To initiate a successful and effective communications effort, start with an assessment of your current organizational goals. Examine what your organization stands for—its mission, values and beliefs. Look closely at who your organization is serving. This process will help narrow and sharpen the focus for your *communication initiative*(s).

What issue is most important to your organization right now?
Awareness--Limiting careless behavior. Protecting RIT data

Who is most affected by the issue stated above?
Faculty, Staff, Students
Who makes decisions about the issue?
Deans, VPs, Managers, Individuals

What is the overall goal you want to achieve? (i.e., What change would you be able to observe?) (Be specific.)
Raise security awareness level of all faculty, staff, students
Reduce "careless" behavior
Increase degree of patching and antivirus protection for RIT users here and at home

What tangible outcomes would you like to achieve through a communications effort? i.e., How will you know you are achieving your goals? (Be specific. What would you see, hear, or have in-hand that would let you know you are making progress toward the goal?)

Reduction in help desk calls for virus infections, help from doing careless things
Increase in help desk calls asking for help patching, installing/updating AV, installing anti-spyware, etc.

Audience Definition Worksheet

Of the audiences listed on the Step 1 worksheet, whose knowledge, attitudes and behavior must be changed in order to meet your goal?
(These groups now become your primary audiences.)
Faculty
Staff
Students
Deans
Managers
Institute Leadership
System Admins

Who else is affected if you succeed in your goal? (secondary audience)
Service providers/help desk

Are there others who can influence primary and secondary audiences? (tertiary audiences) (You may wish to design a communication initiative to reach some of these audiences as well. Or you may see a role for these folks as "allies and partners".)

SPARSA, Campus Safety, security coordinators, security advisors, system admins, help desk, resnet

Now you are ready to complete worksheets for each of your audiences identified above. (see next page)

Once you've identified your key issues, it's time to identify and profile specific audiences to target with a communications initiative.

The reason for taking the time to look this closely at your audiences is that this kind of background information is essential in choosing the most effective ways to communicate with the audience. Madison Avenue has learned this lesson well, now we need to apply some of the same kind of thinking to communicating about your issue.

Audience Segmentation Worksheet
(Note: you will probably need to make multiple copies of this worksheet.)

Audience:
Faculty, including adjuncts

Describe what you know about this audience's knowledge, attitudes and behaviors as they relate to your issue:
Busy, used to making their own decisions (academic freedom); may store research data locally;may want to take lead in solving problems--how can you help us? Non-directive; may work from home

What are the barriers to this audience fully supporting or participating in reaching your goal? What are the benefits if they do?
Not my problem; interferes with my work

What are the characteristics of this audience? How do they spend their time? What is their gender, ethnicity and income level? How have they been educated? What are the language considerations? What or who are they influenced by? What makes new information credible for them? What or who could motivate change or action?
Highly educated
Deans may be able to motivate change
Key information is delivered at college level

Audience Segmentation Worksheet

(Note: you will probably need to make multiple copies of this worksheet.)

Audience:
Staff

Describe what you know about this audience's knowledge, attitudes and
behaviors as they relate to your issue:
wide spectrum of knowledge--from ignorance to competency. FAST users have
little control over their RIT PCs, but may work from home. May have access to
private/classified/restricted data.

What are the barriers to this audience fully supporting or participating in
reaching your goal? What are the benefits if they do?
Different support organizations. May need management buy-in. May have over-
reliance on technology to solve security problems.

What are the characteristics of this audience? How do they spend their
time? What is their gender, ethnicity and income level? How have they
been educated? What are the language considerations? What or who
are they influenced by? What makes new information credible for
them? What or who could motivate change or action?
college educated
Management may motivate change/actions.

Audience:
Students

Describe what you know about this audience's knowledge, attitudes and
behaviors as they relate to your issue:
What's in it for me? Need to suggest, not mandate solutions. Freshmen may be
unsure of themselves. New students added each quarter. Primary source of
infections and attacks on network.

What are the barriers to this audience fully supporting or participating in
reaching your goal? What are the benefits if they do?
Getting their attention. Getting their buy-in. Being relevant.

What are the characteristics of this audience? How do they spend their
time? What is their gender, ethnicity and income level? How have they
been educated? What are the language considerations? What or who
are they influenced by? What makes new information credible for
them? What or who could motivate change or action?
10% foreign. Half live on campus. Full and part time. Difficult to identify
most effective communications conduits. May be able to use college
specific communications channels.

Audience:
System Admins (ITS, FAST, etc.)

Describe what you know about this audience's knowledge, attitudes and
behaviors as they relate to your issue:
Technical. Understand need for info security by may be most interested in
technological solutions, not behavioral change

What are the barriers to this audience fully supporting or participating in
reaching your goal? What are the benefits if they do?
Departmental politics, entrenched beaurocracy. Support most student PCs and
many staff/faculty

What are the characteristics of this audience? How do they spend their
time? What is their gender, ethnicity and income level? How have they
been educated? What are the language considerations? What or who
are they influenced by? What makes new information credible for
them? What or who could motivate change or action?
Technical
May be motivated by management

Audience:
Deans and managers

Describe what you know about this audience's knowledge, attitudes and
behaviors as they relate to your issue:
Concerned with budget and performance. Departmental administrative
responsibilities. Need succinct information

What are the barriers to this audience fully supporting or participating in
reaching your goal? What are the benefits if they do?
Time and other responsibilities. Perceived lack of emphasis from Institute
leadership. Can influence faculty and staff

What are the characteristics of this audience? How do they spend their
time? What is their gender, ethnicity and income level? How have they
been educated? What are the language considerations? What or who
are they influenced by? What makes new information credible for
them? What or who could motivate change or action?
highly educated. Change motivated by Institute leadership, ownership
of security issues.

Audience Segmentation Worksheet

(Note: you will probably need to make multiple copies of this worksheet.)

Audience:
Institute Leadership

Describe what you know about this audience's knowledge, attitudes and behaviors as they relate to your issue:
Policy driveers. Influencers. Busy, need short key messages. Need to see how infosec benefits RIT

What are the barriers to this audience fully supporting or participating in reaching your goal? What are the benefits if they do?
different priorities. No clear communications channel. Benefit--drive change from top down.

What are the characteristics of this audience? How do they spend their time? What is their gender, ethnicity and income level? How have they been educated? What are the language considerations? What or who are they influenced by? What makes new information credible for them? What or who could motivate change or action?
Extremely busy; Want to see RIT in leadership role. Influenced by colleagues at other universities? Reputation of RIT. Motivated by President, VPs?

Audience Segmentation Worksheet

(Note: you will probably need to make multiple copies of this worksheet.)

Audience:
Coordinators and advisors

Describe what you know about this audience's knowledge, attitudes and behaviors as they relate to your issue:
interest in infosec. conduits into departments. know local issues

What are the barriers to this audience fully supporting or participating in reaching your goal? What are the benefits if they do?
direction from management. know how things work in different parts of the Institute

What are the characteristics of this audience? How do they spend their time? What is their gender, ethnicity and income level? How have they been educated? What are the language considerations? What or who are they influenced by? What makes new information credible for them? What or who could motivate change or action?
Relationships established.

Audience Segmentation Worksheet

(Note: you will probably need to make multiple copies of this worksheet.)

Audience:
SPARSA

Describe what you know about this audience's knowledge, attitudes and behaviors as they relate to your issue:
Keen interest in infosec issues.

What are the barriers to this audience fully supporting or participating in reaching your goal? What are the benefits if they do?
Excited about security. May be able to help reach students.

What are the characteristics of this audience? How do they spend their time? What is their gender, ethnicity and income level? How have they been educated? What are the language considerations? What or who are they influenced by? What makes new information credible for them? What or who could motivate change or action?
Students