Communicating Results: Identifying Audiences & Messages

This project is made possible by a grant from the U.S. Institute of Museum and Library Services.
Communicating Results: Identifying Audiences & Messages
Audiences Internal to Library

- Leaders
- Upper-level Managers
- Mid-level Managers
- Department/Unit Heads
- Project Team Leaders
- Coordinators
- Supervisors
- Front-line Staff and Librarians
- Support Staff

- Technical Services Staff
- Public Services Staff
- Information Technology Services Staff
- Volunteers/Friends
- Facilities Staff
- Trustees/Boards
- In-House Campus Collaborators (other offices located within physical library)
Audiences External to Library

**Students**
- High school
- Prospective
- First-year
- Majors
- International
- Co-curricular groups
- First generation
- Honors
- Graduate
- Special populations

**Faculty**
- Tenured/tenure-track faculty
- Non-tenure-track faculty
- Research faculty
- Part-time faculty
- Adjunct faculty
- Instructors/lecturers
- Teaching assistants

**Administration**
- Presidents/chancellors/provosts
- Deans
- Faculty senate
- Department/unit heads
- Committee chairs
- Assessment/accreditation/program review
- Institutional research

**Other**
- Local community
- Parents
  - Of first-year students
  - Of first-generation students
- Employers
- Graduate schools
- Accreditors
  - Regional
  - Professional
individuals or groups of people who use the library to satisfy an information need

organized groups of people who have or should have an interest or concern in the library (which may currently be met or unmet) or are or should be responsible for or in partnership with the library (but may not currently be).

groups may be unified by responsibility, function, service, geography, etc.

individuals or groups of people with an interest or concern in the library, either internal (within the library organization) or external (outside the library organization)

individuals or groups of people who do not (yet) use the library to satisfy information needs
Ways to Segment Audiences

Segmentation — dividing entire audience for a message into groups based on common profiles and wants

• Behavioral (frequency, method of usage)
• Psychographic (attitude, interests, lifestyle)
• Geographic (physical location)
• Demographic (age, gender, income, occupation, nationality, race, education)
• Similar needs
• Similar resources to acquire product/service

Communicating Results: Identifying Audiences & Messages
Assessment & Marketing Crossover

Marketing:

• “Activity through which librarians [work with their community to] develop the right products and services, decide how to deliver the services, determine how to best communicate the value of those products and services, and then promote the relevant services to the right user group”

• “A holistic approach to examining the library’s existing services, planning new services, making changes to existing services, ceasing existing services that have outlived their utility, communicating internally and externally about library services, and measuring success”

• “The science and art of exploring, creating, and delivering value to satisfy the needs of a target market”

• “Identifying whom librarians serve, determining what products and services will be most valuable to those users, promoting those products and services by demonstrating their value to users, and soliciting and listening to feedback to continually increase the value to users”

• Marketing is cyclical, beginning and ending with understanding user needs. So is assessment.

*RIS*, 5th ed., Chapter 10; *RIS*, 6th ed., Chapter 10
Positioning Statements

• Internal-facing document

• 200–500 words in length

• Define the image, idea, or focus you want a project, service, resource, space to have. What do you want others to know about this project, service, etc.?

• Explain how the project, service, etc. fills a need; may also include how it is different from similar projects, services, etc.

• Emphasize impact.

• Align with values.

• Can be used define/describe an assessment project, the services, resources, spaces, etc. that was the subject of the assessment project, or both.
Positioning statement templates can get you started.

Communicating Results: Identifying Audiences & Messages
Key Messages

• External-facing, ready to deliver to target audiences
• 15 words or less
• Not slogans
• A distillation of the positioning statement to tailored, customized messages for target audiences; will likely be unique to each audience.
• Crystalizes the most important thing you want the target audience to know about a project, service, resource, space, etc.
• May be useful to create a chart of target audiences and the key message for each for a given project, service, etc.
• Can be used to design messages for an assessment project, the services, resources, spaces, etc. that was the subject of the assessment project, or both.
Proof Points

• Underscore key messages.
• Succinct and based on evidence.
• May be generated by assessment or other evidence collection.
• Provide evidence of impact, value, accuracy, and/or validity of key messages.
• May help target audiences understand or provide justification for belief in key messages.
Vehicles for Messages

- Will this tool produce good results?
- Does it convey the message and image we want?
- Does it address the right audience and speak to their particular values and needs?
- What tasks will need to be completed to implement this messaging?
- Test with representatives of target audience before deciding on final tools/designs.
## Messaging Matrix

<table>
<thead>
<tr>
<th>Audience</th>
<th>Email Blast</th>
<th>Social Media</th>
<th>Newsletter</th>
<th>Campus Calendar</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Students</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM Majors</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Communicating Results: Identifying Audiences & Messages

Was this content useful?
Please provide your feedback at: https://forms.gle/YcziKaRJmUnVVTgf9