

Recruiting social movement members through personal referrals

ADVICE REPORT

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4991 Words



**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

## Recruiting social movement members through personal referrals

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**Study programme code:** CO-ICM-FNL-M-19

**Study subject:** Professional Proficiency Test

**Wordcount:** 4991

**Key words:** *Personal referral, communication strategy, social movement, educational regeneration, social movement members recruitment*

## Summary

*Connecting for (Re)generative Education (C4RE)* is a movement started by eight people, six co-founders, and two interns. Their main goal is to create a platform, in the form of a social movement, where people working in Dutch educational organisations can support each other and exchange knowledge on topics related to education and educational developments.

The movement is still in its early phase, has limited personnel, and with the current organisational focus on the development of the CBP, C4RE does not have a communication team nor plans to design and execute a recruitment strategy. That poses a challenge for the movement as CBP is supposed to begin in October 2021, and essentially the program could only happen if people from the target group (TG) are persuaded to join. Thus, C4RE should find a way to share its message and idea effectively and efficiently with the TG to create awareness and interest towards participation in the movement.

This communication issue resulted in the following advice question: *"How can C4RE create awareness about and motivate people working in Dutch educational organisations to join the social movement?"*

The results from the research report provided the foundations for the communication strategies. They showed the target group's low interest shown towards digital communication means that the advice should cautiously refer to this type of communication and only with explicit purposes, such as spreading organisational messages to create awareness about C4RE. Tasting session participants as representatives of the target group expressed their openness towards direct communication, so this approach with other potential members should be reinforced even further. However, the participants tend to enjoy working in small groups with like-minded people, and the introduction of people with different values and goals could possibly harm the current group dynamics. The budget for this communication strategy was kept to the minimum, however, there are few variable costs that are vital for the effectiveness of the whole communication strategy.

Based on these findings and the outlined communication objective: *"To motivate movement participation of 50% of the 110 people approached by the current C4RE members within the next three months"* a communication strategy with personal recruitment as the main communication activity was developed. The communication strategy is aimed at the primary Target Group which includes people living in the Netherlands and working in Dutch educational organisation.

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### **List of Abbreviations**

C4RE: Connecting for (Re)generative Education

TG: Target Group

CBP: Community Building Program

SMO: Social Movement Organisation

# CHAPTER I

## Introduction

The Advice Report is designed for C4RE following the findings and recommendations from the Research report. After multiple meetings with potential new members, C4RE acknowledged the need to integrate TG representatives in the community/movement building process. Therefore, a *Community-building program* (CBP) where founders and new members can create a community together is being organised. The Advice Report presents the communication advice by explaining the specific steps needed to ensure the effectiveness of the communication strategy.

Firstly, with the Community-building program, C4RE wants to connect people from different educational levels and further allow them to share and exchange their experiences in the educational system. Secondly, C4RE intends to integrate these participants in the decision-making process through group projects and work together on organisational matters such as establishing movements principles and the overall development of the movement. However, C4RE's does not have a communication team nor plans to design and execute a recruitment strategy, which poses a threat for the newly established organisation with limited personnel that is focusing on the organisation of CBP.

Additionally, C4RE has no established external communication policies yet. That poses a challenge for the movement as CBP is supposed to begin in October 2021, and essentially the program could only happen if people from the TG are persuaded to join. Therefore, C4RE should find a way to share its message and idea effectively and efficiently to the TG to create awareness and interest towards participation in the movement.

Initially, the research aimed to find possible ways to create awareness about the movement and recruit new members. However, after analysing the research results, it became evident that all associated with C4RE people prefer growing the movement more consciously and slowly, rather expanding it quickly and losing the initial movement's focus. Therefore, only people with similar ideology and values should be invited. Nevertheless, interviewees believed that C4RE could manifest its work and progress to stakeholders through social media content.

Thus, the combination of the communication issue and the new findings resulted in the following updated advice question: "*How can C4RE motivate people working in Dutch educational organisations to join the social movement?*" Therefore, this advice report proposes a communication strategy that should motivate people working in Dutch educational organisations who value collaboration and educational regeneration to participate in C4RE.



The subsequent chapters will outline the situation and the communication analysis. Then the Target Groups and the communication objectives will be described and justified. Chapters six, seven and eight present the communication strategy through the strategic approach, central theme and communication mix, respectively, before concluding the advice report with the scheduling and budgeting of the strategy.

# CHAPTER II

## Situation analysis

### Micro Analysis

C4RE is a project supported by The Centre of Expertise Mission Zero that was started by eight people, six co-founder and two interns. The team gathered for the first time in November before starting the project in January 2021 but still has no movement members as of June 2021. The main goal is to invoke change in how the educational system works by providing daring educators from all levels of the Dutch educational system with a platform where they can exchange knowledge and support each other.

The current early stage of C4RE's development results in a lack of organisational communication goals and practices. As C4RE is still an ambiguous entity, it could be classified as more than one social structure. The two concepts with which C4RE identifies the most are the concept of a social movement and a social community. A widely renowned definition of Social movements proposed by Diani (1992) looks at the concept as *"Networks of informal interactions between a plurality of individuals, groups and/or organisations, engaged in political or cultural conflicts, on the basis of shared collective identities"* (p.3). This definition provides a substantial claim for the core members to consider C4RE as a social movement because of the informal conversations and meetings that are the basis of the group's activities, the inclusion of multiple different organisations and the belief in a need for an improved educational system.

However, multiple times during C4RE's sessions, the notion of a community has been brought up. Glaser (2001) defines a social community as *"an actor constellation that consists of individuals who perceive to have something in common with others, and whose actions and interactions are at least partially influenced by this perception"*. Even though somewhat ambiguous, this definition captures the essence of the educational activists' behaviour in C4RE. Considering the purpose of the CBP, explained in the first chapter of the research report, Glaser's definition justifies the forces that bring individuals in C4RE together.

Looking at the internal mechanism of C4RE and considering the team's size, no specific organisational departments are being established yet. Instead, work-related tasks are divided based on team members' expertise. Team meetings happen through online platforms (i.e. Zoom) due to the dispersed residential location of core group members in the Netherlands.

C4RE is not yet financially supported by sponsors or investors and does not produce products or services to generate financial stability. The idea is that the movement will generate a budget from its

activities and donations after its launch. Until this happens, all expenses are reduced to the absolute minimum and are covered by individual contributions.

## **Meso Analysis**

### ***Market Analysis***

Considering the social movement definition by Diani (1992), people participating in movements must interact with each other for their movement's purposes. Usually, these interactions take the form of group meetings, conferences, or social gatherings. However, since the outbreak of the novel coronavirus, such gatherings are suspended in the Netherlands. Because of these restrictions, the standard line-of-thought would suggest that there are fewer social movement activities during the pandemic.

Paradoxically, the first couple of Covid-19 waves have been met by what media and activists can see as a new wave of protest during which activists innovate activities to spread their messages, including live-streamed actions, digital rallies and virtual marches (Porta, 2020). Moreover, the predominant trend regarding movement activities is that many social movements are switching from traditional social gatherings to online activities. As summarised by Fominaya (2020), *“Lockdown and quarantine mean that cyberspace has become the main arena for social movements, as digital tools have been used to help activists and citizens communicate, organise, and mobilise.”*

### ***Competitor's Analysis***

As a not-for-profit organisation, C4RE is not being challenged by competitors now. Moreover, C4RE is investigating other organisations with similar aims to strengthen its understanding of the industry and work together towards the regeneration of education. Such organisation is the R3.0, which is an international collective of educational experts that aims to achieve a regenerative society by suggesting possible innovations for the educational sector (R3.0, 2021)

## *Stakeholder Analysis*

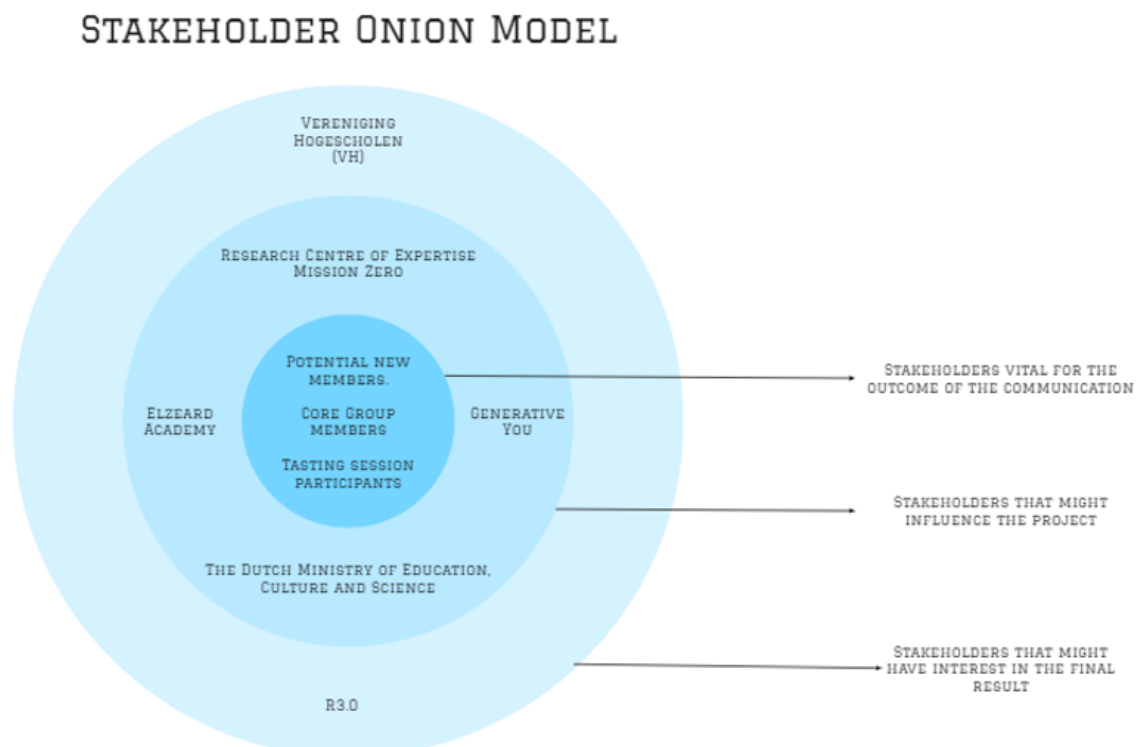
Primary Target Group – Represents people who live in the Netherlands, speak English and work in Dutch educational organisations. Additionally, these people believe that the educational system needs to be rebuilt to withstand societal changes.

Secondary Target Group – Represents people who participated in at least two of C4REs sessions. These people are not part of the core group but have already shown their passion for C4RE's idea.

Core Group – Consists of six TG representatives who share a more regenerative education vision and work together to achieve it.

The Centre of Expertise Mission Zero (MZ) provides C4RE with two full-time interns who create and distribute all internal and external communications. MZ is part of the Hague University of Applied Sciences and is interested in researching ways for introducing a regenerative education that does not harm the environment and satisfies society's needs.

Figure 1 *Stakeholder Onion Model*



## **Macro Analysis**

### ***Demographic***

According to the OECD (2019), Dutch educators have a heavier teaching load and teach larger classes. However, they are considerably better-remunerated compared to the average salary of an educator from the OECD. For example, public secondary school teacher's starting statutory salary is almost USD9 000 more than the OECD's average. As a country, the Netherlands is notably balanced when it comes to the gender profile of teachers compared to the general OECD levels ( OECD Indicators, 2019).

### ***Economic***

The Dutch Government has allocated 42.9 billion to the Ministry of Education, Culture and Science for 2021, including 4.5bn euros for the University education sector (Rijksoverheid, 2020). According to the OECD (2020), the Netherlands, Australia, Finland, Norway, and Sweden allocate more investments in Research and Development (R&D) within the publicly funded tertiary educational institutions than the other OECD countries where R&D is primarily performed in different institutions.

### ***Social***

Dutch higher educational system has two distinct structures, namely research-based universities and universities of Applied Sciences (Hogescholen). The latter group is bonded by the Association of Vereniging Hogescholen (VH), representing the 37 state-financed Universities of Applied Science (Core group member, personal communication, April 14, 2021). The current VH's agenda focuses on their strategic plan *Professionals voor morgen* (Professionals for tomorrow) that optimises the student preparedness for the labour market (Vereniging Hogescholen, 2019). This plan opposes efforts towards the fundamental regeneration of the educational system and directly affects organisations like C4RE.

On a local level, the situation is more ambiguous as every university has its own agenda and action plan. A recent study by Babeliowsky, van Deurzen, & Severs (2021) discusses that *Hogescholen* has often thought carefully about the nature of the needed educational reform and seek to give the educators space for brainstorming and innovation.

### ***Technological***

Since the outbreak of Covid-19, most social gatherings are happening online. As pointed by NBC (2021), the leading conference centre in the Netherlands, the shift to hybrid events is now inevitable, with the prospect of having more aspects of traditional events happen entirely online. Likewise, many experts in the Event industry advise companies to continue developing their virtual meetings strategy to provide participants with the Ultimate Experience (NBC, 2021; BCD Meetings and Events, 2021; Waida, n.d). Moreover, in times of such an immense change, the customer has a vocal role, and as

stated by McCabe, the managing director of one of the leading global meetings and events agencies *“Supporting and adding value to our customers in terms of virtual communication and engagement will be the key priority, common denominator and differentiator for 2021.”* (BCD Meetings and Events, 2021).

Table 1 *SWOT Analysis*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Co-creation of movement's values and goals with people from the TG</li> <li>• The Founding Members are part of the Target Audience</li> <li>• Organisational flexibility for innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>• No educational activists yet (movement members)</li> <li>• No Communication Team and existing Communication Strategy</li> <li>• No financial support</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Hybrid Meetings</li> <li>• <i>Hogeschole</i>n are providing educators with space for innovation, meaning that the Target Audience already has some experience or knowledge about the core problem – need for Educational innovation</li> <li>• Innovative emerging techniques for spreading movement's message</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional resistance towards fundamental educational changes</li> <li>• Uncertainties regarding the organisation of social gatherings</li> <li>• Inability to organise physical, social gatherings (network building happening better offline- find source)</li> </ul>

### Preliminary Advice

Preliminary advice can be drawn after critically reviewing the micro-, meso-, and macro-environment within which C4RE operates.

First, as highlighted in the SWOT Matrix , see Table 1, one of C4RE's the most notable strengths is its organisational structure that allows for a quicker decision-making process. Meanwhile, the extraordinary situation created by Covid-19 generates challenges for C4RE to communicate with the target audience, and hence, establish a wider network and opportunities for implementing innovative techniques for spreading messages more effectively. Thus, building awareness more swiftly and positioning the key messages more effectively to the target audience could be achieved using online platforms.

One major weakness that needs to be compensated when developing communication advice is the lack of financial support. As identified in the Macro-analysis, in times of global pandemic, most social movements use unique techniques to spread their messages. However, these techniques are either expensive to execute or require loftiness to implement. Therefore, the final communication advice will have to weigh the resource availability and the capabilities for strategic execution to provide C4RE with an affordable and effective communication strategy

# CHAPTER III



## Communication Analysis

The communication analysis is divided in three sections and explores the field of forces in which C4RE operates. The first section is “Analysis of parties involved”, where stakeholders are mapped out and evaluated based on their influence in C4RE’s issue, followed by a description of the “Role of communication” and lastly the “Communication goal” outlines what the final communication strategy should achieve.

### Stakeholder Analysis

Table 2 *Stakeholder analysis*

Internal	Connected	External
Core-team members	Co-creative sessions participants	Ministry of Education
	Centre of Expertise Mission Zero	<i>Vereniging Hogescholen</i>
	Elzeard Academy	People working in educational organisations in the Netherlands
	Generative You	

First, all relevant to the communication issue stakeholders were listed and divided into Internal, Connected, and External Stakeholders, as visualised in Table 2. Then, the Interested parties table (see table 3) was used to analyse stakeholders’ roles in communication and influence the target audience.

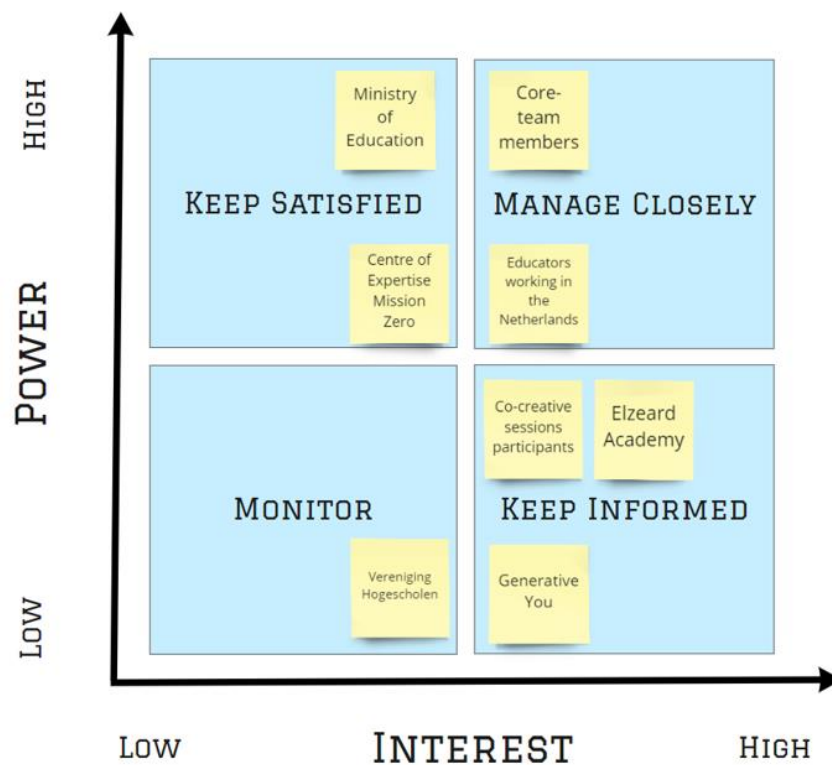
## Recruiting social movement members through personal referrals

Table 3 *Interested parties*

Stakeholder	Relationship	Communication Role	Message	Influence on Educators	Structure
Core-team members	Internal	Carrying out Communication with target audience representatives	Providing reasons why educators should join C4RE	Highly Influential	Independent
Tasting sessions participants	Connected	Spreading out C4RE's message with a personal network	Share own experience from participation in C4RE with target group representatives	Highly Influential	Independent
Ministry of Education	External	Governing educators work	Guiding educators towards providing high-quality education	Highly Influential	Independent
Centre of Expertise Mission Zero	Connected	An authentic, reliable source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Dependent on The Hague University of Applied Science
Elzeard Academy	Connected	Authentic source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Independent
Potential new members	External	Reinforcing communication about C4RE	Shaping the general perception of C4RE and sharing thoughts about the movement to other the target audience representatives	Highly Influential	Dependent on employer
Vereniging Hogescholen	External	Guiding hogescholen educators agenda	Providing nationwide reliable information about educational developments	Influential	Depending on <i>Hogescholen</i> and the Ministry of Education
Generative you	Connected	An authentic, reliable source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Independent

After analysing stakeholders' roles, the relevant to the problem ones were mapped on the power-interest matrix see Figure 2. The matrix introduced by Johnson, Scholes, & Whittington (1999) is a helpful tool that provides communication experts with a clear image of how much and what to communicate with each stakeholder. So, stakeholders were pinned on the matrix based on their influential power and level of interest in the organisation. Notably stakeholders placed in the "Manage Closely" quadrant are the most involved in the problem and should be treated with the utmost care.

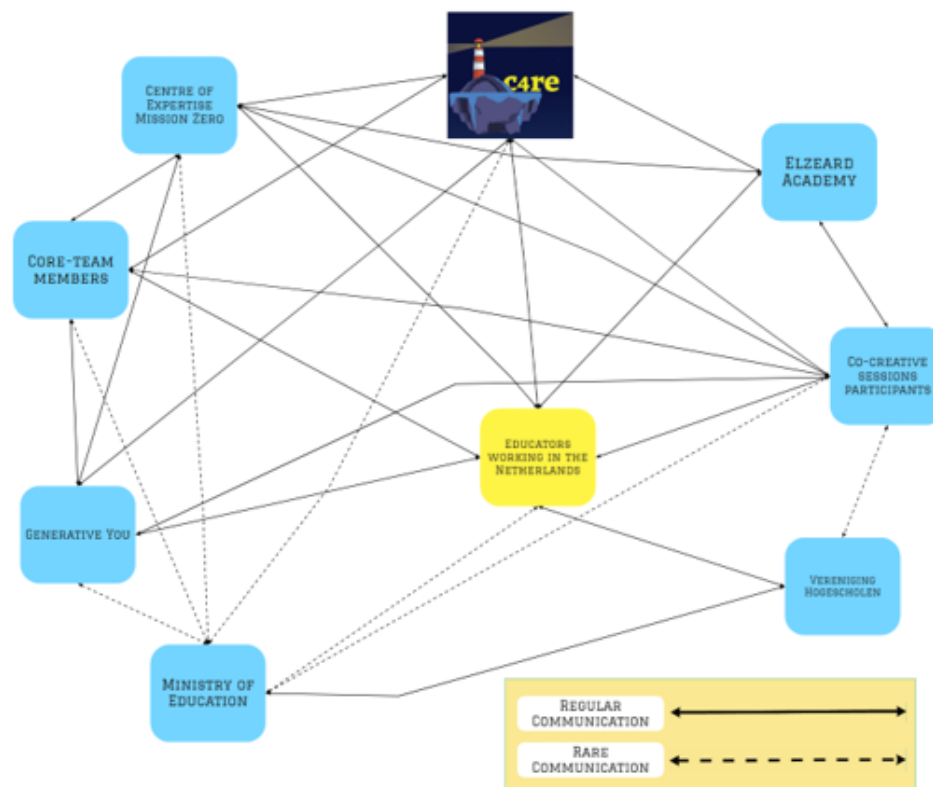
Figure 2 Power-interest matrix of C4RE's stakeholders (Johnson, Scholes, & Whittington, 1999)



### Communication Network

The communication network illustrates the flow of communication between C4RE and the stakeholders by helping to understand the connections of different parties within the context of this project. As seen in Figure 3, most stakeholders are communicating regularly, indicating that C4RE does not have a monopoly over the communication flow. Hence, multiple stakeholders should be considered when designing the strategy.

Figure 3 C4RE's Communication Network



## Information climate

The communication instruments outlined in the Communication Mix (Chapter VIII) are based on Information Climate, see table 4, which provides a thorough analysis of each stakeholder needs in terms of communication to execute the role presented in the Interested parties.

Table 4 *Information Climate*

Stakeholder	Required Information
Core team members	Strategic communication plan; Guiding
Centre of Expertise Mission Zero	The overall progress of the movement; Regular reports about interns' contribution;
Tasting sessions participants	Information about future activities that they can attend; Guiding messages that they could communicate with the TA;
Potential new members	Information about C4RE's values, goals and planned activities;
Ministry of Education	C4RE's program (does C4RE's plans align with the Ministry's plans for education)
Generative You	Movement progress reports; Regular check-ups about planned activities
Elzeard Academy	Movement progress reports; Regular check-ups about planned activities
Vereniging Hogescholen	Information about C4RE's activities and potential products;

### **Role of Communication**

Vos, Otte, & Linders (2003) defined the three E's (Enforcement, Engineering and Education) as the three roles of communication through which policies are brought into action. C4RE's communication role regarding this issue is *Education*. According to the research, convincing people to join a social movement requires direct communication with target group representatives. Therefore, the communication strategy aims to persuade people that they will benefit from their participation in C4RE.

### **Communication goal**

After analysing the research data and conducting the situation analysis, it became apparent that the target audience is much more susceptible to learn more about and engage with organisations if they find about the organisation through a person from their network. Therefore, the communication goal for this project is *“To increase the number of people participating in C4RE's activities, through personal referral before the beginning of the CBP”*.

# CHAPTER IV

## Target Groups

### Market Segmentation and strategy

Niche Marketing was selected as the segmentation strategy as the Target groups represent a specific population Dutch proportion. The primary TG is being segmented according to their Residence, Occupation, Language and Personality, as shown in Table (5). The secondary TG is segmented to the Residence, Consistency, Occupation, Language and Personality, as shown in Table (6).

Table 5

*Segmentation of Primary Target Group - People living in the Netherlands and working in Dutch Educational Organisations*

Variable	Justification	Segment
Residence	Participation in C4RE is currently only possible for people living in the Netherlands	Netherlands
Occupation	C4RE is aimed at people that either provide education or support educational organisations	Working in Dutch educational organisation
Language	With aims of creating materials accessible to people worldwide, C4RE is conducting 100% of its communication in English and so its members	English
Personality	Based on in-depth research report current participants of C4RE are all valuing team work and prefer collaborating with like minded people	Team-oriented person

Table 6

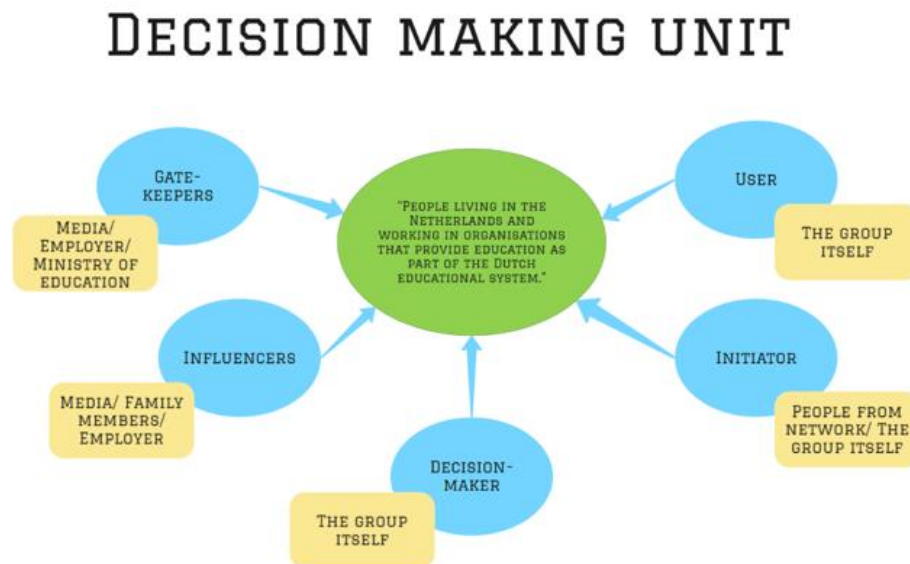
*Segmentation of Secondary Target Group - Tasting session participants*

Variable	Justification	Segment
Residence	Participation in C4RE is currently only possible for people living in the Netherlands	Netherlands
Consistency	To ensure that TG representatives will execute specific tasks only the people who show commitment to C4RE are included to the target group.	Attended at least 67% of all sessions
Occupation	C4RE is aimed at people that either provide education or support educational organisations	Working in Dutch educational organisation
Language	With aims of creating materials accessible to people worldwide, C4RE is conducting 100% of its communication in English and so its members	English
Personality	Based on in-depth research report current participants of C4RE are all valuing team work and prefer collaborating with like minded people	Team-oriented person

### Primary Target Group

The potential new members represent the Primary TG for this project. They have been identified as the ultimate TG and possess the highest priority because the communication goal is tailored to convince them to join C4RE. Moreover, unlike other cases, the TG is the decision-maker in the decision-making unit, see Figure (4) below. Considering the research findings, the ultimate TG is more susceptible to trust communication coming from people in their network. It is essential to communicate directly with TG representatives and convince them to participate. They are relatively accessible as C4RE's core members are in touch with them daily.

Figure 4 *Decision-Making Unit*



### Primary target group description and persona

The primary target group for C4RE is as described: "People living in the Netherlands and working in organisations that provide education within the Dutch educational system". These English-speaking people are curious about educational innovation, see Figure 5. They believe that meaningful change can happen in small multidisciplinary teams.



Figure 5 Primary Target Group Persona

**NAME:** TIM

**AGE:** 55

**PROFESSION:** EDUCATOR

**PERSONAL QUOTE:**

"I'M VERY MUCH INVOLVED IN REGENERATIVE EDUCATION. LET'S CALL IT THAT WAY AND HELPING TEACHERS AND MANAGERS AND EVEN STUDENTS TO CHANGE THEIR 'WHAT I CALL A HUMAN OPERATING SYSTEM'."

**NEEDS AND BELIEFS**

TIM WANTS TO HELP PREPARE THE EDUCATIONAL SYSTEM FOR SHIFT TOWARDS A MORE REGENERATIVE FUTURE. HE BELIEVES THAT COLLABORATION WITH LIKE-MINDED PEOPLE RESULTS IN INNOVATIVE IDEAS.

**BIO**

TIM IS A LECTURER IN AN APPLIED SCIENCES UNIVERSITY WHERE HE IS TEACHING INTERNATIONAL BUSINESS. MEANWHILE, HE IS INTERESTED IN WORKING ON WICKED PROBLEMS.

**MOTIVATIONS AND ATTITUDES**

TIM BECAME AN EDUCATOR DRIVEN BY HIS DESIRE TO HELP OTHERS BECAUSE HE BELIEVES THAT ONLY THROUGH EDUCATION CAN PEOPLE EVOLVE.

**INFLUENCING FACTORS**

TIM IS INFLUENCED BY LIKE-MINDED PEOPLE WITH WHOM HE COULD EXCHANGE KNOWLEDGE.

**FRUSTRATIONS**

HE IS FRUSTRATED AS MANY PEOPLE REJECT TO ACKNOWLEDGE THE NEED FOR MIND SHIFT AND REFUSE TO CHANGE.

**COMMUNICATION CHANNELS PREFERENCES**

TIM PREFERS TO BE APPROACHED THROUGH PERSONAL REFERRALS. EVEN THOUGH, HE IS LESS LIKELY TO RESPONSE TO A SOCIAL MEDIA POST, HE TENDS TO INFORM HIMSELF ABOUT INITIATIVES THROUGH SOCIAL MEDIA.

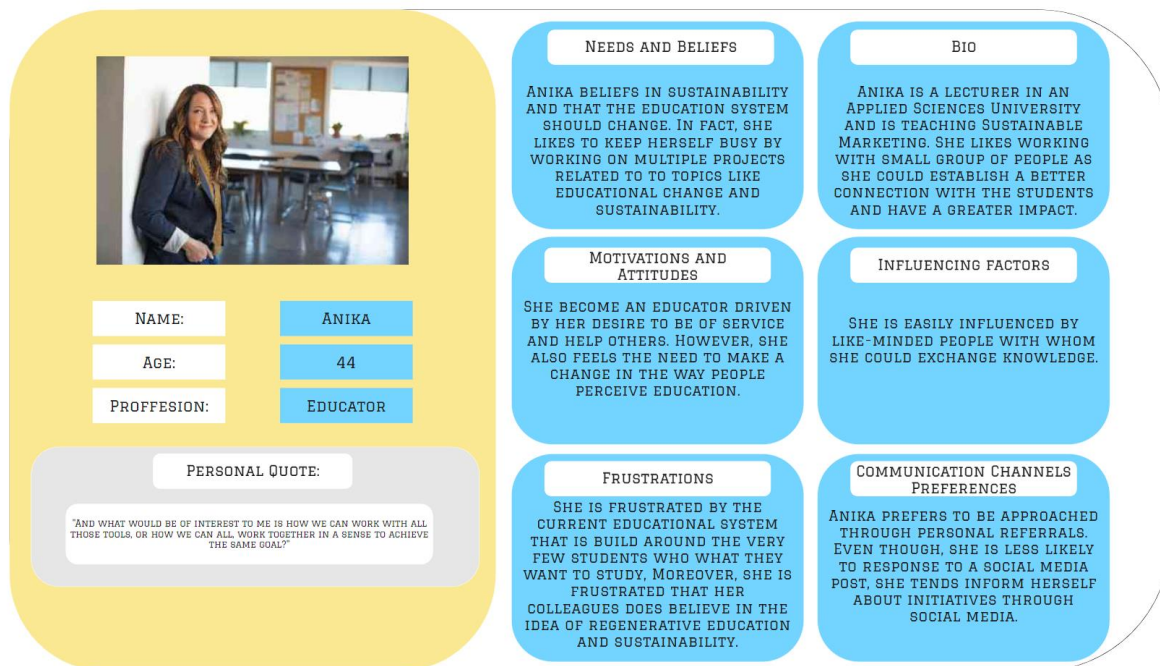
## Secondary Target Group

The secondary TG is C4RE's tastings session participants, as the in-depth research findings show that they are well aligned with C4RE's values and can competently share C4RE's messages with the Primary TG. Meanwhile, as a connected stakeholder, they are considered a credible source of information with an unbiased opinion. Moreover, they are easily accessible provided that C4RE has established a regular communication flow with them, see Table Communication network.

## Secondary target group description and persona

The secondary target group for this project are: "English-speaking participants work in Dutch educational organisations and attended the 67% of all tasting sessions." They relate to people from the primary target audience either through work or have personal relationships, see Figure 6. They value working with like-minded people and are enthusiastic about educational regeneration.

Figure 6 Secondary Target Group Persona



# CHAPTER V

## Communication objectives

### Primary target group objectives

The AIDA model was used to determine the communication objectives for the primary TG, see Table 7. Achieving the first two objectives will increase brand recognition, which is the first step of the unaware potential members' decision-making process and will set the ground for the second two. Reaching these two objectives means that the communication goal is achieved.

Table 7 *AIDA Model*

<b>AIDA Model</b>	<b>Objective</b>
Attention	To increase C4RE's brand recognition within all education-related movements in the Netherlands by 3% within the next three months among people curious about regenerative education and working in Dutch educational organisations.
Interest	To increase the interest in finding more about C4RE by 3% among people curious about regenerative education and working in Dutch educational organisations within the next three months.
Desire	To increase the participation willingness in C4RE among 60% of all 110 people that current C4RE members should approach within the next three months.
Action	To motivate movement participation of 50% of the 110 people approached by current C4RE members within the next three months.

### Secondary target group objectives

The CBBE Model is used for objectives aimed at strengthening the relationship of an organisation and a TG, see Table 8.

Table 8 *CBBE Model*

<b>CBBE Model</b>	<b>Objective</b>
Attitude	To establish a positive attitude towards C4RE's organisational aim to grow the movement consciously with fewer but like-minded people among 100% of the Tasting session participants who have established favourable association with the goal
Activity	To increase testing session participants' recruitment activities by 50% as a result of core team meetings' discussion

If secondary TG doesn't have positive attitude towards C4RE, they will be less willing to recruit new members. Therefore, the communication goal will rely solely on C4RE's current members.

# CHAPTER VI

## **Strategic Approach**

### **Communication Strategic Approach**

According to the research, Personal referral is the most effective recruitment strategy for this TG. To optimise personal referrals usage, a combination of direct and indirect communication approaches was chosen. Combining the two contrasting approaches is needed for achieving the Communication Goal as core group members' network is finite, and tasting session participants further broaden the recruiting reach of potential members. As connected stakeholders, they are considered a credible source of information, according to Vos, Otte & Linders (2016), who argues that message sender's authenticity influences the strategic approach choice.

Direct and Indirect communication with message sources being people who know C4RE's main goal to connect with like-minded educational activist, outlines a strategic approach aligned with C4RE's values.

### **Brand Positioning**

C4RE position itself as a community that *“provides daring people in the educational system with a safe platform where they can support each other and exchange knowledge on topics related to universities as learning system catalysts.”* As such, it deviates from other movements focused exclusively on sustainability or education by acknowledging the need to combine these two subjects for creating regenerative futures.

# CHAPTER VII

## Creative Theme

### Core creative concept

The firm belief in the need for educational change characterised the TG that highly value collaboration with like-minded people. These findings from the research are the reasoning for the overarching Core creative concept (CCC), which is the foundation for all messages in the strategy, as seen in Table 9.

Ultimately the CCC that captures the brand positioning was designed to achieve the communication goal by incorporating insights captured during the interviews with TG representatives. Thus, this message ensures that people who identify with the need for educational change will relate to C4RE. The last part of the CCC was designed to strengthen the relationship with the secondary TG by implying that they are an integral part of the movement.

Table 9 Core Creative Concept and Brand Positioning

Core Creative Concept	"Change is due, Connecting is key, C4RE is you."
Brand Positioning	"C4RE provides daring people in the educational system with a safe platform where they can support each other and exchange knowledge on topics related to universities as learning system catalysts."

### Messaging Strategy

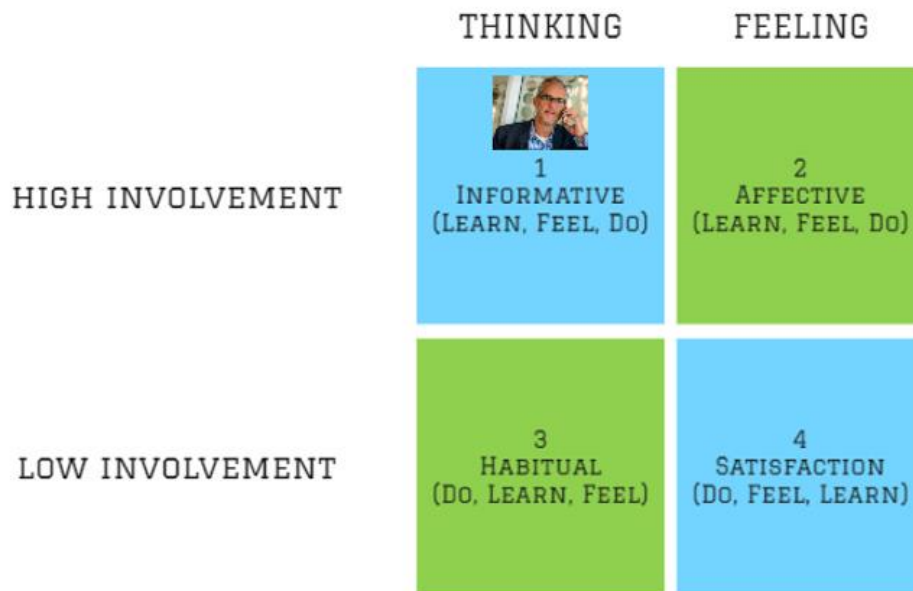
A decision to integrate a Cognitive Messaging strategy was made after analysing that "*participation in C4RE*" is in the first quadrant, presented in Figure 7. That decision derived from research findings, showing that current participants decided to participate in the movement after critically evaluating the pros of that decision. Target groups in this quadrant tend to be convinced by informative messages that provide them with enough supporting arguments.

Additionally, an Affective messaging strategy is included to support the Cognitive Messaging strategy. This strategy should contribute to achieving the "Attention" and "Interest" based objectives by providing the potential members with stand-out visuals and messages that grab their attention and are easy to remember.



Figure 7 FCB Grid Foote, Cone, and Belding (1980)

## FCB GRID



### *Pre-emptive and Resonance messages*

On one hand, research findings suggests that visuals grab TG representative's attention the most. Moreover, organisations use resonance visual messages to manifest that they feel or think as the message receiver. So, to increase brand recognition and TG's interest towards C4RE, resonance messages were chosen.

On the other hand, pre-emptive messages are used to convince the message receiver that an organisation understands their needs and then provide them with a message explaining how their needs can be satisfied (Boxberger, 2021). That messaging strategy fits well with the chosen direct communication approach as the primary and secondary TG and core group members all share the same values and needs. Therefore, when engaged in a face-to-face dialogue the message sender can show compassion towards the message receiver and discuss how C4RE can satisfy their needs. That will contribute to achieving the “Desire” objective by increasing the participation willingness of TG and will serve as a steppingstone to the “Action” objective.

### **Messaging Execution**

### ***Messaging Source***

Determining the message source was done using the VisCAP Model, which tests presenter's suitability by evaluating if their characteristics are relevant to the desired communication effect (Rossiter, Percy, & Bergkvist, 2018). The four characteristics used in that model are Visibility (how well-known the presenter is to TG representatives), Credibility, Attraction (how similar to the presenter is to TG's ideal self) and Power (how authoritative the TG perceive the presenter).

Referring to the VisCAP Model by Rossiter and Percy (1987), characteristics of the source's credibility are their Expertise, i.e. knowledge about the communication at stake and the level of trust shown by the receiver. Given that secondary TG representatives communicate with the potential new members daily and are not part of the core team nor are being paid or endorsed, they are considered a credible source. Hence, this group was chosen as the primary messaging source.

When evaluated with the VisCAP model, they have the needed Expertise to convince the TG to start participating in C4RE, hence helping to achieve the communication goal. Moreover, they are trusted by their colleagues and, given their regular interactions, are considered Visible. Therefore, they should also communicate the key message.

### ***Message Execution***

Building on that, the two message sources are TG representatives who are to some extent connected to C4RE, the chosen message execution style is Testimonial. Even though some TG's are critical towards the use of testimonials, they tend to trust them if the testimonials are coming from people they know (Kivinen & Vanyushyn, 2014). This aligns nicely with the overall communication strategy and approach of having the sources communicating with TG representatives from their network.

Furthermore, the resonance messages will follow an Animation exaction style. The reason for that are the research findings pointing out visuals as the content type that grabs the TG's representatives attention the most.

### ***Message Appeal***

According to Middleton (2018), *Potential appeal* evokes a sense of empowerment by showing how desires can be turned into realities. Therefore, as an accumulation of all previously discussed aspects of the central theme and the research findings, Potential appeal was chosen. In fact, that appeal is helpful when a project aimed to inspire and motivate people to achieve the change in life they aspire (Darstaru, 2020). As such, this appeal supports both the cognitive and the affective messaging strategy.

### **Message Visualisation**

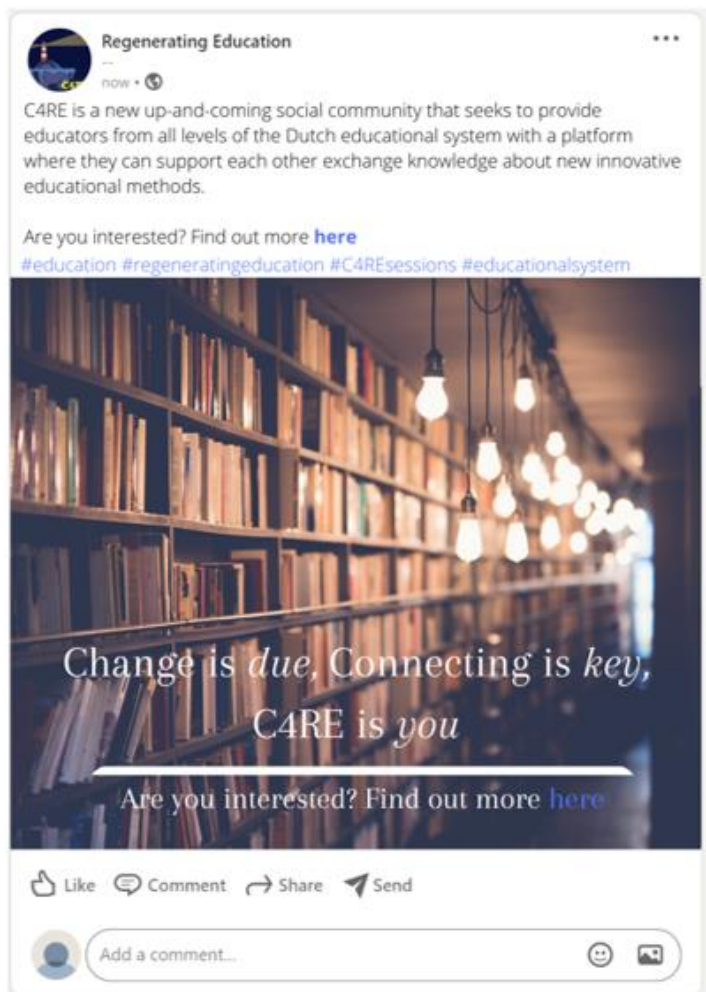
Image 1 *Core-group member recruiting people to join C4RE*



Image 2 *Tasting session participant recruiting people to join C4RE*



Image 3 *An example of social media communication*



# CHAPTER VIII

## Communication Mix

### Communication Instruments

#### *Primary Target Group*

The research findings show that social media and especially LinkedIn is where TG inform themselves about topics of their interest, which creates a cost-effective opportunity for C4RE to quickly build *brand recognition* by targeting them skilfully (Smith & Zook, 2016).

Triggering TG *interest* in C4RE will be achieved through Social Media and Personal Recruitment. According to Rafiq (2017), an organisation can build a base that regularly comes back for more content and ultimately re-share it by consistently creating exciting and relevant posts. Even though core group members do not want to use social media to recruit participants, they realise that manifesting their work on social media can potentially spark the interest of potential TG representatives. Furthermore, personal communication initiated by Tasting sessions participants about ongoing C4RE's work will spark the interest of curious TG representatives to find more.

Ensuring *participation willingness* will be primarily achieved through Personal Recruitment and, to a lesser extent, through social media. However, given that social media is much less effective when it comes to inciting real action, the two message senders, namely core members and the secondary TG, will communicate information about C4RE initiatives to spark participation willingness in potential new participants.

Personal selling is the preferred instrument for achieving *the final objective to motivate participation* in C4RE activities among TG. Again, the message senders will convince potential members that C4RE will help them expand their professional skills and achieve their personal goal of contributing to educational change. However, the decision to participate in a movement is a complex one that entails personal commitment to participation, hence personal selling has been recognised as the most effective communication tool in such cases (David, 2021)

#### *Secondary Target Group*

Regular core-group meetings will create *a positive perception* of C4RE in tasting session participants. By inviting them to the meetings and including them in the decision-making process of organisation matters, they will feel integrated and with a sense of ownership. According to personal communication with a core team member (June 10<sup>th</sup>, 2021), such integration plans are already in motion.

Considering the budget restrictions of this project, neither salesforce nor material incentives for secondary TG can be implemented. Therefore, everyone's involvement in the recruitment process is a vital factor for the communication strategy success. So, secondary TG *readiness to take part in the*

*recruitment process* will be ensured during the core-group meetings, when members recruitment importance should be explained.

### **Communication Channel**

The communication will occur both online and in person with a combination of owned and earned communication channels. Using the online earned/owned *Social media account* will provide C4RE with a cost-efficient and easily operated channel allowing for effective and efficient direct communication with TG. Thus, resulting in reaching the abovementioned objectives, while taking the project's budget restrictions into account.

Personal selling will be done through an offline owned channel, which allows for quick adaptation of the direct open persuasive communication with TG. That is a more feasible option than other offline channels where communication is much slower.

### **Communication Content**

**Social Media:** The research pointed out that concise messages combined with images are effective content to grab TG's attention. Furthermore, as the movement grows, social media effect could be maximised by sharing videos. Additionally, sharing non-confidential whitepapers of innovative educational solutions will evoke TG representatives' interest in C4RE.

The recruiters will be using Personal stories, event summaries, posters and videos to achieve the ultimate objective of motivating potential members to participate. This content will be supporting the recruiters when communicating with potential members. For example, event videos and summaries will showcase C4RE's work. Meanwhile, personal stories can be a crucial factor for presenting how participation is uncomplicated and beneficial for them to tackle the participation barrier that some potential members might face.

## Communication Architecture

Figure 8

*Communication Architecture*

Instrument	Social Media	Personal Referral (Personal Selling)
Channel Type	Owned/Earned	Owned
Channels	LinkedIn	Face-to-face communication
Content types	Social Media Posts:	Personal Stories
	Visuals with Concise text	Event Summaries
	Whitepapers	Posters
Target Group	Primary Target Group:	Primary Target Group:
Communication Objective	Building Brand Recognition	Participation willingness
	Triggering Interest	Motivating Participation
		Secondary Target Group:
		Create a positive perception
Creative Message	Change is due, Connecting is key, C4RE is you	Readiness to take part in recruitment process



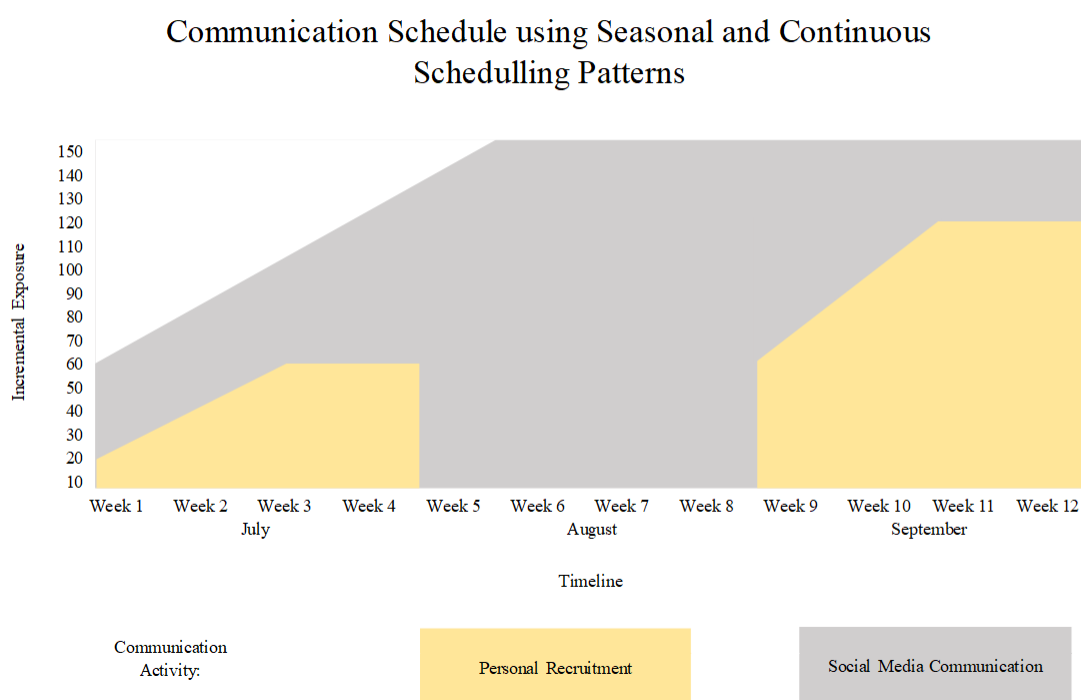
# CHAPTER IX

### Communication Scheduling

The recruitment campaign will happen between July and August 2021. The two communication activities follow different scheduling patterns. *Seasonal* pattern for personal recruitment as people working in educational organisations spend much less time in the workplace during the summer. Hence, less interaction between C4RE’s recruiters and potential members will be possible. While the SM communication will adapt a continuous scheduling pattern as by creating content consistently C4RE can build a committed followers base.

The exposure scale was calculated given that the 11 recruiters, six internal or C4RE’s current members and five external tasting session participants should personally refer C4RE to minimum of ten potential members. As seen in Figure 9, both communication activities will need some time before reaching the wanted incremental exposure.

Table 9 *Exposure Scale*



### Communication Resourcing

As presented in Table 10, there are five key roles designated for this campaign, three of which should be executed by external people and two by internal members.

The social media related tasks should be outsourced as they require specific marketer’s skills to ensure the effectiveness of this strategy, such expertise is currently not available within C4RE’s core team. However, given the project’s scope, freelancers can efficiently perform

these tasks, so there is no need to engage with a marketing agency, which would also require heftier financing.

The Project Manager's role is the crucial as the person will be responsible for all communication coordination between external and internal members, keeping an account of the recruiting progress, and signalling when the communication objectives are being achieved.

Finally, this project team can be classified as a *Staff Augmentation*, as it is placing most responsibilities on internal members. The benefits of using such project team are that the client has control over the campaign and can make adjustments regarding project timeline and objectives scalability when needed.

Table 10

#### Communication Resourcing

Area	Task	Role: <i>Content Marketing specialists (freelancer)</i>	Role: <i>Copywriter (freelancer)</i>	Role: <i>Project manager</i>	Role: <i>Core team Recruiter</i>	Role: <i>Tasting session participant Recruiter</i>
Social Media Activities	Content Creation	External				
	Content management	External				
	Social Media Interactions			Internal		
	Copywriting		External			
	Communication Coordination			Internal		
Personal Recruiting	Pitching C4RE's Idea				Internal	External
	Providing recruiters with resources			Internal		
	Keeping logbook of recruited participants			Internal		

## Communication Budgeting

As the project provider did not indicate a budget and the organisation's policy to keep expenses to the minimum, bottom-up budgeting approach was chosen. The budgeting was determined following the communication objectives and the resources needed for the activities outlined in the communication mix. Acknowledging that C4RE is a not-for-profit organisation there are no fixed costs for members' wages. However, the two social media

content tasks should be outsourced resulting in additional costs. An overview of content creators' wages shows that they are paid €30.00/hour, while copywriter's services costs roughly €35.00/hour. Both tariffs were determined after an analysis of the available freelancers in the platform *Upwork* (Upwork, 2021). Lastly, the poster's cost was calculated using *Printerette's* website platform (Printerette, 2021). Concluding, considering C4RE's specific needs, the overall expenses, can vary around €460, see Table 11

Table 11  
*Communication Budgeting for C4RE's communication strategy*

Activity	Expense category	Sub-category	Cost Item	Estimated CPU in EU	Unit	#Unit	Estimated cost in EUR	
Marketing Communication Strategy	Variable Cost	Fees for external staff	Content Marketing Freelancer	€ 30,00	Hour	6	€	180,00
			Copywriter freelancer	€ 35,00	Hour	6	€	210,00
	Variable Cost	Administrative Cost	Posters	€ 100,18	11 posters	1	€	100,18
Total							€	490,18

## Communication Evaluation

The Evaluation Plan is developed to test the Impact of the communication advice and the organisation of the communication activities. C4RE can expect the communication goal to be achieved if the five evaluations outlined in Table 12 show positive results.

The main communication strategy should be evaluated every two weeks to keep a track on the possibility of achieving the ultimate communication objective. Testing it should be done through interviewing people who were already contacted by recruiters to examine possible reasons for their participation unwillingness. This strategy allows for the messages to be adapted to the findings

The final evaluation tests how well the communication was scheduled. That should be done every week because of the communication campaign's short timeline and to determine if the scheduled reach (see Table 9) is being achieved.

## Recruiting social movement members through personal referrals

Table 12  
*Communication strategy's Evaluation plan*

Type/Phase	What?	Research Objective	Stimuli	Metric	Methodology	Sample	Timing	Frequency
Concept	Core Creative Concept	To evaluate whether TG representatives will feel identification with the brand based on the CCC and is it appealing	Adcepts	Identification likability	Qualitative Analysis i.e. Focus Group with TG representatives	Potential new members living in the Netherlands and working in Dutch educational organisations	Pre-campaign; Possibly a week before the campaign	Once
Pre-test	Messaging strategy	How is the TG reacting towards specific preemptive messages	Social media post mock-up	Intent to engage with C4RE	Qualitative Analysis - Interviews	Potential new members living in the Netherlands and working in Dutch educational organisations	Pre-campaign; Possibly a week before the campaign	Once
Effect	Social Media Communication Content	To measure the effectiveness of Social Media Content as an instrument for creating interest of TG towards C4RE	Published Social Media Content	Intent to engage with C4RE; i.e. follow C4RE on LinkedIn or express interest in participation	Quantitative Analysis - Survey	Potential new members living in the Netherlands and working in Dutch educational organisations	During the campaign	Every two weeks
Effect	Personal Recruiting	To measure the effectiveness of Personal Recruiting	Communication with Recruiters	Intent to participate in C4RE's activities	Qualitative Analysis - Interviews	Reached people by Recruiters	During the campaign	Every two weeks
Process	Schedule	Schedule Variance	Campaign Schedule	Planned reach compared to logbook recorded reach	Weekly check-ups	Project Manager	During the campaign	Every week

## References

- [illegible]

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## Appendices

### 1. Approved Thesis by Client



Vladimir's\_Template  
appendix - Research I

### 2. Tables

Table 1 *SWOT Analysis*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Co-creation of movement's values and goals with people from the TG</li> <li>The Founding Members are part of the Target Audience</li> <li>Organisational flexibility for innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>No educational activists yet (movement members)</li> <li>No Communication Team and existing Communication Strategy</li> <li>No financial support</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>Hybrid Meetings</li> <li><i>Hogescholen</i> are providing educators with space for innovation, meaning that the Target Audience already has some experience or knowledge about the core problem – need for Educational innovation</li> <li>Innovative emerging techniques for spreading movement's message</li> </ul>	<ul style="list-style-type: none"> <li>Institutional resistance towards fundamental educational changes</li> <li>Uncertainties regarding the organisation of social gatherings</li> <li>Inability to organise physical, social gatherings (network building happening better offline- find source)</li> </ul>

Table 2 *Stakeholder analysis*

Internal	Connected	External
Core-team members	Co-creative sessions participants	Ministry of Education
	Centre of Expertise Mission Zero	<i>Vereniging Hogescholen</i>
	Elzeard Academy	People working in educational organisations in the Netherlands
	Generative You	



## Recruiting social movement members through personal referrals

Table 3 *Interested parties*

Stakeholder	Relationship	Communication Role	Message	Influence on Educators	Structure
Core-team members	Internal	Carrying out Communication with target audience representatives	Providing reasons why educators should join C4RE	Highly Influential	Independent
Tasting sessions participants	Connected	Spreading out C4RE's message with a personal network	Share own experience from participation in C4RE with target group representatives	Highly Influential	Independent
Ministry of Education	External	Governing educators work	Guiding educators towards providing high-quality education	Highly Influential	Independent
Centre of Expertise Mission Zero	Connected	An authentic, reliable source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Dependent on The Hague University of Applied Science
Elzeard Academy	Connected	Authentic source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Independent
Potential new members	External	Reinforcing communication about C4RE	Shaping the general perception of C4RE and sharing thoughts about the movement to other the target audience representatives	Highly Influential	Dependent on employer
Vereniging Hogescholen	External	Guiding hogescholen educators agenda	Providing nationwide reliable information about educational developments	Influential	Depending on <i>Hogescholen</i> and the Ministry of Education
Generative you	Connected	An authentic, reliable source of information for the target audience that extends C4RE's reach to TA representatives	Presenting C4RE's ideas and planned activities to individuals with coherent to C4RE's values	Influential	Independent

Table 4 *Information Climate*

Stakeholder	Required Information
Core team members	Strategic communication plan; Guiding
Centre of Expertise Mission Zero	The overall progress of the movement; Regular reports about interns' contribution;
Tasting sessions participants	Information about future activities that they can attend; Guiding messages that they could communicate with the TA;
Potential new members	Information about C4RE's values, goals and planned activities;
Ministry of Education	C4RE's program (does C4RE's plans align with the Ministry's plans for education)
Generative You	Movement progress reports; Regular check-ups about planned activities
Elzeard Academy	Movement progress reports; Regular check-ups about planned activities
Vereniging Hogescholen	Information about C4RE's activities and potential products;

## Recruiting social movement members through personal referrals

Table 5

*Segmentation of Primary Target Group - People living in the Netherlands and working in Dutch Educational Organisations*

Variable	Justification	Segment
Residence	Participation in C4RE is currently only possible for people living in the Netherlands	Netherlands
Occupation	C4RE is aimed at people that either provide education or support educational organisations	Working in Dutch educational organisation
Language	With aims of creating materials accessible to people worldwide, C4RE is conducting 100% of its communication in English and so its members	English
Personality	Based on in-depth research report current participants of C4RE are all valuing team work and prefer collaborating with like minded people	Team-oriented person

Table 6

*Segmentation of Secondary Target Group - Tasting session participants*

Variable	Justification	Segment
Residence	Participation in C4RE is currently only possible for people living in the Netherlands	Netherlands
Consistency	To ensure that TG representatives will execute specific tasks only the people who show commitment to C4RE are included to the target group.	Attended at least 67% of all sessions
Occupation	C4RE is aimed at people that either provide education or support educational organisations	Working in Dutch educational organisation
Language	With aims of creating materials accessible to people worldwide, C4RE is conducting 100% of its communication in English and so its members	English
Personality	Based on in-depth research report current participants of C4RE are all valuing team work and prefer collaborating with like minded people	Team-oriented person

Table 7 AIDA Model

AIDA Model	Objective
Attention	To increase C4RE's brand recognition within all education-related movements in the Netherlands by 3% within the next three months among people curious about regenerative education and working in Dutch educational organisations.
Interest	To increase the interest in finding more about C4RE by 3% among people curious about regenerative education and working in Dutch educational organisations within the next three months.
Desire	To increase the participation willingness in C4RE among 60% of all 110 people that current C4RE members should approach within the next three months.
Action	To motivate movement participation of 50% of the 110 people approached by current C4RE members within the next three months.

### 3. Figures

Figure 1 *Stakeholder Onion Model*

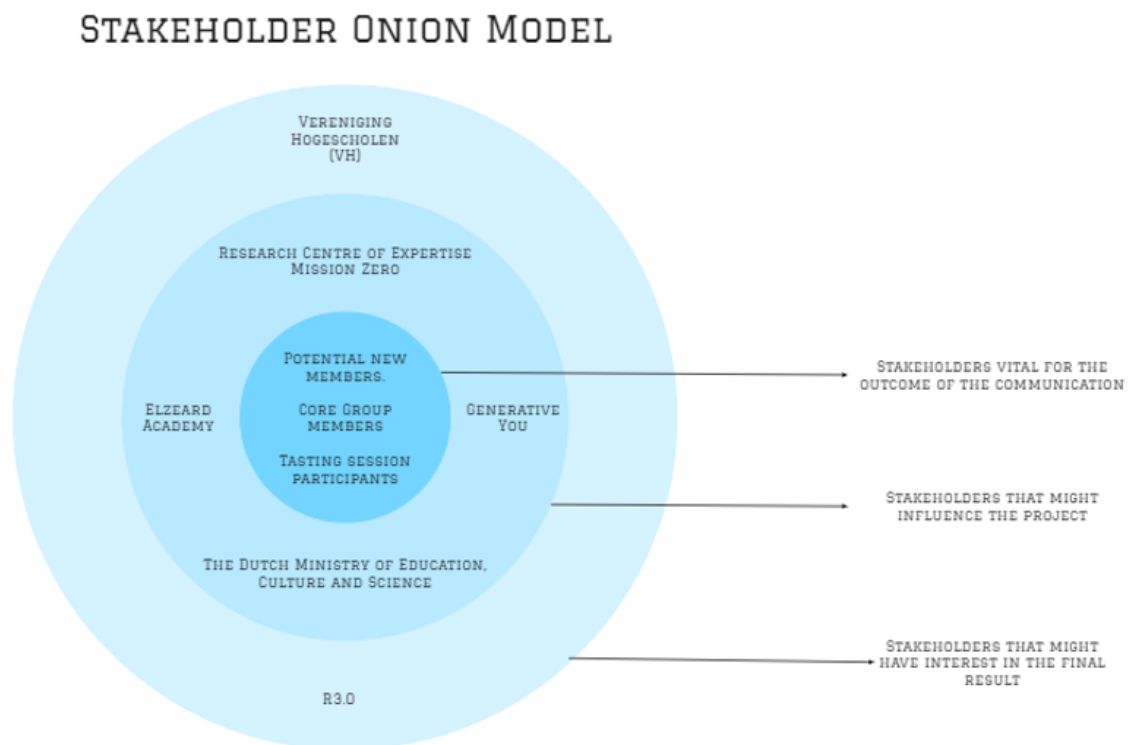


Figure 2 *Power-interest matrix of C4RE's stakeholders* (Johnson, Scholes, & Whittington, 1999)

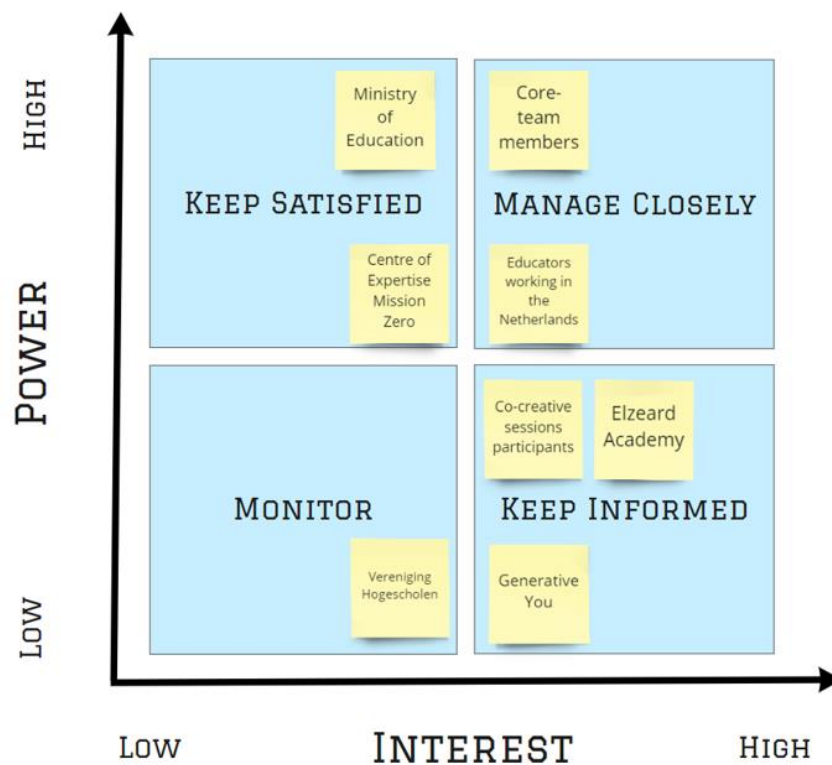


Figure 3 *C4RE's Communication Network*

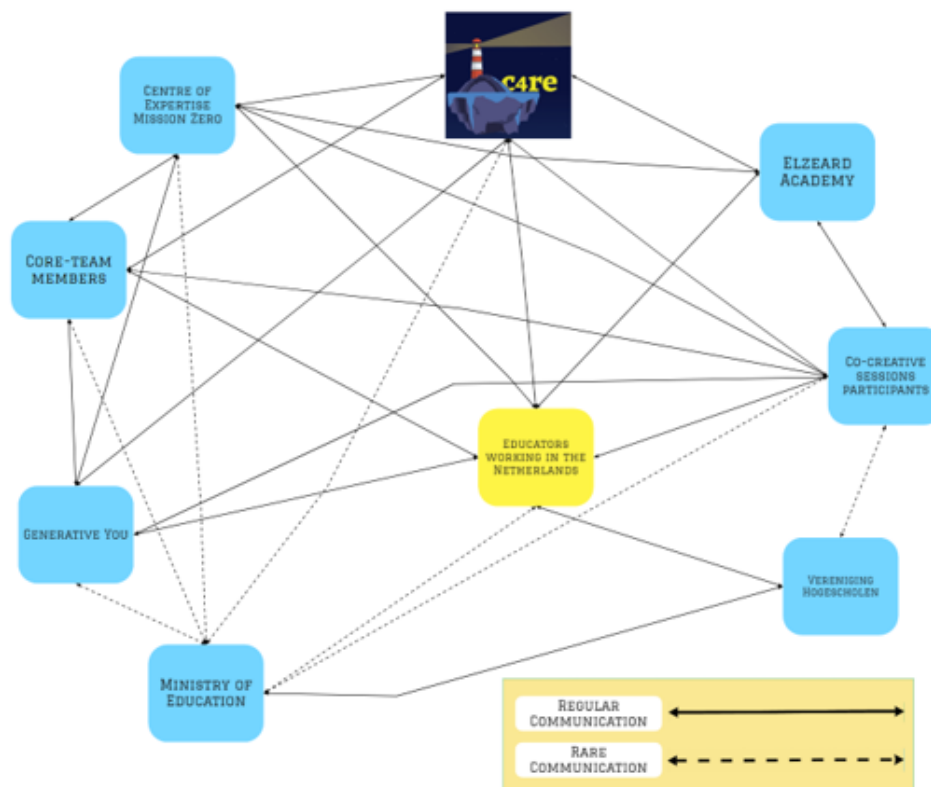


Figure 4 *Decision-Making Unit*

## DECISION MAKING UNIT

