



UFS Brand Narrative Toolkit

Media

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA





Application of the brand narrative: Media

Align your message with the brand narrative and include the following elements:

A. Craft your message and tell your story

Step 1:

Find your core message, your sub-messages, and your stories

Step 2:

Compile a consistent, clear, and relevant message, using the message map

Step 3:

Use the correct tone of voice

Step 4:

Find proof points of the brand narrative

Step 5:

Be clear about who you're talking to – define your audience

B. The best visuals to grab your audience's attention ... and keep it

Step 1:

Decide on the best visual style

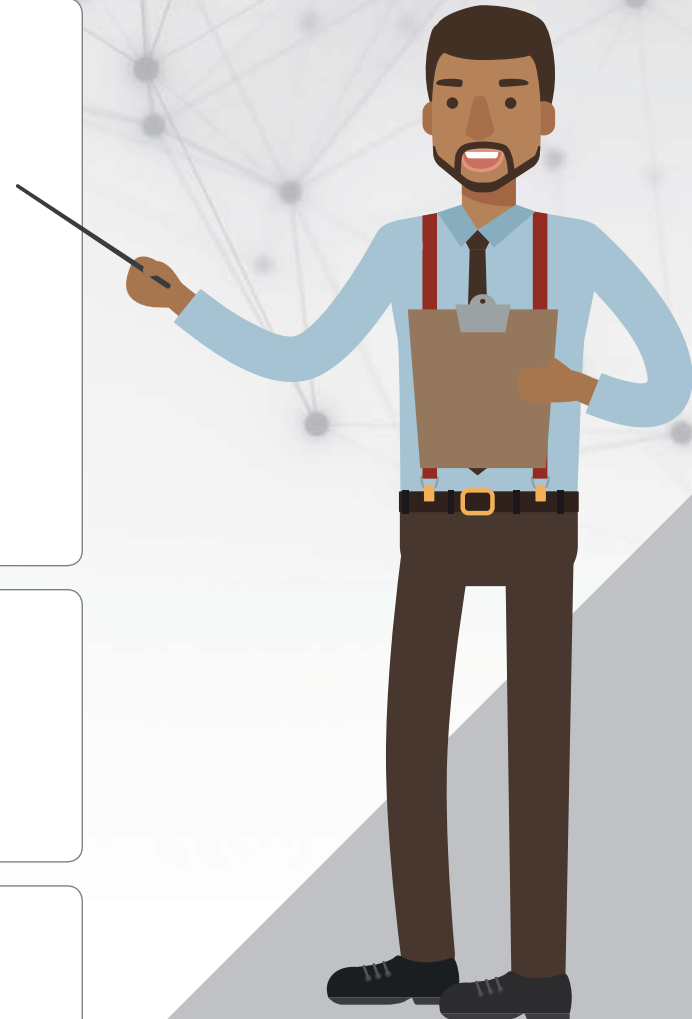
Step 2:

See designs, visuals, and mood board for inspiration

C. Making it real

Step 1:

Apply the brand narrative



A. Craft your message and tell your story

Step 1

Find your core message, your sub-messages, and your stories

The **core message** – this is the leading message that will build the full brand narrative or story for this project/plan/strategy. It is the main message, i.e., an **elevator pitch**, a one-liner that sums up what is required and why this is important.

Abridged version (the elevator pitch)

The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.

Sub-messages – these are supporting messages (three to five) that will unpack the key concepts in the main message with more details.



Words	Quality	Care	Impact	Leading success rate	Highly employable graduates
Key messages	An outstanding university experience	Invested in Ubuntu	Research with industry and social impact	Growth through leading, learning, and teaching	Global best practices in research, theory, and teaching
Sub-messages	Real excellence in education	Invested in success and human happiness	We identify, realise, and unleash potential	National, institutional, and individual achievements	Graduates, thinkers, problem-solvers, and leaders

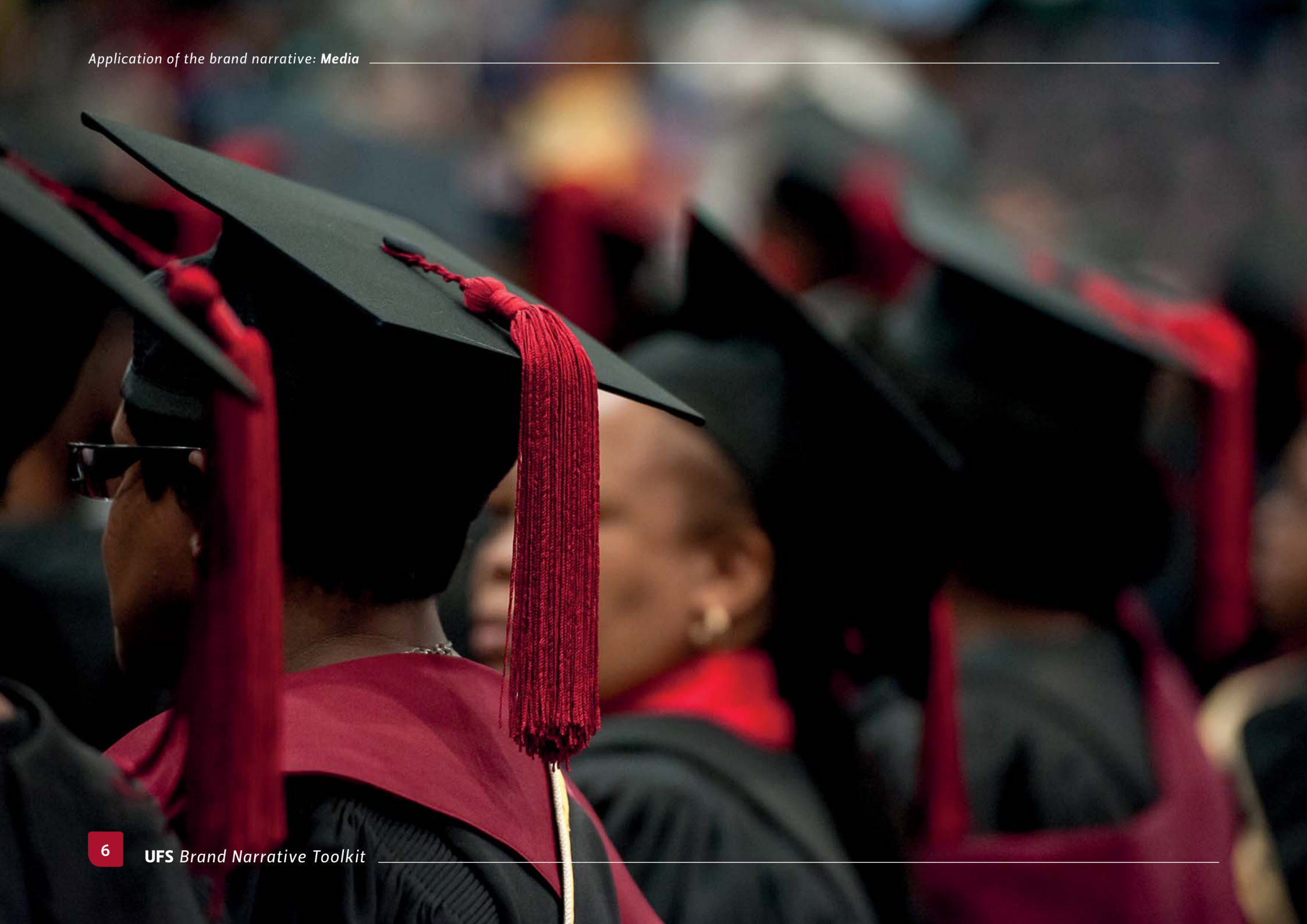
Stories – for each of the messages (core and sub-messages), list two or three stories that could be told to support the message (qualitative in nature).

- A story told about the quality of a UFS education
- A story told about the impact that we make
- A story told about our caring nature

Each story should contain words from the long brand narrative and then explanations taken from the proof points.

Touch points from the brand narrative	Key messages	Supporting the key message
<ul style="list-style-type: none"> • Growth through leading, learning, and teaching. • Growth through focused research. • Growth through impactful engagement with society. • World-class benefits to all. • Our students are highly employable. • Address challenges openly. • Promotes social justice and human rights. 	<ul style="list-style-type: none"> • Global, national, institutional, and individual achievements. • Known for some of the highest success rates in the country. • Global best practices in research, theory, and teaching. • Impactful engagement with society. • Highly employable graduates. • Our graduates are thinkers, problem-solvers, and leaders. 	<p>Visuals</p> <ul style="list-style-type: none"> • Vectors and photos of real students from narrative range. <p>Stories</p> <ul style="list-style-type: none"> • Use the key messages with proof points for their angles to write stories.



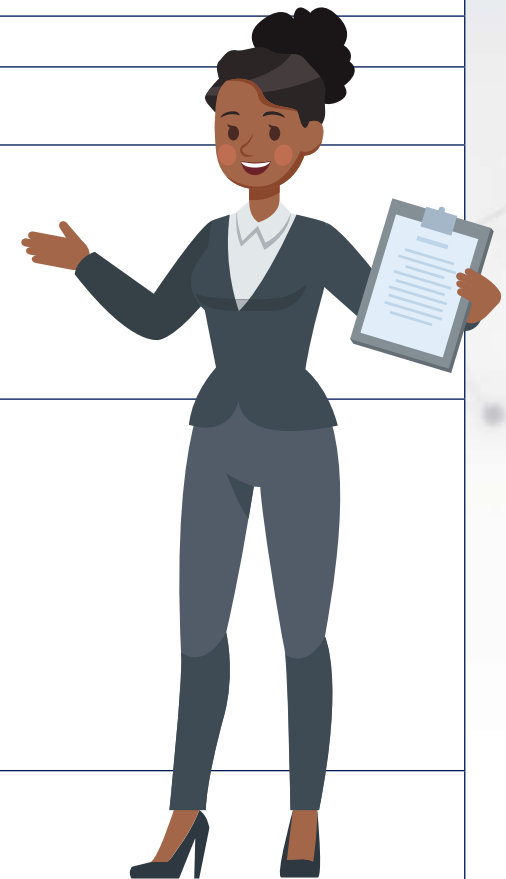


Step 2

Message map

To help the UFS to deliver consistent messaging, a message map is provided.
Consistent, clear, and relevant messaging is key to authenticity and builds brand trust.

Our brand promise	The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.
Our purpose	Quality. Impact. Care.
Vision (dream)	The UFS is a research-led, student-centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.
Mission (how do we achieve this)	<p>The university will pursue this vision through its goals:</p> <ul style="list-style-type: none"> • Improve student success and well-being. • Renew and transform the curriculum. • Increase UFS contribution to local, regional, and global knowledge. • Support development and social justice through engaged scholarship. • Increase the efficiency and effectiveness of governance and support systems. • Achieve financial sustainability. • Advance an institutional culture that demonstrates the values of the UFS.
Values	<ul style="list-style-type: none"> • Caring. • Diverse. • Excellent. • Human. • Impactful. • Opportunity-driven. • Optimistic. • Known to realise potential. • Proactive. • High-quality. • Success-centric. • Knowledge-driven.
Elevator pitch (our reason for being)	The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.





Step 3

Tone of voice

Explaining the difference between the brand narrative and the tone of voice:

The difference	
The brand narrative	<ul style="list-style-type: none"> • A story • The story being told (noun) • Story-telling process
Tone of voice	<ul style="list-style-type: none"> • Personality of the storyteller • How we speak • How we sound on all channels (social media, packaging, visual, etc.)
Pointers	<ul style="list-style-type: none"> • A good way to tell if there is distinctive tone of voice is to consider whether your audience would be able to recognise your brand based on just your content, even if your logo didn't appear alongside it. • Or, whether two pieces of content on two different channels sound like they are coming from the same organisation.

Quality

We come across as:	What does 'high-quality' mean in practice?	How do you show QUALITY in writing?
<ul style="list-style-type: none"> • Knowledgeable • Insightful • Wise • Committed • Relentless • Uncompromising • Pioneering 	<p>The UFS is known to offer superior benefits to all individuals, yielding some of the highest success rates in the country and producing highly employable graduates who have benefited from an outstanding university experience.</p> <p>Our research has industry and social impact, as well as profound real-world application. We work hard to remain on top of the leading – often shifting – global benchmarks of tertiary education and we are proud of our remarkable achievements: global, national, institutional, and individual.</p>	<ul style="list-style-type: none"> • Accuracy • Believability • Clean, clear text • Attention to detail • Writing best practices • Value • Enlightenment/sharing • Education



Impact

We come across as:	What does 'impactful' mean in practice?	How do you show IMPACT in writing?
<ul style="list-style-type: none"> • Powerful • Successful • Motivated • Meaningful • Invested • Effective • Proactive • Dynamic 	<p>The UFS exists to create opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society.</p> <p>We are outcome-driven, producing graduates, thinkers, problem-solvers, and leaders across all industries who are equipped and committed to changing our world for the better.</p> <p>Beyond offering real excellence in education, the UFS is active and proactive, optimistic and transformative. Inspired, driven and ambitious, we are well known for identifying, realising, and unleashing potential.</p>	<ul style="list-style-type: none"> • Cause and effect • Real people • Micro-stories • Strong nouns and verbs • Transition phrases • Powerful sentences • Optimism

Care

We come across as:	What does 'caring' mean in practice?	How do you show CARE in writing?
<ul style="list-style-type: none"> • Human • Accessible • Approachable • Curious • Honest • Open • Proud • Engaging • Uplifting 	<p>At the UFS, we are invested in success, but also in human happiness. Through this approach, our care extends as much to the individual as it does to the quality of their educational experience and to global best practices in research, theory, teaching and application. We're accountable: we say what we mean, and we do what we say. We keep our promises.</p> <p>We're attentive and student-centric. We're invested in Ubuntu and we work hard to promote social justice and achieve equity, equality, and diversity.</p>	<ul style="list-style-type: none"> • Humanity • Honesty • Authenticity • Respect • Journalistic best practices • Attentiveness • Generosity



Step 4

Proof points of the brand narrative



Below is a breakdown of the brand narrative and where to find the information to support the statements in the brand narrative. Use the 2021 UFS Annual Report to assist with proof points in writing.

Brand narrative	What we need evidence for	Evidence
The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society.	We need to know where we are leading, learning and teaching, what our flagship programmes in teaching and learning are, and what their measurable outcomes are.	<ul style="list-style-type: none"> • 2021 AR: 2.1.2. Learning and teaching strategy • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: Table 9: Impact of COVID-19 on the business continuity of the UFS • 2021 AR: 3.1.1. Overview of progress during 2021 with regards to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: Improve student success and well-being (Goal 1) • 2021 AR: 3.1.2.1. Increase student success and throughput rates and reduce the achievement gap (KJPA 1.1) • 2021 AR: Develop graduate attributes in curricular and co-curricular interventions (KPA 1.2) • 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2) • 2021 AR: 3.1.3. Renew and transform the curriculum (Goal 2) • 2021 AR: 3.1.3.1. Develop curricula that are locally relevant and globally competitive (KPA 2.1) • 2021 AR: 3.1.3.2. Revise the structure of the curricula in terms of pathways and graduate employability (KPA 2.2) • 2021 AR: 3.1.3.3. Transform the pedagogic relationship between students and lecturers (KPA 2.3) • 2021 AR: 3.3.1.2. Optimise the cost drivers in academic programmes and support service departments (KPA 6.2) • 2021 AR: 3.3.2.8 Income from contracts for research and other activities • 2021 AR: 4.1.1.1. Teaching and learning • 2021 AR: 4.1.1.8. Universal access • 2021 AR: 4.1.2. Advance an institutional culture that demonstrates the values of the UFS (Goal 7)
We offer world-class benefits to all individuals.	What are these world-class benefits?	<ul style="list-style-type: none"> • 2021 AR: Table 1: Key performance indicators, 2021 • 2021 AR: Table 2: Key performance indicators and enrolment targets, 2017 to 2021 • 2021 AR: 2.1.1. Institutional strategy



Brand narrative	What we need evidence for	Evidence
		<ul style="list-style-type: none"> • 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2) • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: Figure 3: Map of the UFS Research Strategy 2015 to 2022 • 2021 AR: 3.1.4. Overview of progress during 2021 with regard to the implementation of the UFS Research Strategy 2015 to 2022 • 2021 AR: 4.1.1.8. Universal access
<p>What makes us special is that our students are holistically supported to achieve some of the highest success rates in the country, and they are highly employable.</p>	<p>How are they supported?</p> <p>What is the success rate in numbers?</p> <p>How do we know they are highly employable?</p>	<ul style="list-style-type: none"> • Universities Access Programme (UAP) • 2021: Figure 6: Student success rates, 2017 to 2021 (KPA 1.1) • 2021: Table 2: Key performance indicators and enrolment targets, 2017 to 2021 • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: 2.2.7. Data governance and management • 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: 3.1.2.1 Increase student success and throughput rates and reduce the achievement gap (KPA 1.1) • 2021 AR: 3.1.2.2. Develop graduate attributes in curricular and co-curricular interventions (KPA 1.2) • 2021 AR: 3.1.2.3. Improve student safety and health issues (KPA 1.3) • 2021 AR: 3.3.2.2 Overview of indicators • 2021 AR: 4.1.1.4. Student experience • 2021 AR: 4.1.1.12. Multi-campus model: Qwaqwa Campus and South Campus • 2021 AR: 4.1.1.8. Universal access • 2021 AR: 4.1.1.6. Staff experience and composition
<p>What's more, we produce research that has industry and social impact and real-world application.</p>	<p>We need to know what our research niche areas are and what our research output would be in those areas across all faculties.</p>	<ul style="list-style-type: none"> • 2021 AR: 2.1.3. Research strategy • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 1: Map of the UFS Strategic Plan 2018 to 2022 • 2021 AR: Figure 3: Map of the UFS Research Strategy 2015 to 2022 • 2021 AR: 2.2.2. UFS Council • 2021 AR: 2.2.4. UFS Senate • 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2)

Union encroachment

To be sure, such moves to erode the powers of State governments are not new. In post-independent India, the Centre, on several occasions, has used its powers to dismiss or use the Governor to intimidate democratically elected governments. During the Emergency, education was moved to the Concurrent list which was until then a State subject under the constitutional division of responsibilities. However, the adverse changes to federal relations at present are more systemic.

To understand what has changed, at the risk of repetition, there has been increasing centralisation in resource allocations and welfare interventions. The gap

between the Centre and States is widening. The rise of yoga guru Baba Ramdev's business empire is indicative of this, the decline of business groups from southern India over these last few years suggest the reverse of this process.

We can also see the consolidation and expansion of a few big business groups seem to be close to the BJP, probably at the expense of smaller players. On the one hand, the Centre has sought to limit Indian big business from global competition by allowing not to enter into the Regional Comprehensive Economic Partnership

of regional parties to compete with the BJP electorally.

Institutional transgression

The second challenge is in the erosion of executive and legislative agencies. Central institutions are increasingly weakening the power of the executive and legislative agencies. This is evident in the way the Centre has been using its powers to bypass the executive and legislative agencies to bypass the law.

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fixing differential pricing for procuring vaccines for them. This State governments to pay for their own shares.

Socio-cultural foundation

The third and crucial challenge lies in the socio-cultural foundations of federalism. The Centre has been arguing for a federal constitution that is based on the cultural diversity of the country.

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variables: the nature of political coalitions at the Centre and the States in such coalitions (the period 1996 to 2014 for example) and the cultural diversity of regions. Hence, what is needed is a federal coalition that looks beyond the legal-constitutional aspects of federalism to preserve the idea of a plural India in terms of both culture and politics.

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Close the vaccination gap

Immunisation needs cooperation and is a prerequisite for economic recovery



JOSEP BORRELL

By the end of 2021, only 2.1% of Americans had received at least one dose of a COVID-19 vaccine. We need to close the vaccination gap between advanced and developing countries. This is what the World Health Organization (WHO) Director-General, Tedros Adhanom Ghebreyesus, has called "vaccination apartheid". Doing so is both morally right and in everyone's interest.

Therefore, we need global multilateral action to increase the production of vaccines and accelerate the roll-out worldwide. Since the beginning of the novel coronavirus pandemic, this is the path chosen by the European Union (EU). It is now also the path defined by the G20 leaders at the Global Health Summit in Rome on May 21.

A worry

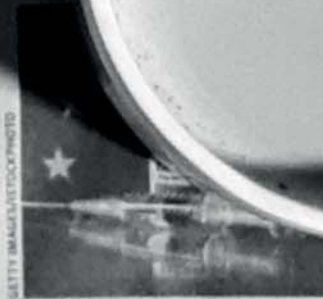
The pandemic is still killing thou-

Vaccination is also a prerequisite for lifting the restrictions that are holding back our economies and freedoms. These restrictions penalise the whole world, but they weigh even more heavily on developing countries. Advanced countries can rely more on social mechanisms and economic policy levers to limit the impact of the pandemic on their citizens.

If the vaccination gap persists, it will be reversing the trend in recent decades of declining poverty and global inequalities. Such a negative development would hold back economic growth and increase geopolitical tensions. The cost of the pandemic is being borne by the world's poor. We collectively need to spend more to vaccinate the whole world. Moreover, the EU welcomes the 1 trillion plan proposed by the International Monetary Fund in order to be able to vaccinate 40% of the world population in 2021 and 60% by mid-2022.

EU's lead role

To achieve this goal, we need closely coordinated multilateral action. We must resist the threat posed by linking the provision of



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peans can be proud of this record. India's "Vaccine Maitri" is another example of global solidarity.

In 2020, the EU supported the research and development of vaccines on a large scale and contributed significantly to the new generation of mRNA vaccines. The EU has become a major producer of COVID-19 vaccines. With, according to WHO, around 70% of the doses used globally in 2021. The EU has also exported 270 million doses to 90 countries, which is about as much as it has received within the EU.

The EU will continue to coordinate and finance its actions – what we call "Team Europe" – is also closely coordinated multilateral action. We must resist the threat posed by linking the provision of

of its vaccines. This has to be done. Team Europe is launching an initiative to this end – backed by billion funding from the EU and European development financial institutions – with partners to boost manufacturing capacity in Africa for vaccines and technologies.

Voluntary licensing is the best way to ensure such technology and know-how turns out to be insufficient. Existing Trade-Related Aspects of Intellectual Property Rights Agreement and the 2001 Doha Declaration already foresee the possibility of compulsory licensing. We have been listening carefully to countries complaining about how difficult it is to use these technologies. To speed up these technology transfers, the EU will work with a new proposal at the World Trade Organization by early June.

The COVID-19 pandemic has reminded us that health is a public good. Our community COVID-19 vaccine action plan is the first step toward global health security.

Supporting Africa

All countries must avoid restrictive measures that affect vaccine supply chains. We also need to facilitate the transfer of knowledge

Embracing children

Speedy implementation of relief schemes for children orphaned by COVID-19 is essential

Well begun is not always half done, and, in any case, half done is never good enough. The Centre's response to the Supreme Court that the modalities of the expansive assistance programme for children orphaned by COVID-19, announced by the Prime Minister, were yet to be formulated comes as a disappointment. While rightly feted for its announcement of a comprehensive programme for the most vulnerable section of the population during this COVID-19 pandemic, children, the Centre did not lay down procedural formalities for implementation. It is clear from the National Commission for Protection of Child Rights' submission in the Supreme Court that nearly 10,000 children are in need of immediate care and protection. They include children aged between zero and 17 years orphaned or abandoned during the COVID-19 pandemic since March 2020. The total was 9,346 children who have been affected, including 1,742 children who lost both parents, 7,464 who have lost one parent, and 140 who have been abandoned from March 2020 to May 29, 2021. It further stated that the apex court that these children run a high risk of being pushed into street children and the fresh trade. There is thus no doubt that time is of the essence here.

Given the urgency of rescuing these children, the Government cannot dabble over figuring out implementation

Brand narrative	What we need evidence for	Evidence
		<ul style="list-style-type: none"> • 2021 AR: 3.1.4. Overview of progress during 2021 with regard to the implementation of the UFS Research Strategy 2015 to 2022 • 2021 AR: 3.1.5. Increase UFS contribution to local, regional, and global knowledge (Goal 3) • 2021 AR: 3.1.5.1. Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness (KPA 3.1) • 2021 AR: 3.1.5.3. Increase research impact and uptake (KPA 3.3) • 2021 AR: Figure 16: Research outputs, 2017 to 2021 (KPA 3.3) • 2021 AR: 3.3.1.1. Increase non-government-derived sources of income (KPA 6.1) • 2021 AR: 4.1.1.2. Research, internationalisation, and innovation • 2021 AR: 3.1.2.1 Increase student success and throughput rates and reduce the achievement gap (KPA 1.1) • 2021 AR: Table 1: Key performance indicators, 2021
<p>Our culture promotes equity, Ubuntu, and accountability.</p>	<p>How does it promote equity, Ubuntu, and accountability?</p>	<ul style="list-style-type: none"> • 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019–2024 • 2021 AR: 3.1.6. Overview of progress during 2021 with regard to the implementation of the UFS Engaged Scholarship Strategy 2018 to 2022 • 2021 AR: 3.1.7.1 Increase academic staff involvement in engaged scholarship and opportunities for students to engage in community-based education (KPAs 4.1 and 4.2) • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 4: Map of the UFS Engaged Scholarship Strategy 2018 to 2022 • 2021 AR: 3.2.1.2. Increase student participation in university governance structures (KPA 5.2) • 2021 AR: Figure 22: Student participation in governance structures, 2017 to 2021 (KPA 5.2) • 2021 AR: Figure 1: Map of the UFS Strategic Plan 2018 to 2022 • 2021 AR: 2.2.1.1. Statement on code of ethics • 2021 AR: 2.2.5. Student Representative Council • 2021 AR: 2.3.2 Report of Council on risk assessment and management of risk • 2021 AR: 3.3.3 Statement from the financial executive on the financial results • 2021 AR: 3.3.3.2 Overview of indicators • 2021 AR: Figure 34: Overview of UFS Integrated Transformation Plan progress, 2021 • 2021 AR: Figure 34: Overview of UFS Integrated Transformation Plan progress, 2021 • 2021 AR: 4.1.1.4. Student experience • 2021 AR: 4.1.1.8. Universal access



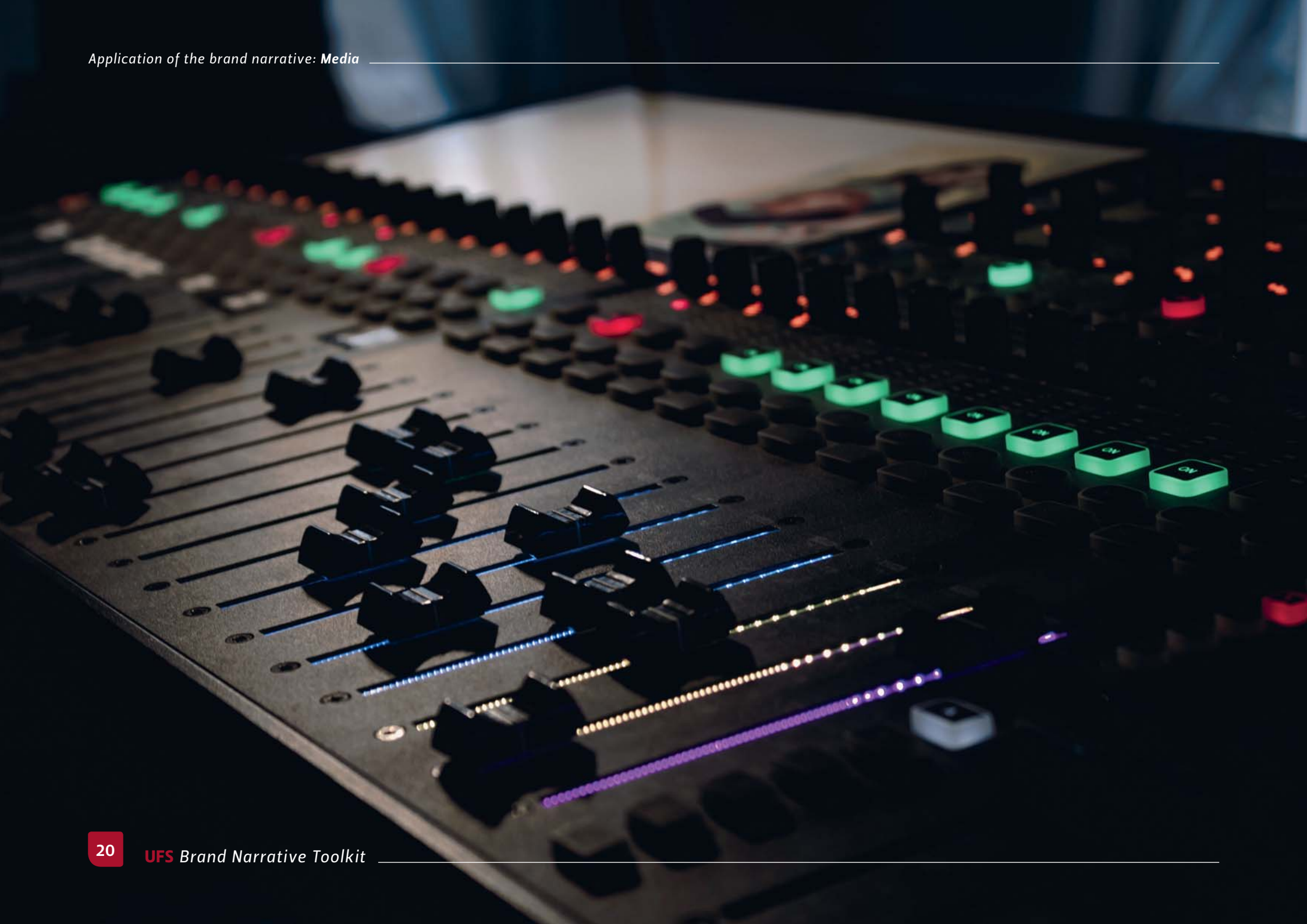


Step 5

Audience analysis

The section below focuses on the various UFS stakeholders that have information that can be strategically applied in messaging. It will guide you on how to formulate messages using the brand narrative, along with relevant visual elements through effective channels.

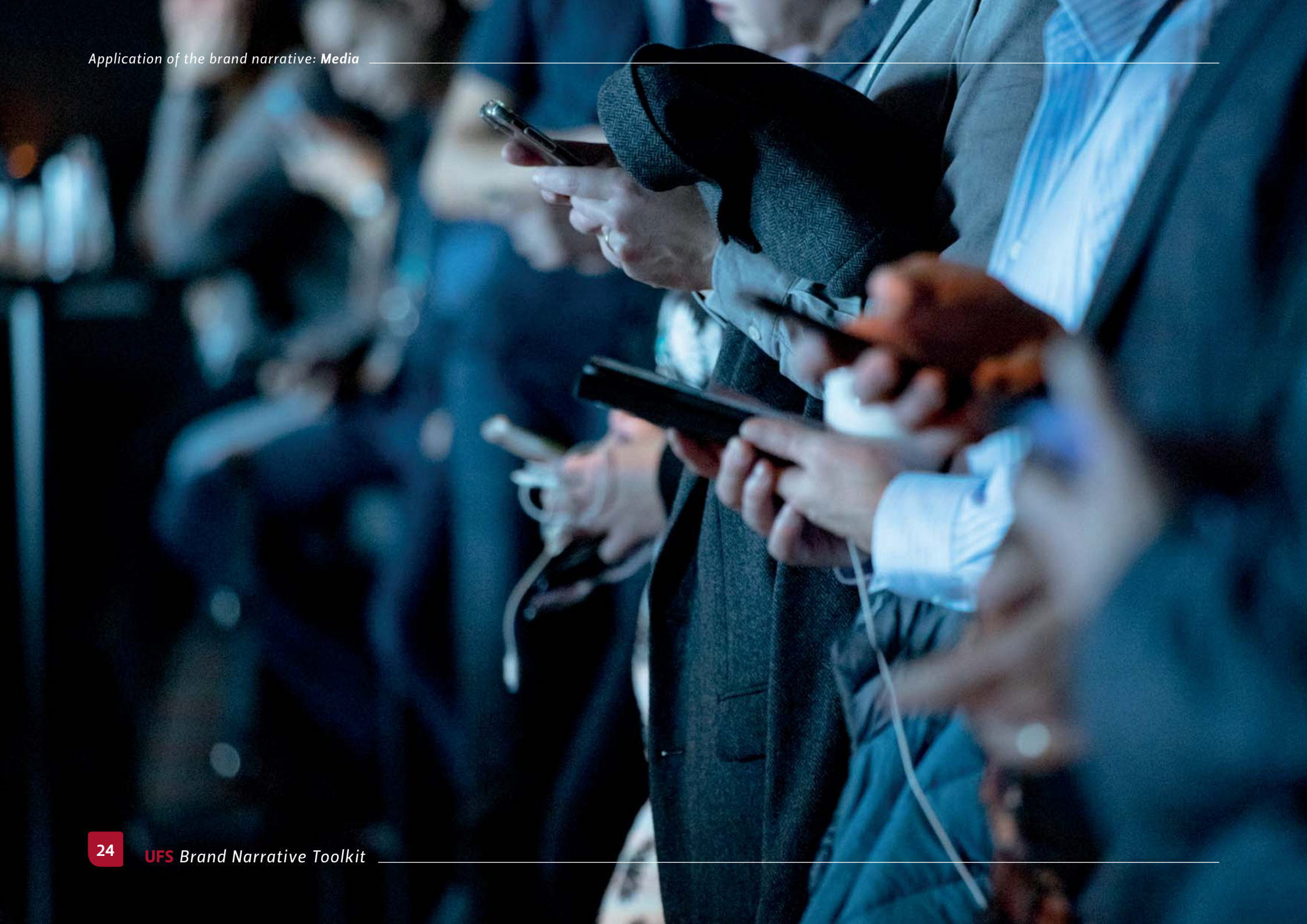
Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative building research
<p>Current students Positioned from research as 1/14 importance from stakeholder list.</p>	<p>Sum of registered students (2022)</p> <ul style="list-style-type: none"> • 6 050 postgraduate students • 34 833 undergraduate students • 217 occasional staff <p>Location of students</p> <ul style="list-style-type: none"> • Bloemfontein Campus (74%) • South Campus (8%) • Qwaqwa Campus (18%) <p>Faculties with most enrolment:</p> <ul style="list-style-type: none"> • Education • The Humanities • Economic and Management Sciences <p>Home language (Bloemfontein) Sesotho (10%), Afrikaans(8%), English (59%), and isiZulu (6%).</p> <p>Home language (Qwaqwa Campus) English (53%), isiZulu (26%), and Sesotho (17%).</p> <p>Home language (South Campus) English (70%), other languages with a smaller component of speakers include isiZulu, Sesotho, and isiXhosa.</p>	<p>Gaps between the university's reputation promise (what it wants to be known for), its culture (behaviour), and its image (self-presentation), which collectively build its identity (character).</p>	<ul style="list-style-type: none"> • Generation Y (50%) prefers fast and clear communication with a definite purpose, delivered visually through the latest technology. • Generation X (30%) also prefers communication to be to-the-point, and responds well to technology. • Baby Boomers (19%) and Traditionalists (1%) are more comfortable with traditional communication channels. <p>Blackboard communication</p> <ul style="list-style-type: none"> • 84% of students use Blackboard to access course material. • 78% use Blackboard to access important information. • 54% use Blackboard to collaborate with other students. 	<ul style="list-style-type: none"> • Students should think that the UFS is a really good university. They should see the university and think that the UFS is transforming, responding to changes in society, and trying to meet the needs of society. • Students should feel that they belong at the UFS and that they want to be part of the UFS. They should feel proud to be at the UFS and be associated with the UFS. • Students should apply to the UFS and want to be a part of the UFS as postgraduates as well. • They should be proud and relate that to others to get them to be part of the UFS (word-of-mouth). Students that are here should partake in all the activities and make a difference.



Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative building research
	<p>Association with the UFS (2022 UNIVERSUM report) The top three attributes students strongly associate the UFS with are a safe campus environment, educational excellence, and a friendly and open environment.</p>			
<p>Employees Positioned from research as 7/14 importance from stakeholder list.</p>	<p>Employees consist of the following groups:</p> <ul style="list-style-type: none"> • Academic staff • Support staff <p>Overall, 67% workplace engagement was recorded:</p> <ul style="list-style-type: none"> • Bloemfontein: 64% • South: 69% • Qwaqwa: 66% 	<ul style="list-style-type: none"> • 60% of employees want to receive praise, appreciation, and recognition to enhance performance. <p>Employee engagement</p> <ul style="list-style-type: none"> • Engagement with academic and support staff is needed in terms of: <ul style="list-style-type: none"> - Policy - Strategy - Remuneration and benefits - Employee wellbeing 	<ul style="list-style-type: none"> • Generation Y (45%) prefers fast and clear communication with a definite purpose, delivered visually through the latest technology. • Generation X (28%) also prefers communication to be to-the-point, and responds well to technology. • Baby Boomers (25%) and Traditionalists (2%) are more comfortable with traditional communication channels. 	<ul style="list-style-type: none"> • Employees need to know that the effort and energy they put into UFS's brand narrative is recognised and acknowledged. • Employees matter as much as students matter. • Employees should feel needed and appreciated, as they are the ones educating the students and creating a tomorrow for them. • They should feel valued. UFS wants their employees to take the promise and carry it out to the students.



Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative building research
<p>Alumni Positioned from research as 2/14 importance from stakeholder list.</p>	<ul style="list-style-type: none"> • They have experience with the culture, values, academics, etc. of the UFS. • From a 2019 alumni survey, it was determined that about 4 in 10 alumni are likely to consider enrolling for postgraduate studies at the UFS within the next 5 years. 	<ul style="list-style-type: none"> • In a 2019 alumni survey, respondents felt relatively disconnected from the UFS; however, this does not mean that they have a negative experience. 45% were neutral and 36% positive. There was no direct correlation between disconnection and poor experience. 	<ul style="list-style-type: none"> • The alumni database records more than 142 000 alumni. • About 96 000 are contactable by SMS and 47 000 by email. • Regular calls were made to alumni in 2019 to update their contact details, in adherence to the Protection of Personal Information Act. • In a 2019 alumni survey, they suggested that general email communication, the UFS website, and the alumni e-newsletter are their preferred channels. Facebook, donation-related communication, and Twitter were less important. 	<ul style="list-style-type: none"> • Feel proud of the UFS and to have been part of the UFS. • Feel included in university activities. Feel that they are emotionally linked to the UFS. • Promote the UFS by word-of-mouth and influence others to go to the UFS. Willing to reinvest, believe in the UFS dream, and be proud of the way the leadership deals with matters.
<p>Prospective students Positioned from research as 9/14 importance from stakeholder list.</p>	<ul style="list-style-type: none"> • Matriculants with university admittance. • Professionals in the workplace in need of a qualification. • Students relocating from other institutions to specialise in the programmes of the UFS. 	<ul style="list-style-type: none"> • The prospective students are not necessarily using the main channels that the UFS uses to communicate (technical and digital channel challenges). • Prospective students may not be aware of programmes available at the UFS. 	<ul style="list-style-type: none"> • To have limited use of data to gain information about the university and its programmes. • Information should be available to be downloaded for further reading in their own time. • Print and radio (traditional media) will be used often. • Word-of-mouth is preferred. 	<ul style="list-style-type: none"> • The UFS wants prospective students to feel welcomed and know that we are ready for them. We would like prospective students to know that if they have decided to attend the UFS, they have made a good decision. The UFS will not only accommodate them but support them throughout. Students should know that the UFS offers their programmes of interest.



Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative building research
<p>Schools (Principals and Life Orientation Teachers) Positioned from research as 13/14 importance from stakeholder list.</p>	<ul style="list-style-type: none"> • They advertise the university to their students. • They need to know that their alumni will enrol in a tertiary institution, from a reputational point of view. • Academically qualified and therefore believe in the importance thereof. • Adhere to regulations of statutory bodies' policies. 	<ul style="list-style-type: none"> • They need actual engagement from universities with their schools, like face-to-face engagement with grades 11 and 12. • The latest information on university programmes may not be regularly available to schools. 	<ul style="list-style-type: none"> • Face-to-face interaction for information sessions. • Emails with updated brochures. • Traditional media to market the university at their schools. 	<ul style="list-style-type: none"> • The schools were not part of the brand narrative-building research for engagement. • The research participants did not identify this audience as an important stakeholder.
<p>Donors and investors Positioned from research as 13/14 importance from stakeholder list.</p>	<ul style="list-style-type: none"> • Individuals who are willing and able to donate to or invest in the university. • Organisations or other institutions that are willing and able to donate to or invest in the university. • Locally and/or internationally based. 	<ul style="list-style-type: none"> • They may not necessarily be connected to the UFS yet. Networking and face-to-face engagement are often required in these decisions. 	<ul style="list-style-type: none"> • Digital channels, as information needs to be timeous. • Emails and website information are preferred. • The 2019 Annual Report provides insight into launches of comprehensive, well-resourced campaigns, for example, to grow donations (including bequests). More recent campaigns implemented include 'Voices from the Free State' and 'Global Citizen'. 	<ul style="list-style-type: none"> • Industry - Funders, national and international level. • The audience should think that the students that the UFS produces are well equipped for their tasks. They should think that the UFS provides market-related education. • Feel positive about the UFS and that they are getting value for money. Keep investing in the UFS. • Hire more UFS students. Feel a UFS student is highly employable. • The industry normally responds well to research, so our research, and students involved therein, are quite important and should be boasted about.



Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative building research
<p>Community leader Positioned from research as 10/14 importance from stakeholder list.</p>	<ul style="list-style-type: none"> • People who take responsibility for the wellbeing and improvement of their communities. • In 2019, 3 793 community members participated in service-learning activities at the interface of collaborative learning within triad university (community partnerships for the implementation of service) learning modules. 	<ul style="list-style-type: none"> • They are not necessarily connected to the university's main communication channels. • Engagement needs to be deliberate and two-way; broadcasting would not be effective. • Sensitive and often political communication environment. 	<ul style="list-style-type: none"> • Face-to-face engagements with representatives of the UFS. • Council open meetings. • Annual Community Engagement Awards Ceremony where recognition is given to outstanding leaders for excellence in community engagement. • Traditional media for sharing information and creating awareness. 	<ul style="list-style-type: none"> • Their buy-in is important and the UFS needs their support. • The community must think UFS students are exemplary, well-adjusted citizens who care, and that UFS offers high-quality programmes. The UFS should not be seen as an "ivory tower"; the UFS should integrate with the community as fellow community members. • They should feel that they trust the UFS's decision-making, programmes, academics, and other staff. • The community in our immediate surroundings must be proud to invest in the UFS. They should feel a sense of ownership over the UFS.

B. The best visuals to grab your audience's attention ... and keep it

Step 1

Visual styles

Examples

The examples below can be used to visually support your writing when using the brand narrative. Using more than one element can strengthen your messages and also keep your audience engaged with your content. Visual elements can further be used to link messages to specific campaigns.

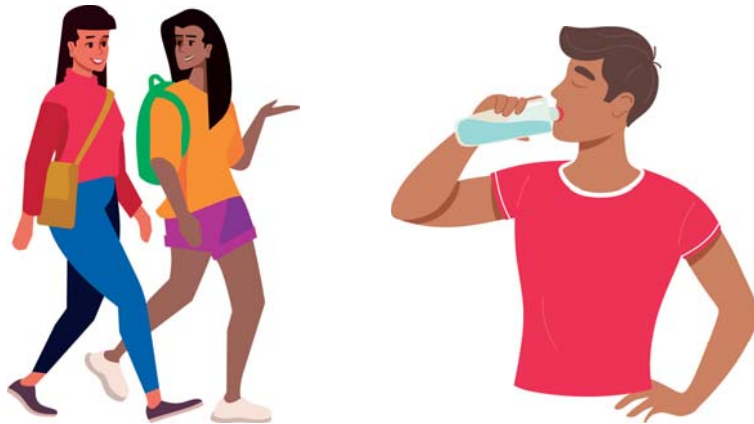
Photography

Using photographic visuals for the brand narrative requires consistent application - a golden thread that runs through all visual applications. Images in the recommended styles should always appear as if they belong to the collective brand narrative photo bank. Visuals of students are the style to use for the brand narrative.



Vector illustrations

Vector illustrations are unique, fun and can be used to communicate a specific message. Vectors can be developed as needed, especially if a photograph will not support your message accurately.



Iconography

Icons are ideal for listing or communicating short points of information. They can save space while still visually supporting a message.



Shapes

Using shapes can bring structure to designs. The shapes below are used to visually support UFS messages.



Polygon graphics

These are very modern designs and can be implemented in various visuals to support content.



Colours

Using strips of colour to support the message brings a colourful element to your message. Strips of colour should always be within the UFS CI guidelines.



Step 2

Design/Visual/Mood boards

Media



C. Making it real

Step 1

Apply the brand narrative

How to connect the media to the brand narrative:

1. Do six press releases – each for a key message, with proof points and testimonials.
2. Connect journalists with the identified three to six influencers (preferably alumni or current students). The ambassadors for Quality. Impact or Care. to be interviewed and quoted.
3. Make sure all editors that edit any copy for the UFS are aware of the new tone of voice and edit accordingly.
4. If the campus-based radio stations develop quality copy, distribute to the other radio stations.

