



3.6 Communication Plan

Guidelines for networking and communication about Supported Education

For the continued spread of Supported Education, it is not only important that participants of the ImpulSE project explore the ideas presented here: equally important is that Supported Education can count on sufficient support within and outside its own organization. This applies not only to professionals and management, but also to students/clients, the social network, volunteers and other relevant organizations.

It is important that all these groups work well in collaboration with Supported Education and to implement and secure it within an organization. To inform the stakeholders about Supported Education, communication about the topic is necessary, as what is unknown cannot be appreciated.

A communication matrix is a tool to address communication systematically. Such a matrix indicates:

- Which target groups/stakeholders are important for Supported Education.
- How important these target groups/stakeholders are.
- What their current knowledge, attitude and behavior is toward Supported Education.
- What needs to be changed in that.
- How that can be achieved.

To complete a communication matrix, proceed as follows.

1. Enumerate all the target groups/stakeholders that are important for Supported Education. Think about internal target groups as well as external target groups.

2a. Select the six most important target groups/stakeholders and describe the frame of reference of these groups.

2b. Try, as much as possible, to estimate the current knowledge (k), the attitude (a) and the behavior (b) of a target group with respect to Supported Education. Make a distinction between them.

KNOWLEDGE

- k = - target group has no knowledge of Supported Education
- k = -/+ target group has general knowledge
- k = + target group has detailed knowledge

ATTITUDE

- a = - target group has a negative attitude toward Supported Education
- a = -/+ target group has a neutral attitude
- a = + target group has a positive attitude

BEHAVIOR

- b = - target group tries to prevent Supported Education
- b = -/+ target group behaves in a neutral way with regard to Supported Education
- b = + target group is actively involved in Supported Education

3. Now estimate, in the same way as you did before, the knowledge (k), attitude (a) and behavior (b) that you wish to achieve in a target group with respect to Supported Education. This is a 'goal' in the communication matrix.

4. Make a list of the topics that the different target groups:

- * should have more knowledge about
- * should have a (more) positive attitude towards
- *should be actively involved with.

For instance, you could think about the following topics.

- a. Why Supported Education?
- b. What is the goal of Supported Education?
- c. Who is involved with (our) Supported Education services?
- d. How does Supported Education work?
- e. How can we establish Supported Education?
- f. What is the result of Supported Education?

g.and so on.

5. Do this for each target group separately.

6. Indicate in the matrix for each target group what means you can use to achieve the communication goals.

For instance:

- written means
- oral means
- audio-visual means

(See attachments.)

7. For the implementation of communication activities about Supported Education, it is also important to determine the frequency, timing and place:

- When?
- How often?
- Where?

8. Who is the sender of the message?

- Manager
- Professional

9. What feedback options are there for the receiver(s) of the message?

With this systematic approach can keep your communication well in hand.

Target group inventory (national and international)

Number	Target group /Stakeholder
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:
	Organization: Contact person: E-mail:

Frame of reference of the most important national target groups and international target groups

Target group	Description of frame of reference + current knowledge, attitude and behavior
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Target group	
Goal (required knowledge, attitude and behavior)	
Message	
Means of communication	
Frequency + Timing (when) + Where	
Sender	
Feedback options	

The purpose and use of oral means

The right means for each target group

Means	Information	Attitude change	Behavior change
Work meeting		X	X
Presentation	X	X	
Large gathering	X	X	
Consultation hour		X	X
Face-to-face contact		X	X
Meeting		X	X
Helpdesk		X	X
Roadshow		X	
Course/training			X
Cafeteria talk		X	
Workshop			X

The goal and use of written means

The right means for each target group

Means	Information	Attitude change	Behavior change
Memo	X	X	
Bulletin/newsletter	X	X	
Letter	X	X	
Staff journal	X	X	
Brochure	X	X	
Newspaper	X		
Report	X		
Manual	X		
Notes	X		
E-mails	X		

The goal and use of audio-visual means

The right means for each target group

Means	Information	Attitude change	Behavior change
Telephone consultation		X	X
DVD	X	X	
Film	X	X	
TV news	X	X	
Facebook	X	X	
Twitter	X	X	
LinkedIn group	X	X	
Intranet	X	X	