




## Selling your message

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## What's on the agenda for today?

- > About me
- > Why am I here today?
- > Why we need communications to survive
- > Communications survival toolkit
- > Scenario
  - > Planning
  - > Writing
  - > Presenting
- > Building your communications survival toolkit
  - > Where to from here?

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## About me

- > Almost 30 (aka 'wannabe gen X but inescapably gen Y')
- > Middle name is Pei Eng. This makes me Anglo-Asian.
- > Employed at Deakin over 3 years now
- > Employed at Deakin University Library for a year and a half

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### Why am I here today?

- > Communications role is a new one at Deakin University Library
  - > Advising Library staff about planning communications
  - > Building a toolkit for Library staff to take away and use

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### Why am I here today?

By teaching communications tips and tricks:

- a) You will be **conscious of promoting your work** to your immediate clients (and the wider university community)
- b) You will **have confidence** to promote your work
- c) You will have a **better chance of selling your message**, whether it's to make academic staff aware of general services you provide, or a specific service or event.

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### Why we need communications to survive

What do we think when we hear the word 'Library'?

- > It's where I go when I need a book for an assignment
- > It's a place to study if I need it
- > There might be a computer I can use
- > I can print or photocopy stuff that I need
- > There might be a lady at the 'counter', wearing glasses and adorned with a pearl brooch?

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**Why we need communications to survive**

Is it important to advertise library services? If yes, why?

To create awareness about your library:

- 1) How you can assist your clients (*operational*)
- 2) How the library fits in as part of the university's strategic plan (*strategic*)

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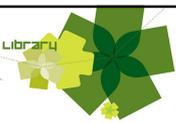
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**Why we need communications to survive**

- > Libraries are in danger of being taken for granted
- > Libraries are changing. Over the last year, the following major initiatives have taken place at Deakin University Library:
  - > Refurbishments at two campus libraries
  - > Librarian-in-Residence: Liaison Librarians bringing the Library to the Faculties once a week and on demand.
  - > Art exhibitions, Open Access Week event, the opening of the new spaces at Geelong.
  - > Technology is evolving, i.e. catalogue for mobile-friendly devices, use of Facebook and Twitter.

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**Why we need communications to survive**

- > How will our clients know about these initiatives if we don't tell them?
- > How will people know libraries are changing if we don't tell them?

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**Communications survival toolkit**

What are the essentials for best chance of 'survival'?

- > Get a **plan** – working with a communications plan template
- > Tips and tricks to help you **write** for your audience
- > Consider how you **present** your writing.

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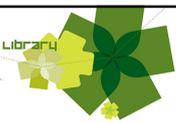
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**Scenario**

You're a highly competent, hardworking liaison librarian. You've just walked out of your manager's office, having agreed to hold a series of 'brown bag' lunchtime sessions for higher degree by research students. What happens next?

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**Scenario – Meet Johnny**

The thought of the lunchtime sessions has been eating at Johnny since the meeting with his manager. He has a series of presentation ready to go, used earlier in the year for sessions aimed at academics. He's a bit worried that no-one will turn up. Johnny remembers the communications plan template on the intranet. It was going to help him get more people to the sessions, he knew it. It was also another Word document, one he didn't have time for. Should Johnny:

- >Locate the communications plan template on the intranet?
- >Locate up the PowerPoint presentation first?

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**Scenario – The communications plan template**

Deakin University Library's communications plan template asks several key questions – who, what, when, why?

- >What is your goal, the one thing you would like to achieve with this promotion? (objective)
- >Who is your audience? (target audience)
- >What are three to five things you want your audience to take away from your promotional materials? (key messages)
- >How will we 'get the message' to these people? (channels)
- >When are you getting the message across?

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**Scenario – What's your objective?**

Can you help Johnny identify his objective?

- >Why is it important to offer these sessions? What is one outcome your manager would like to see?
- >Is there any relevant background information to note about these HDR sessions? What training has been offered in the past? Do the training materials need to be prepared?

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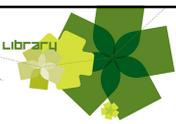
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**Scenario – What's your objective?**

Johnny mulls over the objective for his HDR sessions. He types:  
Not to look stupid in front of the HDR students.

He immediately erases this, then types:  
To raise awareness about quality Library resources, in order to increase the skills of HDR students. These sessions are being held in response to demand from researchers, as formal training has not been offered.

It's not word-perfect but Johnny thinks the objective is OK.

Do you agree?

- >Yes
- >No

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### Scenario – What’s in it for them?

Johnny turns his attention to those who might be interested in the sessions. Who is his target audience?  
 He remembers Katrina had spoken about a list that would be helpful – groups and key people within the University who could potentially be interested in Library initiatives. He thinks she called it a stakeholder map.  
 Johnny is familiar with his client base and isn’t sure he needs to refer to the list. Do you think he should?  
 >Yes  
 >No

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### Scenario – What’s in it for them?

Johnny scans the list of groups and key people who might be interested in, or need to know about, his lunchtime sessions.  
 Help Johnny identify the rest of his target audience.

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### Scenario – What do you want to say?

Johnny looks at the list he has created, then back at the communications plan template. What are three to five things that he wants to tell his audience? He knows that it is good to start with *who, when, what, why* and *how*.  
 First, he divides the list into people who might be interested in attending the sessions, and people he needs to inform.  
 >What are the key messages for people who might be interested in attending the sessions?  
 >What are the key messages for people who need to know about the sessions?

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**Scenario – Choose your vehicle**

Johnny turns his attention to *how* he will promote the HDR session to these groups. He knows that face-to-face is the best way to convey information, but he wants maximum coverage to ensure that HDR students are aware.

>What are some of the ways that Johnny can get his message across?

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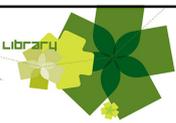
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**Scenario – Choose your vehicle**

talk to HDRs	talk to academics	flyer
poster	Facebook	Yam
plasma slide	email HDRs/academics	Tweet
university newsletter	faculty newsletters	ask colleagues to pass message on

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**Scenario – When to drive?**

Johnny reorders the communications plan so that he can see, line by line, the key groups he will need to speak to, how, and the messages he will write about. Now it's just a matter of *when* he needs to write that email, that tweet or that Library website news article.

>The most important group that Johnny needs to communicate with are **HDR students**. Should Johnny start by writing an email and designing a flyer for the HDR students?

>Should Johnny start by writing to **frontline Library staff** at his campus, informing them about the lunchtime sessions?

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### Scenario – Are we there yet?

- > Johnny has written down his **objective** and **key messages**.
- > He has listed each member of his **target audience**. Next to each group, he writes the **key message(s)** that apply to them and **how** he will get the message to them.
- > He **sorts the list by when** the communication with that group will take place, i.e. Library staff before HDR students.
- > Now it's just a matter of **working down the list** – to brief his liaison service colleagues on Monday, to write a news item for the Library website and send an email to HDR students on Wednesday etc.
- > It's all going fairly quickly, and he's pleased. He makes a mental note to check in with Katrina and show off his handiwork.

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### Putting your plan into action

After you have finished your communications plan, it's time to write about the lunchtime sessions.

Three important points to remember:

- > The most important step is to 'have a go'
- > You are the best person to write about your project
- > Know your audience and adapt your information to suit them.

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### Have a go

Tip #1: You should never be too busy or too afraid to write about a project

- > Writing is part of the project, not an optional extra
- > You are best placed to talk about the lunchtime sessions – not the communications person in your workplace
- > If unsure, start with dot points, remember your key messages and ask for help if you need it

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### Writing about your library

Tip #2: When writing to clients, remember who you are.

- > Be familiar with documents such as your mission statement, annual report, profile, core brochure suite etc.
- > Use or adapt the language in these documents or web pages.
- > Be guided by the key messages as defined in your communications plan
- > Remember, you are the expert.

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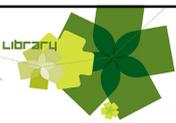
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### Write for your audience

Tip #3: Remember who you are writing for. The language you use and the tone of your writing should vary, depending on your audience. This goes for promotional materials *and* your presentation.

- > Consider writing an email to an **academic staff member**
- > How might that differ from a news item addressing **undergraduate students?**
- > How might that differ from a news item addressing **international students?**

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### Write for your audience

Some examples:

- > Be sure to visit the newly refurbished library at Waurn Ponds, featuring new-generation learning spaces.
- > Have you seen the new-look library? We've introduced spacious lounge areas and café-style booths, giving you a better choice of study options.
- > The Library is trialing a selection of e-resources to enhance your teaching, learning and research at University.
- > *Underground and Independent Comics* is here to save the day! For access to thousands of comics and graphic novels, check out (permalink).
- > In response to student feedback, the Library has introduced ...

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### Write for your audience

Always write in the **active tense**, if possible. Avoid **jargon** and **acronyms**.

Always bring it back to your client. Why would they be interested in reading your news item or email? What's in it for them?

Consider the difference between:

- > In response to student feedback, an innovative series of lunchtime workshops has been created by Library staff, designed to enhance research output at Deakin University.
- > Thanks to your feedback, the Library is offering informal lunchtime sessions that will help you discover quality information for your research paper.

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### Consider your method of communication

In Johnny's communications plan, he selected various ways to promote the lunchtime sessions, e.g. article on the Library web site, poster and email.

The writing for each of these methods will vary:

- > A **poster** should be short and sweet with an eye-catching heading and a link to more information
- > A **Tweet** can only contain 140 characters – make the most of them
- > A **news item on the website** can contain more information

Tip #4: Start with the news item and adapt for the other methods of communication.

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### Your turn!

Johnny has contracted a rare infectious disease and is in hospital. He won't be able to plan nor host the lunchtime sessions for HDR students, so it's over to you. His manager has emailed his communications plan to you, and says that you will do a fantastic job.

You start by reading the communications plan and familiarising yourself with the key messages. These key messages tell us what the lunchtime sessions are about, why they are being offered, and how they will assist the HDRs ... almost all the information you need to convey in your news item!

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### Details about the lunchtime sessions

- > Four lunchtime informal sessions over the month of September for HDR students and interested supervisors
  - > Monday 21/9 Using Scopus for discovery and citation analysis
  - > Monday 28/9 Navigating the Web of Knowledge
  - > Monday 5/10 Making the most of Ebsco databases
  - > Monday 12/10 Discovering Informit Australian databases
- > All sessions will assist HDRs to discover quality information for their research.
- > Venue: Waterfront Library Reading Room, 1.00 – 1.30 pm
- > Tea and coffee provided.
- > RSVP required, email your.name@university.edu.au.

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### Writing a news item

- > Include a snappy yet descriptive heading that grabs attention but shows what the item is about
- > List the most important points first in the article – the who, what, when, why – *then* the details.
  - > This 'inverted pyramid' style of writing means that readers can stop reading at any point yet still have the gist of the article.
- > Remember that you are writing for the web, so keep it concise
  - > bullet points to break up sections of text
  - > bold text to highlight key words

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### Adapting this news item

Katrina has asked for information about this event for the next edition of the university's online newsletter. She offered to rewrite the original news article for you, explaining that it should be adapted to suit the newsletter's audience of academic staff and researchers, but you have refused. You would like to have a go at it first.

- > Rewrite your article for an audience of academic staff.

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### Adapting news item for other methods

- > Email
  - > Use some words from the article, but either attach the poster/flyer as a PDF or point to article on the website
- > Social media:
  - > Short, sharp, to-the-point, interesting; 140 characters for Twitter
- > Poster
  - > Same heading as news article might be OK – at the very least, refer to an initiative (e.g. these lunchtime sessions) by the same name
  - > Take out all the ‘fluff’ words
  - > Point to news item URL for more information

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### What to remember when presenting info

- > Presentation is the icing on a cake. A cake can look more appealing if the icing is smooth and covers the entire surface of the cake.
  - > A delicious cake might be less appealing if the icing is a dangerous shade of green
  - > It might look less appealing if you tried to use pink icing, hundreds and thousands, cherries, edible flowers and a dusting of icing sugar – especially if the cake is for your son’s birthday
- > Ensure that your cake will win first prize at the local fete, and follow these simple rules:

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### Tips for presenting your work

- > Don’t include too much information in a poster. You can always link to a web page with further information.
  - > If your library or university has a visual style, get to know the rules
  - > If you don’t have a style guide:
    - > Avoid using WordArt, ClipArt or MS Publisher
    - > Avoid putting a border around your page
    - > Be sparing with formatting: keep the colour to a minimum; show restraint with bold, italics, underlined or capital letters
- Why?

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Dear Members and Professors

Please:

- find attached the draft minutes from Faculty of Business and Law Board meeting 1, held 3 February.
- note that meeting 2 has been scheduled by videoconference between B2.20, ib3.307 and J.420 at 10 am on Wednesday 24 March

The deadline for receipt of papers for inclusion on the agenda for meeting 2 is 3 March.

Regards

Jenny

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**\*\* LUNCH IN THE LIBRARY  
INFORMATION SESSIONS FOR HDRS! \*\***

In response to your requests, we will be conducting a series of lunchtime informal seminars over the next month on topics related to your teaching and research interests.

Mon 21/9	<b>Using Scopus for discovery and citation analysis</b> Making the most of Elsevier's Scopus citation database
Mon 28/9	<b>Navigating the Web of Knowledge</b> Citation searching and analysis in Thomson's Web of Knowledge
Mon 5/10	<b>Making the most of Ebsco databases</b> Exploring new features on the Ebsco database platform
Mon 12/10	<b>Discovering Informit Australian databases</b> Exploring the wide range of Informit databases

All sessions held in the Waterfront Library SC Reading Room between **1.00 and 1.30pm**. Tea and coffee will be provided, bring your lunch and MEET your COLLEAGUES!




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**LUNCH IN THE LIBRARY**

Information sessions for Higher Degree by Research students

This month, the Library is offering informal lunchtime sessions that will help you discover quality information for your research paper.

Monday 21/9	<b>Using Scopus for discovery and citation analysis</b> Making the most of Elsevier's Scopus citation database
Monday 28/9	<b>Navigating the Web of Knowledge</b> Citation searching and analysis in Thomson's Web of Knowledge
Monday 5/10	<b>Making the most of Ebsco databases</b> Exploring new features on the Ebsco database platform
Monday 12/10	<b>Discovering Informit Australian databases</b> Exploring the wide range of Informit databases

All sessions held in the Waterfront Library Reading Room between **1.00 and 1.30pm**, facilitated by specialist presenters. Tea and coffee is provided.

To signal your interest, please email My Name at [email@deakin.edu.au](mailto:email@deakin.edu.au) prior to your session of choice.

Bring your lunch and meet your fellow researchers!

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### What to remember when presenting info

- > Think of your library as a brand, like Coca Cola or Nike. Your university logo and colours are distinctive and have been specifically designed.
- > Consider the following organisations abbreviated WWF. Why are they different?




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### What to remember when presenting info

- > Be careful when working with images. Ask for advice if unsure.
- > Avoid stretching or warping images




- > Avoid copying images from the internet and pasting them on flyers (unless permission has been sought from your Marketing Division)



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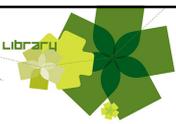
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### Building your communications survival toolkit

- > If you don't have a communications plan template at your library, why not make one for your own use?
- > Write down the groups or key figures within your library and your university, to compile your own 'stakeholder map'
- > Remember that you have the expertise to most effectively sell your message
- > If your library or university has a visual style guide and/or templates, use this for posters and flyers – or be restrained with formatting in Word.
- > Don't warp images or your university logo.

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### Where to from here?

- > Today's session was designed to get you thinking about strategies to 'sell your message', based on three key points:
  - > Planning
  - > Writing
  - > Presenting
- > What is the most important point that you will take away from this session?
- > Feedback will be compiled and emailed to you in ensuring days.

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### Selling your message

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