the professional background of the volunteers as an advantage because they might have innovative ideas. In my view, these are needed in today crowded non-profit environment. Third, I find the strengths in ShineBean's projects as well. The purpose of the majority of ShineBean's projects is to make Kenyans financially independent via giving them opportunities to work and as a result they can earn their own money. Since financial help can influence Kenyans in the long run due to the ShineBean's projects, the projects might be viewed positively by current as well as potential donors. This may result in increased number of donors and sponsors.

Weakness

While ShineBean has its strengths, they do have their share of weaknesses as well. First, in spite of ShineBean's innovative projects and enthusiasm of its representatives for voluntary work, the non-profit organization is still relatively unknown which I consider to be a certain weakness. Second, insufficient public awareness of ShineBean results in a lack of sponsors which is another weak point of the organization. Furthermore, the organization lacks volunteers. On one hand, ShineBean's current representatives are experienced in many fields which I consider to be strength of the organization. On the other hand, the present number of volunteers is not sufficient. Apparently, this leads to unsatisfactory PR and therefore low sponsorship.

Opportunities

Speaking of opportunities, introduction of simple and effective strategy may lead to elimination of ShineBean's weaknesses. Well-chosen strategies may primarily attract sponsors and lead to an increase in financial aid. Furthermore, the strategy may also capture the attention of potential volunteers and result in an improved structure within the organization. Since more people represent more opportunities, the organization could enhance the area of PR which I find to be necessary in today's competitive non-profit environment.

Threats

Talking about external situation within the non-profit sector, except opportunities the non-profit organization ShineBean faces potential threats as well. Assuming that the competition within the non-profit sector persists or even increases, the organization may not find new sponsors. This could lead to deficiency in funds needed for funding its projects. Volunteers themselves pose another threat to the organization. Since it is the people that form the basis of any organization, any stagnant increase in volunteers or even a decrease in the current number of ShineBean's volunteers may cause organization problems.

5.1.3   Conclusion of the Situation analysis

To sum up the situation analysis of the non-profit organization ShineBean, both the AC^2ID Test^{TM} and SWOT analysis show that the organization is doing well in certain areas, but has several problems at the same time. First, despite the enthusiasm of ShineBean's representatives for the voluntary work, the organization is still relatively unknown. In my view, the low public awareness results in a lack of sponsors, which is another weakness of the organization. Furthermore, the non-profit organization lacks volunteers. Since I consider the purpose of the people within the organization to ensure effective PR as well as gradually develop overall corporate image, among other things, the insufficient number of ShineBean's volunteers may also result in a low public awareness of the organization.

5.2   Objectives

In order to move ShineBean forward and thus beat its competitors, all the weaknesses of the non-profit organization should be eliminated and the objectives achieved by means of

an effective strategy. Regarding the objectives of the following proposed strategy, these include increasing public awareness of ShineBean, strengthening engagement between Czech donors and Kenyans on a personal level, and expanding ShineBean's program on supporting sport among Kenyan children.

As far as the objective of increasing public awareness of ShineBean is concerned, I perceive it as the most crucial step for the non-profit organization. The reason for that is that sufficient public knowledge of the organization is likely to have a positive impact on other things too. First, well-known organizations may attract its potential sponsors and donors more easily and thus get financial support more quickly. Second, being well-known provides a way to inform potential volunteers and full-time employees about opportunities to work for the organization. To sum up, increased public knowledge of the non- profit organization might remedy the lack of sponsors and volunteers.

As for strengthening the engagement between Czech donors and Kenyans on a personal level, I consider this to be another important objective of the following proposed strategy as well as ShineBean itself. In my opinion, one-off donations certainly help ShineBean but occasional and more frequent donations provide a higher level of assistance. In my view, increased engagement on a personal level is the way how to get this frequent financial help.

5.3 Marketing strategy

The suggested strategy proposes a way how to achieve the set objectives. Despite the fact that ShineBean does not focus on supporting sport among Kenyan children, sports theme represents the core of the overall marketing strategy created for the non-profit organization. Regarding Czech environment, children prefer sitting in front of computers and other free time activities over doing sport. This is not because the Czech children do not have suitable sport equipment, but because they are attracted by different kinds of entertainment. (As indicated on Lidovky's Web site) Regarding Kenyans, they do not engage in sports that much neither. However, in a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that in comparison with the Czech children, Kenyans do want to do sports, but do not have enough necessary sport equipment. To sum up, tendencies to bring children closer to sport is a widely discussed topic and a trend in Czech society nowadays. Since "management should be tracking trends in the business environment to inform its strategy" (Balmer and Greyser 2002, 75), I consider

focusing on sport not only in the Czech environment but also abroad within development aid to be a smart step.

In my view, ShineBean can benefit from supporting sport opportunities among Kenyan children for certain reasons. Many non-profit organizations focusing on help in developing countries support education, health, financial self-sufficiency etc (As indicated on Adra's, Člověk v tísni's, Help for life's Web site). However, supporting sport and a healthy life style is uncommon. On one hand, I consider this to be a pity because in my view, sport represents an important part of children's lives regardless of location. On the other hand, absence of sport support may give ShineBean a competitive advantage. Since bringing sport closer to children represents today trend (As indicated on Lidovky's Web site), and many non-profit organizations focus on different areas of help, ShineBean may capture the attention of the public easily and thus increase its public awareness. This may result in an increased number of sponsors, donors and volunteers, because in my opinion, the more you are known the more help of public you are likely to get. Moreover, helping Kenyans in the area of sport is certainly the right thing to do.

The goal of the entire strategy is to increase public awareness of ShineBean and thus capture the attention of potential sponsors as well as volunteers, increase engagement among Czechs and Kenyans on a personal level, and provide Kenyan children with sport equipment. In order to achieve the set objectives, the proposed strategy is based on a one-year school project. The period of the project may be extended. However, the first year serves as a try-out. Therefore the possibility of keeping the project on ShineBean's agenda depends on the first year results.

Regarding spreading public awareness of the non-profit organization via targeting Czech elementary schools, I consider this to be very effective. The reason for that is the fact that children are likely to discuss school issues not only with their parents but their other relatives and friends at the same time. Moreover, "Czech pupils helping Kenyan children" is an attractive topic which local media at least may be interested in. Assuming that both the elementary schools pupils and media communicate information about the school project, the public knowledge of ShineBean might be increased quickly and easily.

In order to evoke a mass collection of the worn-out sport equipment as well as clothes and shoes, and thus support sport among Kenyan children, the school project is built upon a contest among Czech elementary schools classes. Contests represent one of the sales promotion tools so that they are likely to "generate extra sales" (Pelsmacker, Geuens, and

Bergh 2007, 354), in this case a donation of worn-out sport clothes, shoes and other sport equipment. Furthermore, since "the participant can influence the outcome of the game" (Pelsmacker, Geuens, and Bergh 2007, 364), I consider the contest within the school project to be stimulatory and a challenge for the participating pupils. Regarding the contest itself, the classes participating in the school project will compete in the number of collected sport shoes, clothes and equipment. As far as the winning price is concerned, it has to be "substantial enough to trigger a behavioural response" (Pelsmacker, Geuens, and Bergh 2007, 364). Therefore all the participating classes would have a chance to participate in a football cup organized by ShineBean and the pupils from the winning class would meet a few Kenyan children they supported. In my opinion, the football cup is a suitable choice for both the non-profit organization ShineBean and the winning class pupils. Since football is a widespread and popular sport, and bringing children closer to football represents a trend in the Czech society nowadays, ShineBean may capture the attention of potential sponsors and thus get funds which are necessary for financing the planned football cup (As indicated on Lidovky's Web site). As for the winning class pupils, active participation in the football cup and meeting Kenyan children in the same age may captivate them.

As far as the objective of increasing engagement between Czechs and Kenyans on a personal level is concerned, it would be ensured gradually. Throughout the year the Czech elementary schools classes participating in the project would be educated about Kenya either by ShineBean in the form of lectures or by teachers in the most suitable subjects, namely history, geography, biology, social science, art, etc. Assuming that the connection between ShineBean and its Kenyan subsidiary works well, exchanging letters between Czech and Kenyan pupils might be introduced as well. In order to save money, pupils participating in the project would write letters which would be then sent to Kenya via e-mail. This may be achieved due to the Kenyan subsidiary. Finally, meeting Kenyan children during the football cup represents a highlight of the engagement process for the winning class. In my opinion, increasing engagement on a personal level is important because I consider it to be a way how to evoke interest in supporting other ShineBean's projects too.

5.3.1 Target group

As mentioned in the chapter 6.3, the proposed strategy is based on the school project. Since the number of collected sport clothes, shoes and equipment depends on pupils participating in the project, the pupils represent the primary target group. However, in order to put the project into practice, the non-profit organization ShineBean has to get trough administration of elementary schools first. Therefore headmasters and teachers represent the secondary target group.

5.4 Methodology of research

Methodology of research encompasses several steps. The aim of the methodology of research is to set objectives, formulate a problem, and select a method of the research as well as to select a sample of respondents. The methodology of research will be then followed by displaying data and evaluation of the research.

Objective of the research

As mentioned in the chapter 5.3.1, elementary schools pupils represent the primary target group of the proposed school project. The main objective of the research is to compare prerequisites of elementary schools pupils for the school project. Collected data will result in determination of what grade is the most suitable to be the primary target group.

A research problem may be therefore defined as:

"Pupils in what grade have the necessary prerequisites for being the primary target group?"

Objective of the Bachelor Thesis

The main objective of the Bachelor thesis is to create a marketing strategy for the non-profit organization ShineBean and ensure achieving the set objectives by targeting the right elementary schools grade.

Based on the research problem **a hypothesis** is determined. The hypothesis will be then tested.

H1: The prerequisites of elementary schools pupils attending different grades for being the primary target group will differ.

Elementary schools pupils attending different grades are supposed to differ in prerequisites for becoming target pupils. The hypothesis will be tested by quantitative research.

In order to achieve the set objective and test the hypothesis, the **following method of research** will be used:

Quantitative research

As for the tool, the research will be carried out by a questionnaire. The aim of the quantitative research is to ascertain what grade is the most suitable to be the primary target group for the proposed school project, i.e. what grade meets the prerequisites for the project most. In a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that in her opinion, 7th and 8th grade pupils are likely to be interested in the project more than pupils attending other grades. Therefore the questionnaire will be given to 7th and 8th grade pupils. Regarding the concrete respondents, the questionnaire will be given to pupils from three elementary schools, namely elementary school in Buchlovice, Staré Město and Ostrožská Nová Ves. The total number of respondents will be 110, i.e. 55 respondents from 7th grades and 55 8th grade respondents. As far as the questionnaire is concerned, it is composed of 17 purposeful questions. Regarding the type of the questions, 3 questions out of 17 are open questions; the rest of them are close questions. In order to get clear results, the respondents will answer either *yes* or *no* in the close questions.

5.4.1   Primary target group based on research

Elementary schools pupils constitute the primary target group of the proposed strategy for certain reasons. First, ShineBean organizes lectures at some of the Czech elementary schools so that the non-profit organization is experienced in cooperation with the elementary schools (As indicated on ShineBean's Web site). Second, ShineBean's chairwoman Renata Rokůsková considers elementary schools pupils to be more suitable for the proposed school project in comparison with high schools students. Regarding the Czech Republic, elementary schools pupils are divided into nine grades according to the age. However, for the use of the proposed strategy only one of the nine grades can be the primary target group.

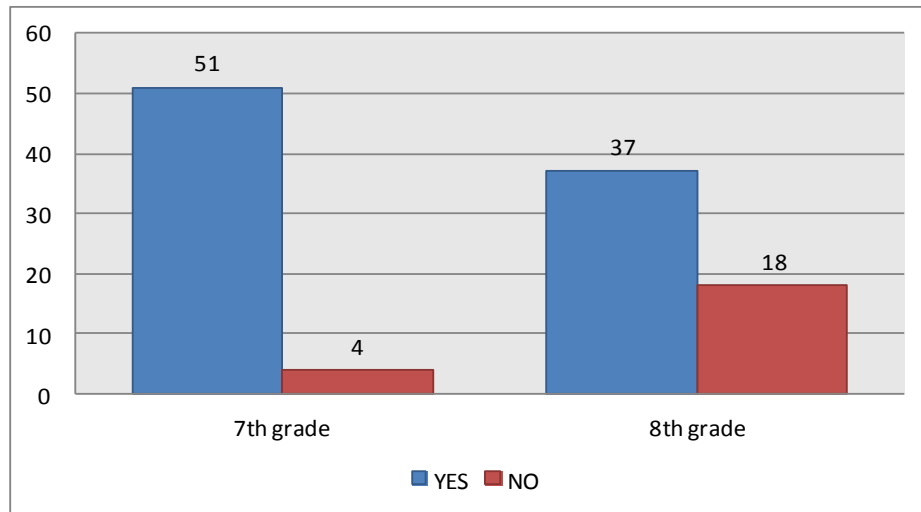**Question no. 1** If such a project existed, would you like to participate?

Figure 2. Attitude towards the proposed project

The graph shows that 51 7th grade pupils would like to participate in the proposed project, and 4 7th grade pupils would not. Regarding the 8th grade pupils, 37 of them would appreciate the project, and 18 pupils would not. To sum up the results, 7th grade pupils are interested in the project more than their older schoolmates. Considering that the question was answered by 55 7th grade pupils and 51 of them would like to participate in the project, the result is very positive.

Question no. 2 Give at least one reason for your decision.

The question no. 2 represents the first open question of this questionnaire. The respondents were supposed to explain why they want to participate in the project and why they do not. Some of the pupils stated more reasons. Speaking of the 7th grade pupils, the reasons of their decisions differ. 29 pupils want to help Kenyan children. 13 pupils want to meet Kenyans and make new friends. 9 pupils consider the project to be a good idea. 4 pupils would like to participate in the school trip and the football cup. 2 pupils would like to learn about Kenya. 2 pupils want to have some fun. 2 pupils want to donate out-worn football equipment. Remaining pupils either are not interested or they are not able to explain their decision. As for the 8th grade pupils, the reasons of their decisions are similar to these of the 7th grade pupils. 21 pupils would like to help Kenyan children. 6 pupils consider the project to be an interesting idea. 5 pupils would like to meet Kenyans. 2 pupils want to have a clear conscience. 2 pupils like the combination of helping Kenyan

children and learning about their country. 2 pupils perceive the project as the way to get new experience. 1 pupil considers the project to be an opportunity for clearing out wardrobes. 1 pupil wants to have some fun. Remaining pupils either are not interested in the project or they never participate in the projects of this kind.

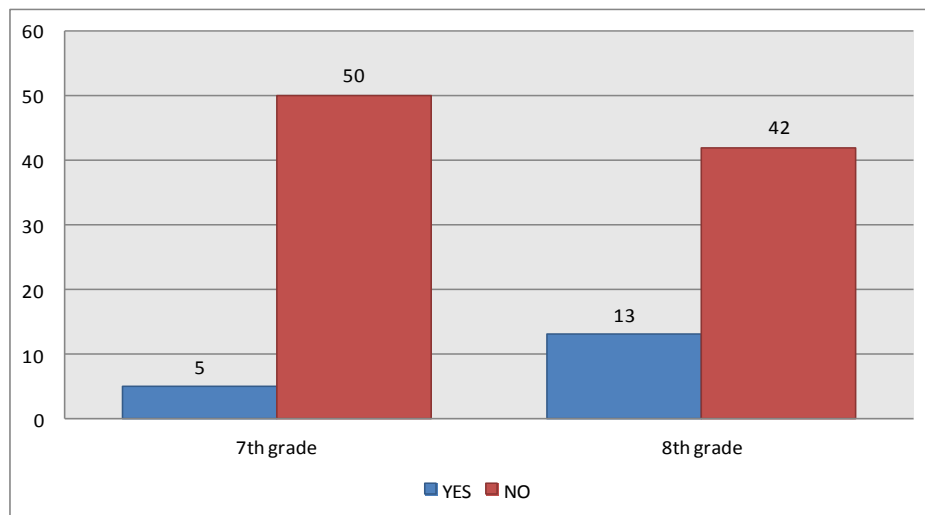**Question no. 3** Have you ever taken part in a similar project?

Figure 3. Previous participation in similar projects

The graph shows that 50 7th grade respondents have never taken part in a similar project, and only 5 7th grade pupils have some experience with projects of this kind. In comparison with the 7th grade, 42 8th grade respondents have no experience with projects of this kind; however, 13 8th grade respondents have already participated in a similar project. In my view, the relatively high number of 8th grade "yes" respondents partially results in the low number of the 8th grade pupils who would like to participate in the proposed project. In my opinion, since 13 8th grade pupils have participated in a charity oriented project before, they are no longer interested in other projects of this kind.

Question no. 4 If you answered *yes*, please state what project you participated in and how you liked it.

The question no. 4 represents another open question. The graph related to the previous question shows that 5 7th grade pupils and 13 8th grade pupils have already participated in a similar project. As for the projects, the 7th grade pupils participated in donating clothes, and making toys for African children; the 8th grade pupils participated in donating toys and a long distance adoption. Regarding opinions of the 7th and 8th grade pupils about the projects, they enjoyed it and they also perceive it as good experience.

Question no. 5 Do you like contests?
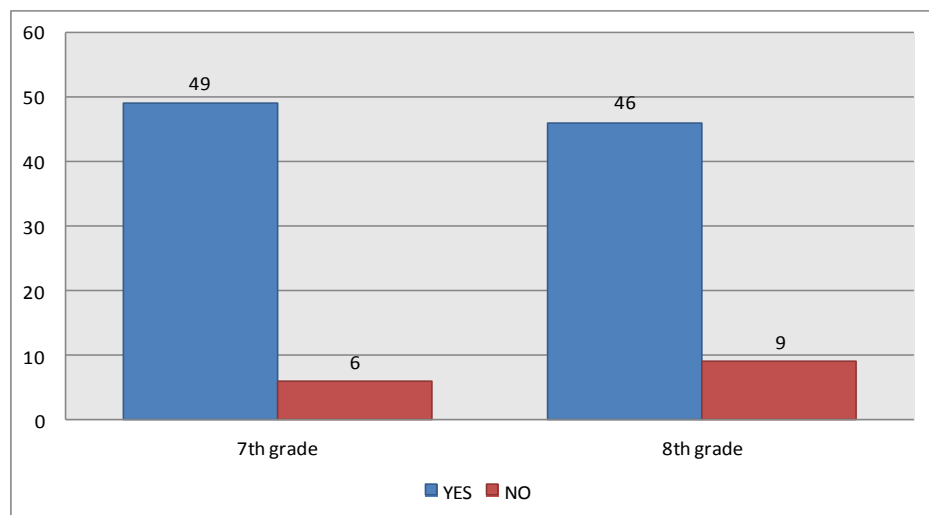
Figure 4. Attitude towards contests

The question no. 5 has its purpose. Since the strategy created for ShineBean is based on contest among elementary schools classes, one of the aims of the questionnaire was to ascertain what age group likes contests more. As for the results, the graph shows that 49 7th grade respondents out of 55 like contests, and the rest, i.e. 6 respondents do not. Speaking of the 8th grade, 46 respondents out of 55 enjoy contests, and remaining 9 respondents do not. The number of the both grades respondents not interested in contests is low so that I consider the results to be very optimistic. However, when comparing the both age groups, the 7th grade has better results and thus is more suitable as the primary target group at this point.
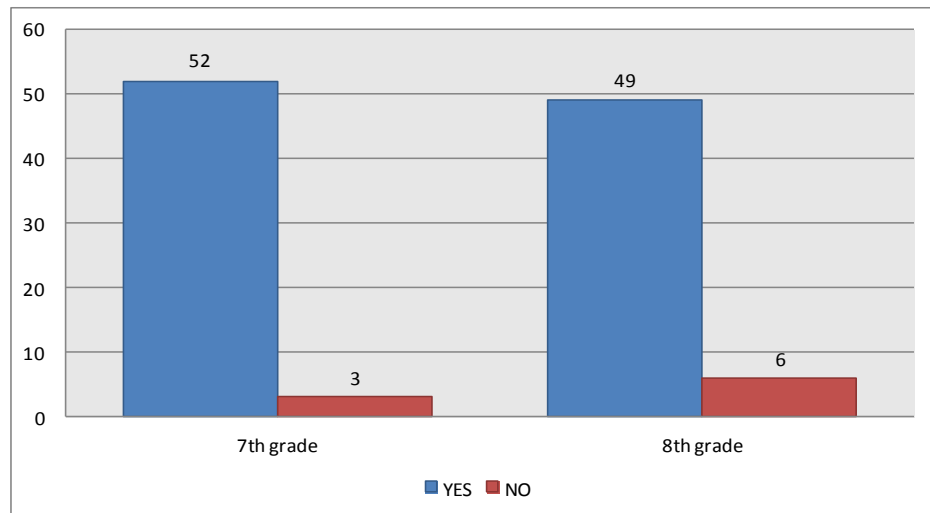
Question no. 6 Do you like to help other people?

Figure 5. Opinion about helping other people

The chosen question is meaningful. One of the objectives of the strategy is to get worn-out sport clothes, shoes and equipment for Kenyan children. Since the right primary target group is supposed to help ShineBean with achieving this goal, one of the aims of the questionnaire is to find out which grade likes to help others more. The graph shows that 52 7th grade respondents like to help others, whereas remaining 3 respondents are not interested in helping people. As for the 8th grade, 49 respondents like to help, and 6 respondents do not. To sum up, the 7th grade respondents are more helpful than the 8th grade respondents.
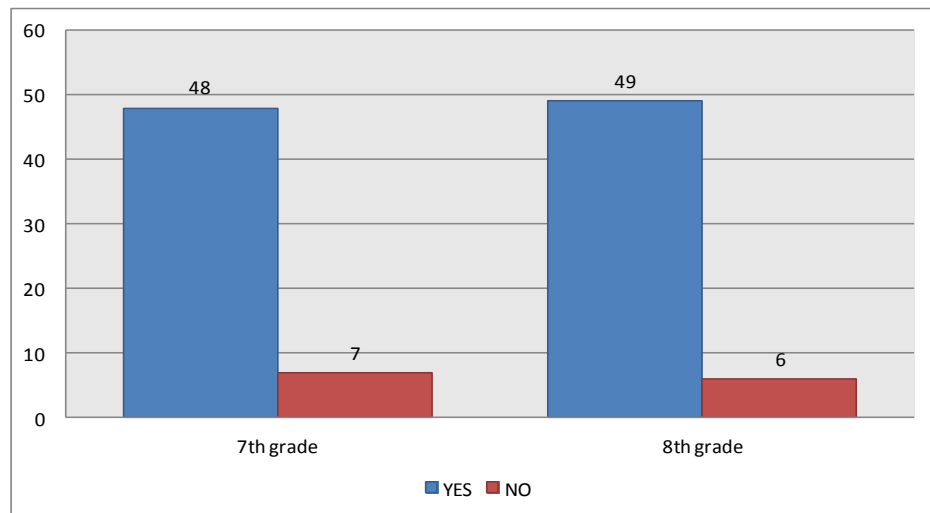
Question no. 7 Do you like to do sports?

Figure 6. Attitude towards doing sports

Since the winning price for the winning class is not only to meet Kenyans but participate in the football cup as well, the primary target group should like to do sports. As for the results, the graph shows that 48 7th grade respondents like to do sports, and 7 respondents of the same age category do not. Regarding the 8th grade, 49 respondents like to do sport and remaining 6 do not. To sum up, the results are almost identical.

Question no. 8 Do you like to spend time with your classmates?
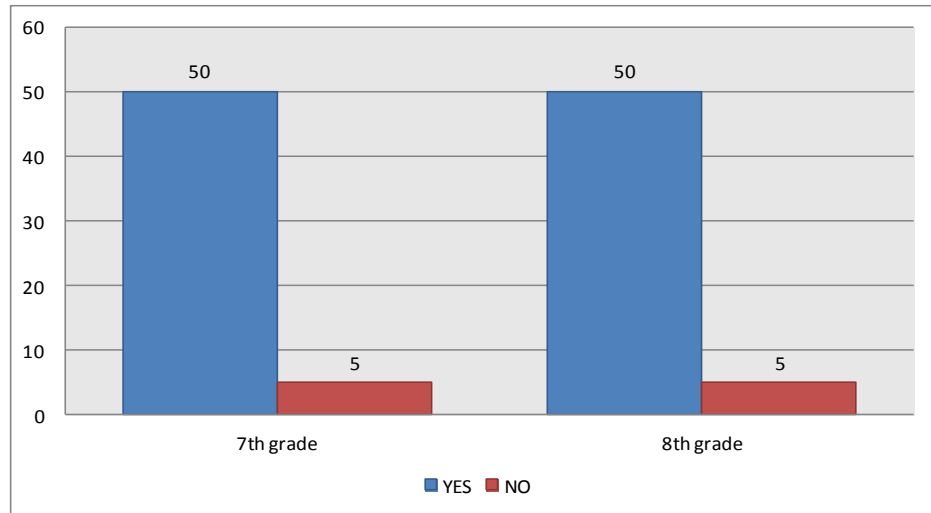

Figure 7. Attitude towards spending time with classmates

The winning class would participate in the football cup within a school event. Therefore the representatives of the primary target group are supposed to like spending time with their classmates. Answers of 50 out of 55 7th grade pupils are positive, while remaining 5 answers are negative. The same applies to the 8th grade. In other words, the majority of 7th as well as 8th grade pupils are positive about spending time with their classmates which I consider to be an optimistic result. Nevertheless, since the attitude of the both grades towards spending time with classmates is identical, the graph does not show at this point what grade is more likely to be the primary target group.

Question no. 9 Do you have any worn-out sport clothes, shoes and equipment which you do not use anymore?
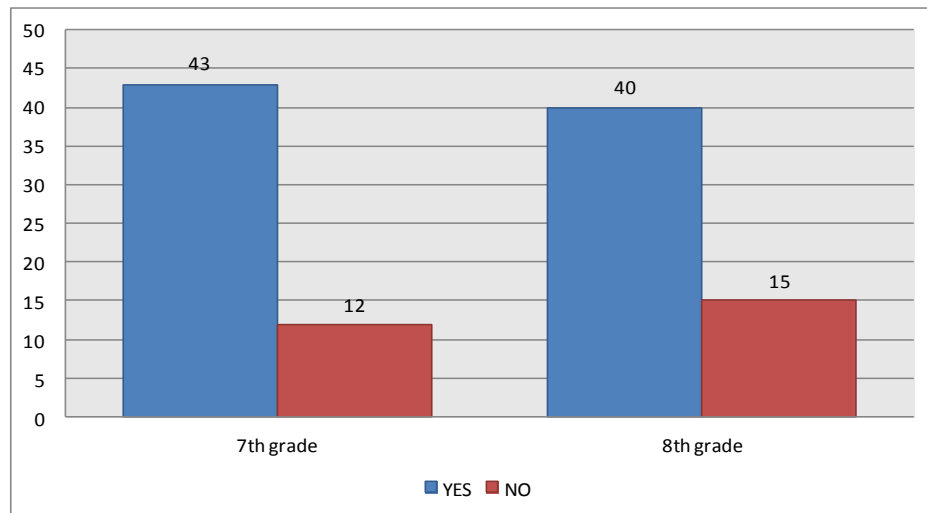

Figure 8. Number of pupils having worn-out sport clothes, shoes and equipment

Bringing Kenyan children closer to sport by giving them sport clothes, shoes and equipment is one of the objectives of the proposed strategy. Therefore the aim of the questionnaire was to ascertain which of the two grades is more likely to donate more. As for the 7th grade, 43 out of 55 respondents have some worn-out sport clothes, shoes and equipment, and 12 respondents do not. Regarding the 8th grade, 40 out of 55 respondents have something to donate and remaining 15 respondents do not. The graph shows that 7th grade pupils would be able to donate and thus help Kenyan children more than the 8th grade pupils.

Question no. 10 If you answered *yes*, what do you do with the worn-out sport clothes, shoes and equipment at home?

The question no. 10 is the last open question of the questionnaire. Several pupils regardless of grade gave more answers. Speaking of the 7th grade pupils, they treat worn-out sport clothes differently. 12 pupils donate worn-out sport clothes to charity. 14 pupils give the sport clothes to their relatives. 15 pupils usually throw the worn-out sport clothes away. 8 pupils keep the sport clothes at home. 3 pupils sell the sport clothes. Talking about the 8th grade pupils, they have a similar approach towards treating the worn-out sport clothes. 10 pupils donate the sport clothes to charity. 15 pupils give the sport clothes to their relatives. 17 pupils throw the sport clothes away. 2 pupils sell the sport clothes. 6 pupils keep the sport clothes at home. As the results show, many 7th as well as 8th grade pupils donate the

worn-out sport clothes or throw the clothes away. Donating worn-out sport clothes to charity indicates that the pupils or their parents care about other people; therefore the pupils are likely to donate worn-out sport clothes to Kenyan children. Regarding the pupils and their parents throwing the worn-out sport clothes away, they may help Kenyan children instead.

Question no. 11 If you have some worn-out sport clothes, shoes and equipment, will you donate it to children who may need it?
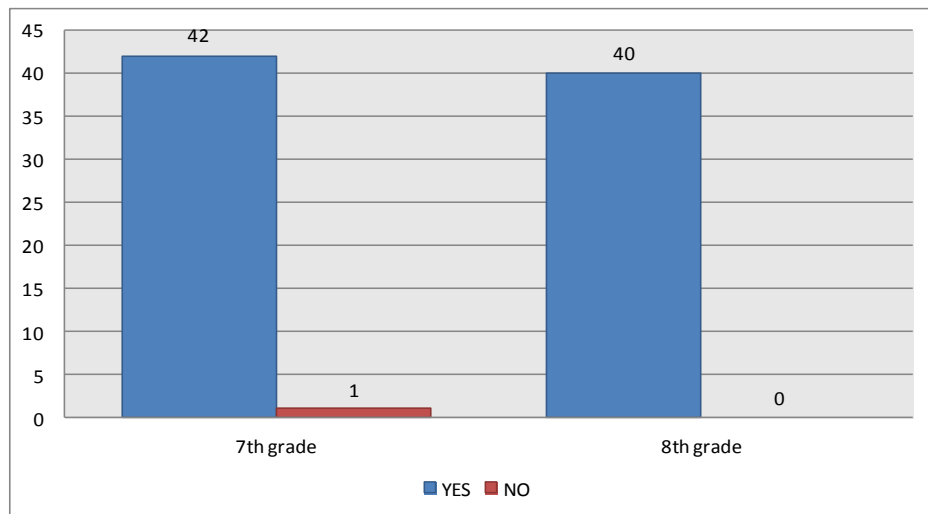

Figure 9. Number of current potential donors

The question no. 11 is another key question of this questionnaire. The question was intended for the 7th as well as the 8th grade pupils having some worn-out sport clothes, shoes and equipment. The graph related to the question no. 9 shows that 43 7th grade pupils out of 55, and 40 8th grade pupils out of 55 have something to donate. Based on the answers to the question no. 11, 42 7th grade pupils out of the 43 are willing to donate, and only 1 pupil is not. As for the 8th grade, all the 40 pupils having some worn-out clothes, shoes and equipment would donate. To sum up, almost all the pupils regardless of the grade who have something to donate would help Kenyan children by giving them clothes, shoes and equipment which they do not use anymore. Since positive answers are prerequisite for the project, I consider the results to be very optimistic.

Question no. 12 If you do not have any worn-out sport clothes, shoes and equipment, would you donated if you had some?
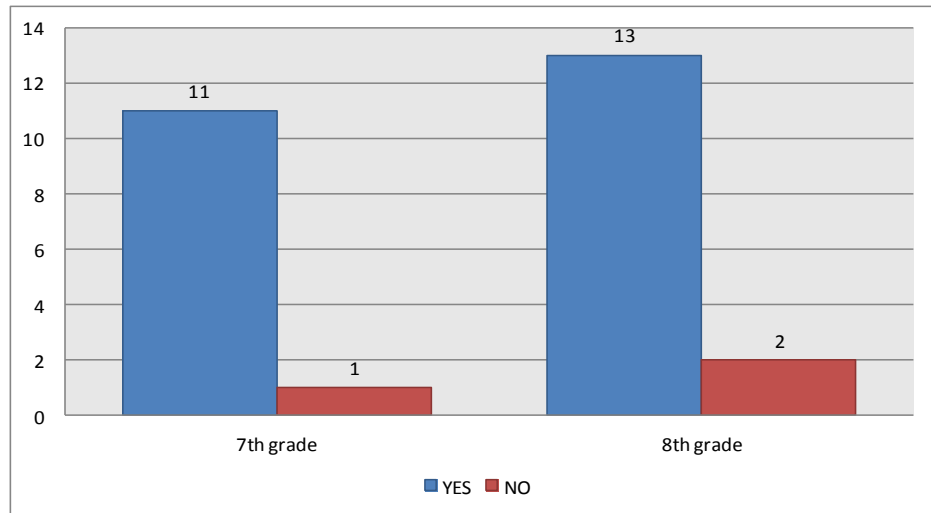

Figure 10. Number of future potential donors

Since pupils having no worn-out sport clothes, shoes and equipment can have some in the future, I consider knowing their attitude towards donation to be very important. The results of the question no. 9 show that 12 7th grade pupils out of 55, and 15 8th grade pupils out of 55 have nothing to donate. As for the 7th grade, 11 pupils out of the 12 would donate worn-out sport clothes, shoes and equipment if they had some and 1 pupil would not donate anything. Regarding the 8th grade, 13 pupils out of the 15 would help Kenyans by giving them some worn-out sport clothes, shoes and equipment if they had some, and 2 pupils would not help. To sum up, answers to this question are very positive.

Question no. 13 Do you have any information about Kenya, namely about its history, geography, culture, traditions, etc?
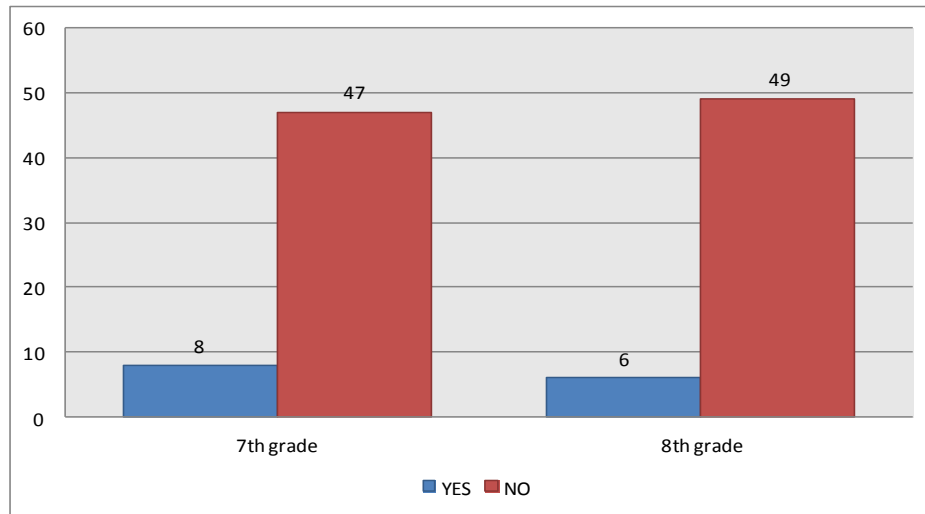

Figure 11. Knowledge of Kenya

Since educating Czech children about Kenya is a part of the project, the question is purposeful. The aim was to compare knowledge of the 7th and the 8th grade. The graph shows that while 8 out of 55 7th grade pupils have some information about Kenya, remaining 47 pupils have none. As for the 8th grade, 6 out of 55 pupils have some knowledge of Kenya, and 49 pupils do not have any. Since the younger respondents have more knowledge of Kenya in comparison with their older schoolmates, I consider the results to be interesting.
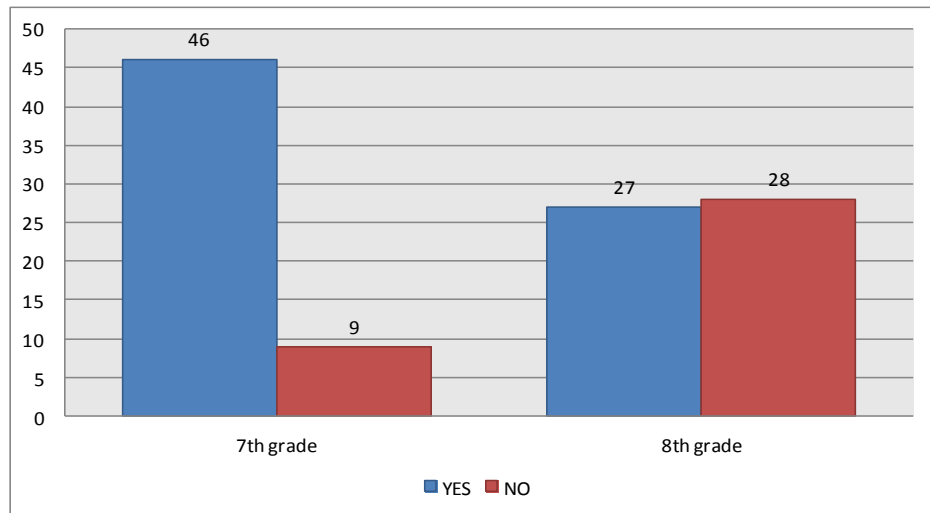
Question no. 14 Would you like to know more about the country?

Figure 12. Pupils interested/not interested in getting information about Kenya

Educating elementary schools pupils about Kenya represents one of the key parts of the project. Therefore knowing the answers of the 7th as well as 8th grade pupils to the question is very important. The graph shows that the attitude of the 7th and the 8th grade pupils to learning about Kenya differs. As for the 7th grade, the majority of the pupils, i.e. 46 out of 55 would like to get more information about the country, and remaining 9 pupils would not. Regarding the 8th grade, 27 out of 55 pupils would appreciate the opportunity to learn more about Kenya, while 28 pupils are not interested. Based on the results, the 7th grade pupils appear to be more suitable for the primary target group at this point.
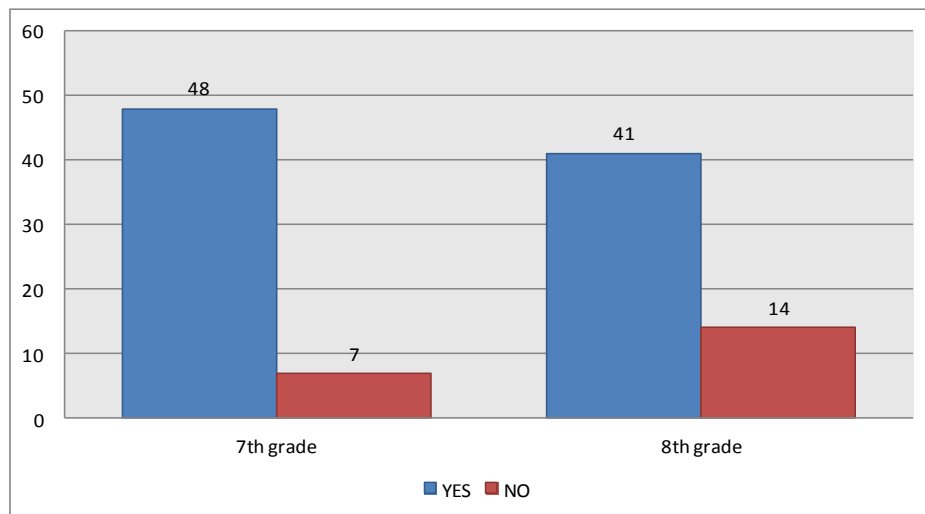
Question no. 15 Would you like to meet Kenyan children of the same age?

Figure 13. Attitude to the opportunity for meeting Kenyan children

Since meeting Kenyan children as well as active participation in the football cup represents the winning price for the winning class, the primary target group is supposed to be interested in meeting Kenyans. Therefore the aim of the question was to ascertain which of the two grades is more suitable for the project. The graph shows that the attitude to meeting Kenyans slightly differs. 48 out of 55 7th grade pupils would like to meet Kenyan children, and remaining 7 pupils would not. As for the 8th grade, 41 out of 55 pupils are interested in meeting Kenyans, while 14 pupils are not. Considering that 7th grade pupils are more enthusiastic about the opportunity to meet Kenyan children, I perceive them as more suitable at this point for the use of the project.
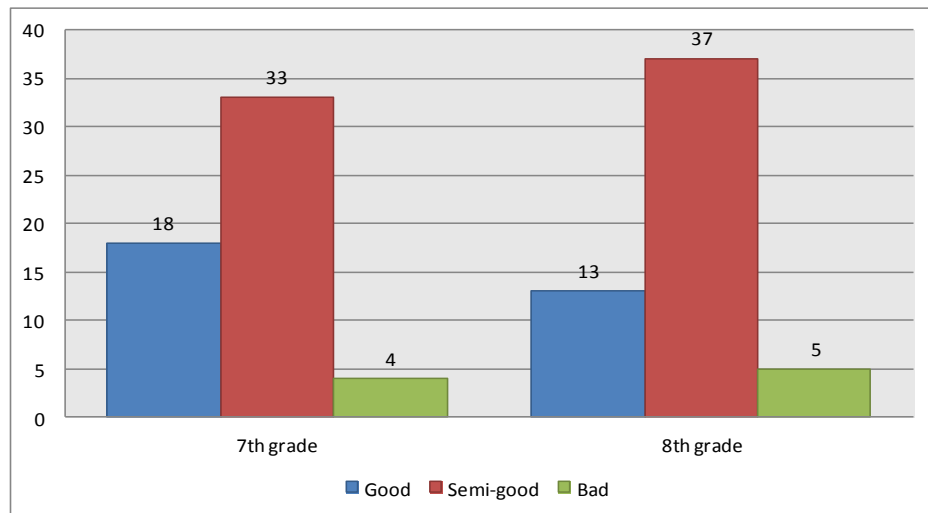
Question no. 16 What is your level of English?

Figure 14. Level of English

Assuming that the cooperation between the non-profit organization and its subsidiary in Kenya works well, the primary target group may be given the opportunity to exchange letters with Kenyan children. Furthermore, the winning class would meet Kenyan children. Therefore a satisfactory level of English of the primary target group is important. The graph shows that the level of English of the 7th and the 8th grade differs. As for the 7th grade, 18 pupils out of 55 are good in English, 33 pupils are semi-good in English, and remaining 4 pupils are bad in English. Regarding the 8th grade, 13 pupils out of 55 are good in English, 37 pupils are semi-good, and 5 pupils are bad in English. Since the graph shows that younger pupils are better in English than the older ones, I consider the results to be interesting.

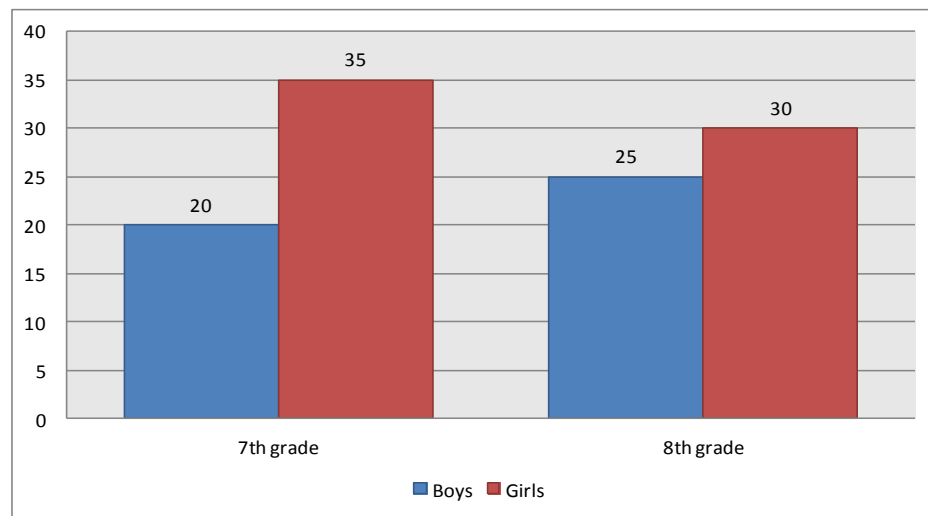**Question no. 17** Please indicate your gender.

Figure 15. Gender of respondents

As for the gender of the respondents, the proportion of boys and girls between the 7th and the 8th grade differed. As for the 7th grade, the questionnaire was completed by 20 boys and 35 girls. Regarding the 8th grade, the questionnaire was completed by 25 boys and 30 girls.

Conclusion of the research

The aim of the research was to ascertain which one of the two grades is more suitable to be the primary target group of the proposed school project. In order to ensure a success of the project, the primary target group should meet certain prerequisites which I consider to be necessary for the success. The prerequisites were being examined using the specific questions within the questionnaire. When comparing the 7th and the 8th grade, the graphs show that in most cases answers of 7th and 8th grade pupils differed so that the hypothesis was confirmed. As for the character of the questions, the majority of them were *yes* or *no* questions. The 7th grade pupils had more positive answers. Since the positive answers are desirable, the 7th grade pupils represent the primary target group of the proposed school project.

5.5 Strategy in practice

As mentioned in the chapter 5.3, the proposed marketing strategy is based on the one-year school project. Assuming that the non-profit organization ShineBean achieves the set objectives, the period of the project may be extended. Based on the results of the research,

7th grade elementary schools pupils will constitute main participants of the project. Since the first year of the project serves as a try-out, ShineBean will approach elementary school in Ústí nad Labem district first. In order to maintain motivation of the classes participating in the project, every month should have its purpose.

During summer holidays before the school year starts, elementary schools headmasters as well as teachers are likely to discuss an annual school plan. Since the administration of the elementary schools may discuss potential participation in various projects, I consider summer holidays to be the best period for the first contact with the schools. As for the way of getting in touch with them, I suggest the usage of direct marketing, namely a direct mail. The reason for the preference of the direct mail to other direct marketing tools is that direct mail helps to build long-lasting relationships with target groups, and it is time-saving (Kotler and Keller 2007, 642-644). Furthermore, direct marketing "can be personalised, is flexible, and allows early testing and response measurement" (Kotler et al. 2009, 750). Certain elementary schools would be sent a direct mail in the form of a folder including information about the non-profit organization ShineBean and the school project as well.

The project would start in early autumn. By the end of September the elementary schools being sent the folder should decide whether they want to participate in the project or not and subsequently inform ShineBean. Considering that the school year starts in September and the elementary schools are supposed to decide by the end of the month, the administration will have enough time to consult the project with target pupils' parents and ShineBean itself in person if needed.

From the beginning of October when the number of participating schools would be known, both the schools and ShineBean will start to be actively involved. The process of spreading knowledge of ShineBean and Kenya will continue until the end of the school year. As for the schools, pupils will be being educated about Kenya and its history, geography, fauna and flora, culture, etc. The educating process will be secured either by teachers in the most suitable subjects or by ShineBean within a series of lectures. Regarding ShineBean, based on the number of schools participating in the project, the non-profit organization will work on creating connection between elementary schools in Kenya and 7th grade pupils from the Czech Republic. In a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that Kenyan classes often consist of few pupils only, and also Kenyan children in general lack sport clothes, shoes and equipment. Therefore 7th grade classes from one particular Czech elementary school would support

the entire elementary school in Kenya. It means that Czech pupils may possibly support not only Kenyan children of the same age but older as well as younger children at the same time.

As for the one-year schedule, December plays one of the key roles in the project. From the beginning of the month, the 7th grade pupils will be preparing program for so called Kenyan day. As for the program, the target pupils may prepare presentations about various topics, namely Kenyan history, geography, fauna and flora, culture and the school project itself as well. The purpose not only is to communicate the gained knowledge, but present the country to other people as well. As for the Kenyan day, the day will take place before Christmas holiday. During the day the prepared program will be performed and the target pupils will have the opportunity to donate worn-out sport clothes, shoes and equipment. As for the system of the collection, target grades will be given certain amount of points based on what and how much the pupils donate; for example pupils will get more points for football shoes than for a t-shirt. Since the Kenyan day is supposed to resemble a Christmas school party, not only pupils but their relatives, public and media are welcome as well. This may help with spreading public knowledge of the non-profit organization ShineBean.

Also the second half of the school year is important for the proposed school project. During January, the results of the first collection will be displayed on ShineBean's website so that the participants in the contest will have a chance to compare the results. This may increase a tendency to donate more during the last collection. As for the educating process, it will continue until the end of the school year. In order to enrich the project and motivate the target pupils, they will be offered to visit lectures and exhibitions organized by ShineBean. Throughout the second half of the school year the target pupils will be given a chance to donate worn-out clothes, shoes and equipment again. Final results of the both collections and the contest itself will be released sometime in May so that the winning class (winning grade in case it consists of more classes) will be known by this time.

The one-year project ends in June. At the beginning of the June the donated sport clothes, shoes and equipment will be transported to Kenya. As for the means of transport, given the expected amount of the donations, I consider an ocean freight to be a suitable option. In order to check the delivery of the worn-out sport clothes, shoes and equipment, as well as to prepare Kenyan children for the travel, ShineBean's chairwoman, Renata Rokůsková, along with one of the ShineBean's volunteers will go to Kenya also in the middle of the month. The choice of Kenyan children travelling to the Czech Republic

depends on which Czech elementary school wins the contest. Regarding the number of the Kenyans travelling to the Czech Republic, considering high prices of flight tickets, about 8 pupils and 2 teachers is considered to be an optimal number.

As far as the duration of stay is concerned, four nights may be enough to satisfy both the 7th grade pupils of the winning school and Kenyan children at the same time. Supported by generous sponsors, the stay of Kenyans may be extended and the program enriched. Assuming that the Kenyans stay in the Czech Republic for four nights, the program would be the following. Taking the length of the flight into consideration, the children will likely be tired after their arrival. Therefore the program will be postponed until the next day. As for the accommodation, the Kenyan children may spend the five nights either at the winning pupils' homes if interested or in a gymnasium in the winning pupils' school along with the Czech 7th grade pupils, Kenyan teachers, and ShineBean's representatives. The purpose is to eliminate accommodation costs as well as to continue in building up rapport between Kenyan and Czech pupils from the very beginning of their arrival. The next morning, Kenya and Czech pupils, Kenyan and Czech teachers, and ShineBean's representatives will meet in the school canteen in the winning pupils' school. After breakfast the Kenyan children will meet pupils from the other grades and they will be shown the school at the same time. Afterwards Kenyan pupils and their teachers will be shown the city. The program for the next day depends on how much funds ShineBean will get.

The football cup represents the last day of the stay of Kenyans and the highlight of the connecting process. The football cup will take place on a football pitch near the winning elementary school. Except the winning 7th grade from the winning elementary school, also the defeated 7th grades from the other elementary schools will participate in the football cup. In other words, the 7th grade pupils from all the elementary schools participating in the project will actively take part in the football cup. Thus all the 7th grade donors can meet Kenyan children. In order to strengthen the engagement on a personal level even more and ensure unforgettable experiences for all the donors, the Kenyan children may possibly play not only in the team formed by their supporters, but in teams of the other pupils as well. The football cup will end with awarding three winning teams. In order to maximize the engagement on a personal level, the football cup will be followed by barbecue which represents the end of the stay of Kenyans.

5.6 Costs

Finding enough sponsors for funding the school project before its initiation is a basic condition. Given that the marketing strategy based on the school project is only a proposal so far and its final form would depend on the number of sponsors obtained, the total sum of the costs is currently incalculable. However, assuming that the non-profit organization ShineBean succeedes in acquiring a sufficient number of sponsors and thus kept the content of the project, the school project costs may be partially calculable at this stage.

Since I suggest contacting about forty elementary schools before the initiation of the project, ShineBean will spend money on printing about forty folders. During the Kenyan day as well as the football cup advertising materials, namely posters and leaflets, will be prepared. Considering that the exact number as well as the design of the folders, posters and leaflets is not known, expressing the total visual communication costs in number is not possible at this moment.

Other costs are related to the transport of Kenyans, ShineBean's representatives, and donated worn-out sport clothes, shoes and equipment. Assuming that 10 elementary schools participate in the school project and the target pupils donate 500 Kg of worn-out sport clothes, shoes and equipment, the data in appendix 1 show that ShineBean will pay about 4 628 USD which is approximately 90 000 CZK for the transport of the donations. Provided that ShineBean's chairwoman, Renata Rokůsková, along with one volunteer travel to Kenya and back to the Czech Republic, the data in appendix 2 show that the cost of the two flight tickets will be about 1500 EUR which is approximately 40 000 CZK. Assuming that 8 Kenyan pupils and their 2 teachers travel to the Czech Republic and back to Kenya for the same or a similar price, the cost of ten flight tickets will be about 200 000 CZK. To sum up, approximate flight tickets costs are 330 000 CZK.

Further costs relate to securing enough food and drinks for the Kenyans and winning 7th grade pupils throughout the Kenyans visit in the Czech Republic. Assuming that 3 ShineBean's representatives and 2 Czech teachers accompany the 10 Kenyans and about 20 7th grade pupils, ShineBean will spend certain amount of funds on breakfasts, lunches and dinners for 35 people throughout the stay of Kenyans in the Czech Republic.

As for the football cup, except advertising materials, in particular posters and leaflets, ShineBean will spend funds on refreshments. Expressing the total costs of refreshments in numbers is difficult since the exact number of visitors is not known. However, assuming

that the 7th grades of the 10 elementary schools participating in the school project consist of 20 pupils and all the pupils take part in the football cup, there will be 200 players. Provided that the pupils from each elementary school are accompanied by 2 teachers, the total number of the teachers present at the football cup will be 20. Furthermore, 8 Kenyan pupils, 2 Kenyan teachers and 10 ShineBean's representatives will be present as well. Based on the data, minimum of 240 people will take part in the football cup. Nevertheless, the pupils' relatives and public will be welcome too. Assuming that 500 people come and the costs of refreshment are 200 CZK per person, ShineBean will spend on food and drink approximately 100 000 CZK. Furthermore, Kenyan as well as Czech pupils will be given football shirts. The formed teams will differ from each other in a colour of the football shirts. The shirts represent further costs for ShineBean. Assuming that 8 Kenyan pupils will actively take part in the football cup along with 7th grade pupils from the 10 elementary schools, and each 7th grade is attended by 20 pupils, ShineBean will have to secure 208 football shirts. As indicated on Fotbalovydres's Web site, assuming that one football shirt costs about 300 CZK, ShineBean will spend about 62 000 CZK on the football shirts for the players . As a gift the Kenyan pupils will be given brand new football shoes; given that the price of one pair of football shoes is approximately 1000 CZK, 8000 CZK represent further costs for ShineBean (As indicated on Sportfotbal's Web site).

Given the data mentioned above, ShineBean might spend approximately 90 000 CZK on transport of donations, 240 000 CZK on flight tickets for its representatives and Kenyans, 62 000 CZK on football shirts for players and 8000 CZK on football shoes for Kenyan pupils. Moreover, ShineBean may spend about 10 000 CZK on the advertising materials. Furthermore, based on the data, ShineBean might spend 100 000 CZK on refreshments. Nevertheless, since ShineBean will have to finance refreshments throughout the entire stay of Kenyans in the Czech Republic and the number of visitors in the football cup may be higher, the total costs of food and drink may be about 150 000 CZK instead. To sum up, the total costs of funding the school project might be 560 000 CZK.

5.6.1 Potential sponsors

In order to launch the proposed school project, ShineBean has to raise funds for funding the project first. Therefore finding enough sponsors is a basic condition. In a telephone conversation with the author on March 13, 2012, Renata Rokůsková revealed that the number of current sponsors of ShineBean in not sufficient. So that in order to implement

the marketing strategy based on the school project, ShineBean has to find new sponsors. Assuming that ShineBean keeps the program of the project as it was established, the non-profit organization will have to acquire finances to ensure flight tickets, advertising materials, football shirts for the players, football shoes as a gift for Kenyan children, transport of donations, and food and drinks throughout the stay of Kenyan in the Czech Republic.

As for financing the flight tickets, I suggest to approach airlines offering flights from Prague to Nairobi, namely Turkish Airlines or Emirates (As indicated on Turkish Airlines' and Emirates' Web site). Regarding financing advertising materials, I recommend making an impression on companies producing materials of this kind. As far as acquiring sponsors for ensuring football shirts and shoes is concerned, ShineBean may approach either concrete sport shops or brands themselves, namely Adidas, Nike, Puma and other. In order to get funds for food, drinks and refreshments, I suggest approaching Ústí nad Labem county representative and request grants. As for transportation of donated worn-out sport clothes, shoes and equipment, ShineBean may acquire finances from companies providing customers with ocean freight transportation, for example DAMCO (As indicated on DAMCO's Web site).

CONCLUSION

The aim of the bachelor thesis was to delineate marketing and fundraising of the non-profit sector primarily in the theoretical part, and subsequently create a marketing strategy for the Czech non-profit organization ShineBean in the practical part of the thesis. The created strategy was supposed to reflect the theory. The aim of the bachelor thesis was achieved. Creating marketing strategy for ShineBean was preceded by a detailed situation analysis of the non-profit organization. The analysis was carried out by AC2ID testTM and SWOT analysis. Using the both situation analyses tools, it was ascertained that the non-profit organization ShineBean is doing well in certain areas but has several weak points at the same time. As for the most crucial problems, these include low public awareness of the organization, a lack of sponsors and donors, and a lack of volunteers. The problems are serious and interrelated. Low public knowledge of the non-profit organization results in an insufficient number of sponsors and partially volunteers at the same time. Due to the lack of sponsors, ShineBean does not have enough financial support for funding its projects. The lack of volunteers has a negative impact on performance of the non-profit organization. Based on the ascertained weaknesses, the objectives were set including increasing public awareness of the organization, increasing engagement on a personal level and expanding ShineBean's program on supporting sport among Kenyan children. Knowing the weaknesses of the organization and the set objectives, the strategy was created in order to eliminate the problems which ShineBean deals with. The marketing strategy is built upon a one-year school project. The aim of focusing on elementary schools is to spread public awareness of the organization and thus help ShineBean get new sponsors and donors. Regarding achieving objective of supporting sport among Kenyan children, the school project is based on a contest among elementary schools pupils who will compete in the number of donated worn-out sport clothes, shoes and equipment. In order to motivate pupils and encourage collection, the winning class will meet some of the Kenyan children they supported. Regarding the objective of increasing engagement between Czechs and Kenyans, pupils participating in the project will be educated about Kenya throughout the school year, they will exchange letters with Kenyan pupils, and finally, they will actively take part in a football cup organized by ShineBean where some of the Kenyan children supported by the winning class will be present as well. Elementary schools pupils represent a primary target group of the school project. Since ShineBean has

to get through administration of elementary schools first, headmasters and teachers represent a secondary target group. In order to ascertain which of nine grades is the most suitable for being the primary target group, i.e. pupils in which grade have better prerequisites for the school project, a research was carried out. Within the research one hypothesis was determined which was tested later on. As for the hypothesis, it was assumed that the prerequisites of pupils attending different grades for being the primary target group differ. The hypothesis was confirmed. Since the results of the research showed that 7th grade pupils have more prerequisites for the project in comparison with 8th grade pupils, 7th grade pupils represent the primary target group. Except the marketing strategy itself, the bachelor thesis presents expected costs and potential sponsors as well.

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LIST OF FIGURES

LIST OF ABBREVIATIONS

CZK   Czech Koruna

EUR   Euro

PR   Public Relations

USD   United States Dollar

APPENDICES

P I   Transportation costs of donations.

P II   Flight tickets costs.

APPENDIX P I: TRANSPORTATION COSTS OF DONATIONS

DAMCO
Global logistics. Individual solutions.

SLUŽBY OBJEDNÁVKA O NÁS KONTAKT

myDAMCO

Home ▸ Objednávka ▸ Námořní přeprava

Námořní přeprava

Námořní přeprava ▸
Letecká přeprava
Silniční přeprava
Ostatní služby
Import – Export služby
Skladování

KROK 1 ▸ KROK 2 ▸ KROK 3 ▸ KROK 4

Objednávka námořní přepravy – Krok 4, rekapitulace

Země odeslání:	Czech Republic
Země dodání:	Kenya
Místo nakládky:	LITOMERICE
Přístav vykládky:	NAIROBI
Vzdálenost místa doručení:	100 - 200 km
Druh zboží:	Bezpečné zboží
Objem:	10 m3
Hmotnost:	500 kg
Zboží připraveno dne: *	2012-05-31
Zboží doručit dne: *	2012-06-20 * Data mají pouze informativní charakter

Cena dopravy	**4 628 USD**
Total	**4 628 USD** Nabídka je platná do 01.5.2012

APPENDIX P I: FLIGHT TICKETS COSTS

Globally Yours | TURKISH AIRLINES

| | Flight Planning | Availability | Price | Passenger Details | Payment |

Please choose your prefered dates

Prague to Nairobi Sunday, June 17, 2012   **Passengers:** 2
Nairobi to Prague Friday, June 22, 2012   **Fare type:** ECONOMY,BUSSCOMB

Legend: ☐ Requested date, ☐ = Lowest price, € = Euro, '–' indicates flight is sold out or not applicable

Total price for all passengers including taxes.
Baggage policy from/to U.S.

Return: Nairobi – Prague

Outbound: Prague – Nairobi		19 Jun.2012 Tue	20 Jun.2012 Wed	21 Jun.2012 Thu	22 Jun.2012 Fri	23 Jun.2012 Sat	24 Jun.2012 Sun	25 Jun.2012 Mon
	14 Jun.2012 Thu	€1,322	€1,322	€1,322	€1,322	€1,322	€1,322	€1,322
	15 Jun.2012 Fri	€1,682	€1,682	€1,682	€1,682	€1,682	€1,682	€1,682
	16 Jun.2012 Sat	€1,810	€1,682	€1,682	€1,682	€1,682	€1,682	€1,682
	17 Jun.2012 Sun	€2,042	€1,322	€1,322	**● €1,322**	€1,322	€1,322	€1,322
	18 Jun.2012 Mon	–	€2,042	€1,570	€1,322	€1,322	€1,322	€1,322
	19 Jun.2012 Tue	–	–	€2,042	€1,322	€1,322	€1,322	€1,322
	20 Jun.2012 Wed	–	–	–	€2,042	€1,478	€1,322	€1,322