

# Communicating Results: Identifying Audiences & Messages



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U.S. Institute of Museum and Library Services.

# Communicating Results: Identifying Audiences & Messages

## **Audiences**

Marketing

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

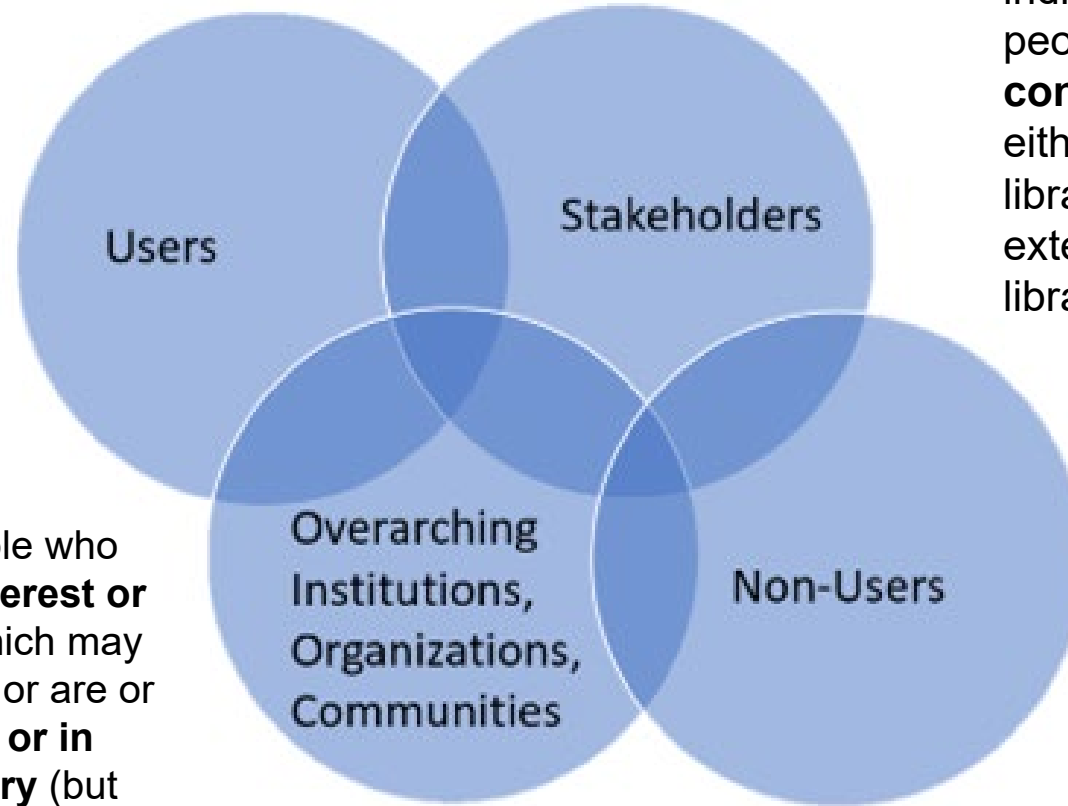


## Other

- Local community
- Parents
  - Of first-year students
  - Of first-generation students
- Employers
- Graduate schools
- Accreditors
  - Regional
  - Professional

# Users, Non-Users, Stakeholders, & More

individuals or groups of people who **use the library** to satisfy an information need



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)

**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 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

Owens, Irene. "Marketing in Library and Information Science: A Selected Review of the Literature." *Acquisitions Librarian* 28 (2002): 5–31. Rpt. in *Strategic Marketing in Library and Information Science*. Ed. Irene Owens. New York: Haworth, 2002. 5–31.

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# 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.



# 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.

## Positioning Statement Template

Use one of the below templates as a starting point to write your own brand positioning statement.

When you want to compare yourself to a competitor:

For target customer/audience that need audience need your product addresses, name of your product/service is a define product category that how does your product solve your customer's need in a sentence?.

Unlike competitor, our product how is your product different from the competition?.

When you want to focus on your customers:

For target customer/audience, name of your product/service is the define product category that will problem your product solves for your customer so they can benefit your product brings to your customer.



## Positioning Statement Template

For (target), (brand) is the (category)  
that is the (point of difference)  
so they can (end benefit)  
because (reason to believe).

<https://www.ebaqdesign.com/blog/positioning-statement> | <https://www.zendesk.com/blog/positioning-statement-examples/>

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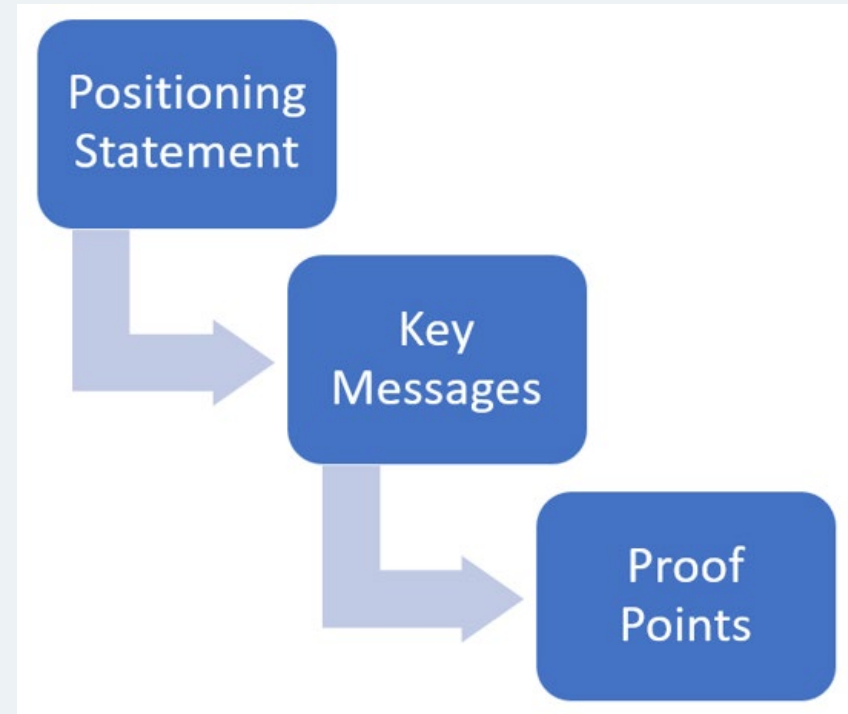
**Messages**

# 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.
- Crystallizes 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

<b>Audience</b>	<b>Email Blast</b>	<b>Social Media</b>	<b>Newsletter</b>	<b>Campus Calendar</b>	<b>Presentation</b>
<i>First Year Students</i>		X			
<i>STEM Majors</i>	X	X			
<i>Faculty</i>	X		X	X	X
<i>Adjunct Faculty</i>	X		X	X	
<i>Administrators</i>					X

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