STRATEGIC COMMUNICATIONS FOR SOCIAL CHANGE - A WORKBOOK
Well Made Strategy’s intention in developing the Strategic Communications for Social Change handbook was not just that organisations and the individuals who work for them would understand the strategic communications process but rather that they would practically apply that understanding to develop their own strategic communications on the issues that matter them.

The purpose of this workbook is to provide a workspace for you to develop your own communications strategy by working through the various modules of the Strategic Communications for Social Change handbook. While the workbook is separate from the handbook, they are closely linked to each other.

Each workbook chapter provides space to and guidelines for a practical application for what the corresponding handbook module chapter teaches. We expect that you will be reading the two together and have thus not repeated material covered in the handbook in this workbook. In the handbook the example of LearnRight is used to work through developing a communications strategy.

This workbook provides room for you to develop your own strategy. For ease of use we have separated the various sheets so that you can print out more copies of each worksheet as need arises. For example, in Chapter Four on audience portraits you may need twelve sheets and while only one is provided, it is designed so that twelve sheets can be printed.

Once you have worked through all the modules in the handbook using the workbook you can put together all your worksheets and have the heart of your communications strategy.
The Modules:

1. What are you trying to change?
   What is the change you wish to see in the world? [Objective]

2. Who are you trying to influence?
   Who exactly are you trying to reach and why? [Audience]

3. How do you connect with your audience?
   What do you know about them that would be useful for your communications? [Audience Analysis]

4. What do you want them to know and do?
   Why are you trying to reach this specific audience? [Messages and Ask]

5. How do you communicate with them?
   Picking the appropriate way to deliver your message? [Tactics and Channels]

6. How do you know whether you have influenced them?
   Planning, for monitoring, evaluation and learning. [MEL]
MODULE 1
What are you trying to change?
Why did you come into the social change business? Quickly write down your vision for a better tomorrow

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Landscape analysis: What factors can help or hinder your planning?
Write down your draft objectives?

Objective 1

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Write down your draft objectives?

Objective 2

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Write down your draft objectives?

Objective 3

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Use the space in the draft objectives worksheet to refine each of your objectives by doing a SMART check.

**S**
Specific
Does it state clearly and precisely what you will do?

**M**
Measurable
What evidence will help you know you have reached your goal?

**A**
Achievable
Is this something you can do i.e. Is it within your power?

**R**
Realistic
Do you have the resources you need? Can you get them?

**T**
Time Bound
When exactly do you want to achieve it?
Write down your SMART objectives:

Objective 1

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Objective 2

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Objective 3

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MODULE 2
Who are you trying to influence?
Who do you need to influence and how do you need to influence them to achieve your objective?

Who needs to say yes? Who needs to be supported and who needs to be neutralised?

If working with institutions narrow it down to the specific people you will need. If dealing with a group of people leave this worksheet blank and use the next pages to work out what archetypes you are dealing with.
Archetypes

As you go through this exercise the [video uploaded on the Facebook Learning page](https://www.facebook.com/StrategicCommunicationsForSocialChange) "Strategic Communications for Social Change" will be of great help in understanding this process.

1. Consider the group of people you are seeking to influence.
2. List the key points of adoption or rejection that are coming through. Think of the immediate top of mind ones. Those are the strongest.

<table>
<thead>
<tr>
<th>Adopters</th>
<th>Rejectors</th>
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</thead>
<tbody>
<tr>
<td>Reason 1</td>
<td>Reason 1</td>
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<tr>
<td>Reason 2</td>
<td>Reason 2</td>
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<td>Reason 3</td>
<td>Reason 3</td>
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<tr>
<td>Reason 4</td>
<td>Reason 4</td>
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<tr>
<td>Reason 5</td>
<td>Reason 5</td>
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</tbody>
</table>
3. Do the people who share these points of adoption share any other characteristics? Gender, social economic status (poor, rich, middle class), formal vs informal employment, level of education, race, sexual orientation, religious affiliation. For each reason for adoption now is the time to take note of any shared characteristics and see if there are any connections.

Be careful to work from a point of information and not assumption.

<table>
<thead>
<tr>
<th>Adopters</th>
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<tr>
<td>Reason 1</td>
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</table>

The reasons and characteristics will help you draw up a generalised portrait of the various groups. These groups are your archetypes.
3. Do the people who share these points of rejection share any other characteristics? Gender, social economic status (poor, rich, middle class), formal vs informal employment, level of education, race, sexual orientation, religious affiliation. For each reason for rejection now is the time to take note of any shared characteristics and see if there are any connections.

Be careful to work from a point of information and not assumption.

<table>
<thead>
<tr>
<th>Rejectors</th>
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<tr>
<td>Reason 1</td>
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</table>

The reasons and characteristics will help you draw up a generalised portrait of the various groups. These groups are your archetypes.
Assign them names for ease of reference, list them below and how you need to influence them to achieve your objective

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Plot the people / archetypes on the adoption-rejection scale: Be realistic you might have further to go than you first assumed.
MODULE 3

How do you connect with your audience?
Write up short written portraits of your audience (person/archetypes):

- What are their general demographic characteristics?
- What do they think in relation to your objective?
- What motivates their position on your objective?
- How do they see themselves?
- Where do they hang out?
- What are they into?
- Where do they get their information?
- Do they listen to any celebrities? Who and Why?
- What are they called?
- Who do they think they are?
- Who are they really?
- Who do they want to be?
- Who do they like?
- Who don’t they like?
- Who is their peer group?

- Who do they not identify with?
- What are their beliefs?
- Where do they live?
- Where do they work?
- Where do they learn?
- Where do they want to be?
- What are their needs?
- How old are they?
- How youthful do they act?
- How conservative are they?
- What are their driving ambitions?
- What are their wants and needs?
- What are their pleasures?
- What are their pains?
- What do they love?
- What do they hate?
Print out as many copies of the next page as you will need and use each page to write up an audience portrait. Make the portraits as personal as possible even when dealing with an archetype. This will allow you to create great messages in Module Four.

Audience portrait

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Go through your audience and decide who among them you shall communicate with and note down the rationale that has influenced your choice. The audience you choose shall be your target audience. Also decide who you will not communicate with and why.

If you are wondering how to make that choice, please supplement the guidance in the handbook with the videos on the “Strategic Communications for Social Change” Facebook learning page.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Yes / No</th>
<th>Rationale</th>
</tr>
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Use the grid below to plot your audience and guide whether or not you will communicate with a specific audience.

<table>
<thead>
<tr>
<th>Influence</th>
<th>Disagree with you</th>
<th>Neither agree nor disagree with you</th>
<th>Agree with you</th>
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</thead>
<tbody>
<tr>
<td>High</td>
<td>Do not ignore this group</td>
<td>Reach out to them and see if you can get them to support you</td>
<td>Do not ignore! Consider cultivating champions</td>
</tr>
<tr>
<td>Mid level</td>
<td>Need to be managed carefully</td>
<td>Can be swayed to support you and help you reach other audiences</td>
<td>Figure out how these people can support you</td>
</tr>
<tr>
<td>Low</td>
<td>Keep an eye on them but do nothing unless they grow in influence.</td>
<td>Ignore this group</td>
<td>Figure out how to maximise on this audience but do not invest majority of your resources in reaching this group.</td>
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</table>

Use the grid below to plot your audience and guide whether or not you will communicate with a specific audience.
Use the grid below to plot your audience and guide whether or not you will communicate with a specific audience.

<table>
<thead>
<tr>
<th>Influence</th>
<th>High influence</th>
<th>Mid level influence</th>
<th>Low influence</th>
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<tbody>
<tr>
<td>Disagree with you</td>
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<tr>
<td>Neither agree nor disagree with you</td>
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<tr>
<td>Agree with you</td>
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</table>
Write down your research questions for the audiences with whom you shall communicate.

For each audience consider what you will need to know about them. It is possible that different audiences will have require different research questions.
How will you go about conducting your research? It is OK to have several options lined up before settling on one.

Please note it down for future reference.
Write up your interview questions? This will cover the key bits of information that you will need to know. When designing your questionnaire please refer back to these questions and ensure that they are all included.
MODULE 4

What do you want them to know and do?
Go through the graphic for each of your audiences to help you figure out your messages and asks for each audience. Take each of your audiences through this messaging and asks flow chart to help you figure out how to communicate with them.
Using the research, you have on each target audience, go through this worksheet. Write down the values that drive this audience. Highlight the one value that you think is most important when considering what you want to say to them. List what might get in the way of your audience doing what you want them to do. Again, highlight the one that you think is the biggest problem.
Draft messages for each audience: Bear in mind the key thing you want (from the messaging and asks flow chart) from this audience when crafting your message.
Testing your messages:

Decide how will you go about testing your messages: document the rationale for the decision

Write down the final messages for testing for each audience

1. THE CONNECTING MESSAGE
2. THE BUY-IN MESSAGE
3. THE ASK MESSAGE
4. THE YOU-WIN-WE-WIN MESSAGE
MODULE 5
How do you communicate with them?
For each audience consider: Where do your audience already get their information from? What channels do they use and trust? What would be the most appropriate channel for your message to this audience? Who is the best messenger for the message?

Consider:
Are they a public or private audience? Do you need an urgent response? Is confidentiality needed?
Do you have an existing relationship with them?
Is the message extensive or brief?
What resources are available to you?
Be sure to document your reasoning for the channel or messenger chosen?
Also consider the purpose of your communication to them in selecting a channel?

<table>
<thead>
<tr>
<th>Audience</th>
<th>Message</th>
<th>Channel</th>
<th>Timeline</th>
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MODULE 6

How do you know whether you have influenced them?
Here is a sample After Action Review sheet for you to use in the course of your implementation:

1.) What was supposed to happen?
2.) What actually happened?
3.) Why was there a difference?
4.) What can we learn from this?
<table>
<thead>
<tr>
<th>Objective:</th>
<th>Audience:</th>
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<tbody>
<tr>
<td>Tactic</td>
<td>Who is responsible?</td>
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### Process level education - internal tracking - DID WE DO WHAT WE PLANNED?

#### Audience:

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<th>Indicator</th>
<th>How will you find it out?</th>
<th>Month 1</th>
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<th>Month 6</th>
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## Objective level evaluation - external tracking - WHAT EFFECT DID WE HAVE?

### Audience:

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<th>Indicator</th>
<th>How will you find it out?</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
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Conclusion:

Communications is a powerful tool for social change

Strategic communications is a powerful tool for social change. We hope this process of planning your Strategic Communications has been both honest, insightful, inclusive, ambitious, realistic and fun.

It’s exhilarating when at Well Made Strategy we work with teams of committed people and they find that exploring their objectives and targets with a varied group encourages them to re-examine and firm up everything that they are doing. And the joy we feel when people start hitting their social change targets more effectively is why we keep doing this work.

It is our hope that going through this process for your own organization will overhaul the way you approach communications in your organization.

Do let us know as you start to see results by reaching out to us on the Facebook Learning page. Put together all your worksheets and you have a communications strategy. Go for it and remind yourselves how great you are at what you do.