UFS

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

Narrative
Toolkit 2021

TABLE OF CONTENTS

INTRODUCING THE NARRATIVE

The UFS Narrative Toolkit is designed to assist the user with the implementation of the new UFS narrative.

The toolkit provides mood boards to assist with the look and feel to support the narrative visually, templates, guidelines and how to use them, an adapted message map, tone of voice and messages linked to the various stakeholder groups. The toolkit is to be used as a guideline, along with the narrative training to implement the narrative.

Long Version

The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. We offer world-class benefits to all individuals in a transformed and inclusive environment. 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. What's more, we produce research that has industry and social impact and real-world application. Our culture promotes equity, Ubuntu, and accountability. We address challenges and issues as they emerge, and we deal with them openly in a way that promotes social justice and human rights. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.

Short Version

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.

APPLICATION OF THE NARRATIVE

To embed this narrative in the UFS way of doing will be crucial for the adaption and ownership of it. There are generic practices that can be implemented through the whole institution and then there are customised elements per stakeholder group.

The focus in terms of application should be phased:

1. Participation ▶ **2. Ownership** ▶ **3. Sustainability**

Whole organisation – Generic

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through leading, learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + World-class benefits to all. + Students are holistically supported. + Students are highly employable. + Research with real-world application. + Culture that promotes equity, Ubuntu, and accountability. + Address challenges openly. + Promotes social justice and human rights. + Character of caring and diversity. + Outstanding university experience. + In the heart of South Africa.	+ Global, national, institutional, & individual achievements. + Real excellence in education. + Global best practices in research, theory & teaching. + We identify, realise, and unleash potential. + Graduates, thinkers, problem-solvers & leaders. + Invested in success & human happiness.	**Visuals** Vectors and photos of real students from narrative range. **Stories** Write 3 stories from the narrative with the selective proof points. + A story told about the UFS quality + A story told about the impact that we make + A story told about our caring nature Each story should contain words from the long narrative and then explanations taken from the proof points.

1. Develop a set of generic narrative tools that represent the key components and make them available for all teams to access with the 3 sessions in PowerPoint:

+ Photo library

+ Vector range

+ Corporate video

+ Short video snippets with testimonials and endorsements

+ Infographic for Quality. Impact. Care with proof points

2. Revise the UFS essence to compliment the narrative by adding the key tone of voice (Quality. Impact. Care.) to the corporate identity (for the next 12 months). Specifically, onto the letterhead, e-mail signatures, electronic backgrounds, the PowerPoint template, website banners and short term use stationery like notebooks, pens, etc.
For example – Inspiring excellence, transforming lives through quality, impact and care.

3. Identify 3-6 influencers (preferably alumni or current students) that could each be the ambassador for Quality. Impact or Care. A specific content plan for them must be developed (taken from all the existing material).

4. Make sure that all editors that edit any copy of the UFS are aware of the new tone of voice and edit accordingly.

5. Dedicate specific channels and specific timeslots to participative, narrative communication.
Focus on stories about quality, impact and care:

+ Our Stories... Storytelling Sundays on Facebook

+ A specific story thread on Instagram called Our Stories

+ Our Stories... We Wednesdays on YouTube

+ Let's Talk Quality. Let's Talk Impact. Let's Talk Care with KovsieFM/Q-Lit

Design/Visual/Moodboard

Academic Students: Prospective and Current

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through leading, learning and teaching. + Students are holistically supported. + Students are highly employable. + Culture that promotes equity, Ubuntu, and accountability. + Character of caring and diversity. + Outstanding university experience.	+ You can be highly employable. + We create opportunities through global best practices. + We offer opportunities for you through leading, learning and teaching. + Because you are holistically supported, you are highly employable. + You will be a graduate, a thinker, a problem-solver and a leader. + We identify, realise and unleash potential. + Ensuring quality education and an outstanding university experience is how we care for our students.	**Visuals** Only use vectors and real student photos. Preferably from the participative library and professional range. **Stories** Testimonial of successful past student from each faculty (mini-bio). Testimonial from current students on holistic support and campus experience.

How to apply it to students:

Prospective Students

+ Integrate the narrative tone and key messages in existing content of the application process. For instance, the website Why Choose Us section could start with: We are all about quality, impact and care, so we will support you holistically.
+ The short narrative to be on the first page of all prospectus documents and Quality. Impact. Care. to be on all documents as part of the letterheads or headers/footers.
+ Share the testimonial stories directly with them after 1st contact (over Whatsapp or via email). Have quick links to testimonials on the website at the Apply section.

Current Students

1. Invite participation through a Tell our Story campaign:
+ Build a visual library of photos/videos/art that has been submitted by students during a process. Maybe offer a prize per category. *What does quality at the UFS look like?*
+ Ask drama students to put a community theatre piece together that will express the narrative. Record it and share on platforms and once Covid allows, let them perform it.

2. Boost ownership through a Your Story is Our Story campaign:
+ Involve lecturers and let each study field determine what the narrative looks like in their field – use critical questions to prompt thinking:
+ What does quality look like in Fine Arts?
+ What does quality look like in Biological Sciences?
+ When does an accountant make an impact?
+ When does Industrial Psychology make an impact?
+ How does a teacher care?
+ Should a lawyer care?

3. Sustain student engagement with the narrative through a **I am** final campaign. Give students visuals to use on their own social media accounts with the following statements:
+ #Iamquality
+ #Iamimpact
+ #Iamcare

4. Make it as visible as possible on all campuses, in all lecture halls and all computer screensavers and with all documents for at least the first 6 months. Look at electronic visibility options during Covid19 restrictions. Things like Zoom backgrounds, presentation slides, etc.

Design/Visual/Moodboard

Quality
Impact
Care

Student Affairs

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities + Growth through leading, learning, and teaching + Students are holistically supported + Students are highly employable + Character of caring and diversity + Outstanding university experience + Address challenges + Promotes social justice and human rights + World class benefits to all individuals	+ We care for our students + As a student, you have access to counselling and development support + We drive accessibility and inclusivity for all our students + You will be a graduate that experienced the student life and formed part of a community + Ensuring quality education and an outstanding university experience is how we care for our students + We empower our students with our leadership opportunities to grow and make a difference + We offer opportunities for you through leading, learning, and teaching	**Visuals** Only use vectors and real student photos. Preferably from the participative library and professional range. **Stories** Testimonials of successful past students from each faculty (mini-bio). Testimonial from current students on the holistic support, leadership, and campus experience. Stories that showcase the caring nature and show how social justice and human rights are being promoted.

How to apply the narrative to Student Affairs

1. Invite participation through a Tell our Story campaign:

+ Build a visual library of photos/videos/art that has been submitted by students during a process. Maybe offer a prize per category. What does quality at the UFS look like?

2. Boost ownership through a Your Story is Our Story campaign:

+ Involve lecturers and different departments from Student Affairs and let each study field determine what the narrative looks like in their field – use critical questions to prompt thinking:

  · What do care about and what does inclusivity look like?
  · What opportunities can you expect from development and counselling?
  · When do student affairs make an impact?
  · What makes our students leaders?

Design/Visual/Moodboard

Quality
Impact
Care

South Campus – Distant Students

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities + Students are highly employable + Transformed and inclusive environment + Character of caring and diversity + World class benefits to all	+ Global, national, institutional & individual achievements + Real excellence in education + Graduates, thinkers, problem-solvers & leaders + Global best practices in research, theory & teaching	**Visuals** Only use vectors and real student photos. Preferably from the participative library and professional range. Focussing on images from the training centres. **Stories** Testimonials from successful past students from distance learning. Write 3 stories from the narrative with the selective proof points. · A story told about the UFS quality · A story told about the impact that we make · A story told about our caring nature Each story should contain words from the long narrative and then explanations taken from the proof points.

How to apply the narrative for South Campus – Distant Students

1. Training of facilitators on the new narrative and how to implement
2. Facilitators to be brand ambassadors for the UFS and the new narrative
3. Branded material with the new narrative
+ The short narrative to be on the first page of all prospectus documents and Quality. Impact. Care. to be on all documents as part of the letterheads or headers/footers.
+ Share the testimonial stories directly with them after 1st contact (over Whatsapp or via email). Have quick links to testimonials on the website at the Apply section.

Design/Visual/Moodboard

Employees

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities + Growth through leading, learning and teaching. + Growth through impactful engagement with society. + World-class benefits to all. + Culture that promotes equity, Ubuntu, and accountability. + Address challenges openly. + Promotes social justice and human rights. + Character of caring and diversity. + In the heart of South Africa.	+ Thanks to you, we are known for national, institutional, global and individual achievements. + Thanks to you, we produce graduates, thinkers, problem-solvers and leaders. + We are known for real excellence in education. + You identify, realise and unleash potential. + We are invested in your success and human happiness. + Together, our character is caring and diversified.	**Visuals** Vectors and photos of real students from narrative range. **Stories** Real life stories: + Longest working employee – why did they stay? + Shortest working employee – why did they choose us? + From faculties & departments: Spot the employee that cares the most, the one that has the biggest impact and the one with the best quality.

How to apply it to employees:

1. Ensure participation with the updated Corporate Identity and ensuring their understanding of its importance and the use for the next 12 months.

2. Do a RMF short video explaining the narrative and do a short video from the Rector and Vice-Chancellor endorsing it, with the importance of embedding it and making it a way of doing (culture talk).

3. Invite ownership with the narrative through a Spot a Colleague Campaign that shares the visuals with the reason for selection. Short content but shared consistently.

4. Involve HR by adding a Quality. Impact. Care. section in employee review or performance discussions. Just a questions to ensure that employees are aware and we show integration in all departments (not silo approach). Nothing serious or measurable.

5. Do a virtual session with team leaders to practically guide them on incorporating Quality. Impact. Care. in their day to day team activities. If your team has a status meeting ask them to share examples of these displayed. Is ensuring quality, part of standard operating procedures? It should always be a yes for you and your team.

6. Sustain employee engagement with the narrative through a I am final campaign. Give employees visuals to use on their own social media accounts with the following statements:
+ #Iamquality
+ #Iamimpact
+ #Iamcare

Design/Visual/Moodboard

Quality
Impact
Care

Faculties

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through leading, learning and teaching. + Growth through focused research. + World-class benefits to all. + Students are holistically supported. + Students are highly employable. + Research with real-world application. + Address challenges openly. + Outstanding university experience. + In the heart of South Africa.	+ Leading success rates. + Highly employable graduates. + Known for global best practices in research, theory, reaching and application. + Known for excellence in education. + Global, national, institutional & individual achievements. + We identify, realise and unleash potential.	**Visuals** Sector (faculty) specific vectors and photos in the same style as the general narrative range. Subtle indicators in the visuals that represent the industry. --- **Stories** + Quality Proof points of successful alumni with personal real story. Employment rate. + Impact Story about impact in industry, how research contributed to change, how many we graduate, etc. + Care Do the faculties reach out in terms of community service? What does existing mental support to students look like?

How can the faculties apply the narrative:

1. Workshop what Quality. Impact. Care. looks like in their faculty. Example:
Our faculty will be successful if...

> *For our faculty, quality means:*
> *When are we making an impact as a faculty:*
> *We care for our students in this way:*

2. Make use of the updated CI with Quality. Impact. Care. incorporated.

3. Do a faculty specific infographic with the discussed proof points for Quality. Impact. Care. in that specific study field.

4. Share the infographic, with key messages and supportive stories on a regular basis (unpacked in launch plan). Make it visible in the physical environment (posters, floor stickers, etc.) but also virtually (screen backgrounds, presentation slides, landing pages, etc.).

5. Appoint a Narrative Champion per faculty to be the foot soldier (supporting RMF) in the office but also among the students. Their responsibility would be to drive the student and staff focused campaigns. Have a virtual orientation session with all the Champions with regards to the process and their role.

6. Have the Quality. Impact. Care. discussion with staff and students – awareness and understanding is generated through dialogue. Ask only 4 questions at the beginning of a lecture and at the beginning of the staff meeting. Have the discussion once and ensure that it is wrapped-up with linking the new narrative to the discussion points. A Google Form can be provided to record the general feeling from answers.

> *Share examples of quality at the UFS?*
> *What impact does the UFS have on students, local society and the global world?*
> *How is UFS caring for students and staff?*
> *Whose responsibility is it to uphold quality, impact and care at the UFS?*

Quality
Impact
Care

KovsieSport

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + World-class benefits to all. + Students are holistically supported. + Character of caring and diversity. + In the heart of South Africa.	+ Global, national, institutional, & individual achievements. + We identify, realise, and unleash potential. + Invested in success & human happiness. + Quality. Impact. Care. + Invested in Ubuntu.	**Visuals** Vectors and photos of real students doing sport. **Stories** Testimonials from successful sport participants that studied at the UFS.

How can KovsieSport apply the narrative:

1. Ensure **participation** with the updated Corporate Identity and ensure their understanding of its importance and the use for the next 12 months.

2. Invite **ownership** with the narrative through a Spot a Sport Star Campaign that shares the visuals with the reason for selection. Short content but shared consistently.

3. Do a sport specific infographic with the discussed proof points for Quality. Impact. Care. in sport.

4. Share the infographic, with key messages and supportive stories on a regular basis (unpacked in launch plan). Make it visible in the physical environment (posters, floor stickers, etc.) but also virtually (screen backgrounds, presentation slides, landing pages, etc.).

5. Appoint a Narrative Champion to be the foot soldier (supporting RMF) in the office but also among the students. Their responsibility would be to drive the student and staff focused campaigns. Have a virtual orientation session with all the Champions with regards to the process and their role.

6. **Sustain** engagement with the narrative through a **I am** final campaign. Give visuals to use on their own social media accounts with the following statements:
   #Iamquality
   #Iamimpact
   #Iamcare

Design/Visual/Moodboard

Business School

Touch points from the narrative	Key messages	Supporting the key message
+ Growth through leading, learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + Students are highly employable. + Research with real–world application. + In the heart of South Africa.	+ Leading success rates. + Highly employable graduates. + Known for global best practices in research, theory, reaching and application. + Known for excellence in education. + Global, national, institutional & individual achievements. + Invested in success in human happiness.	**Visuals** Vectors and photos of real business school attendees. Will be slightly different than current students at other faculties. --- **Stories** Write 3 stories from the narrative with the selective proof points. + A story told about the quality of the UFS Business School + A story told about the impact we make + A story told about our caring nature Each story should contain words from the long narrative and then explanations taken from the proof points. Gather testimonials from business school alumni.

How can the Business School apply the narrative:

1. Workshop what Quality. Impact. Care. looks like for the Business School. Example:
The Business School will be successful if...

Quality looks like this:
We have the following impact:
Care is taking place by means of:

2. Make use of the updated CI with Quality. Impact. Care. incorporated.

3. Do a business school specific infographic with the discussed proof points for Quality. Impact. Care.

4. Share the infographic, with key messages and supportive stories on a regular basis (unpacked in launch plan). Make it visible in the physical environment (posters, floor stickers, etc.) but also virtually (screen backgrounds, presentation slides, landing pages, etc.).

Design/Visual/Moodboard

Post Graduates

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through leading learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + Research with real-world application. + Culture that promotes equity, Ubuntu, and accountability. + Character of caring and diversity.	+ Quality. Impact. Care. + Known for some of the highest success rates in the country. + National, institutional & individual achievements. + Known to identify, realise and unleash potential. + Invested in success and human happiness. + Known for global best practices in research, theory, teaching and application.	**Visuals** Real life images of people in a work context VS people in a classroom/study context. **Stories** Testimonials from current post graduate students and from past post graduate students. If possible, include a story with a timeline of the post graduate office and how it has grown.

How to apply the narrative with the Post Graduates:

1. Make use of the updated CI with Quality. Impact. Care incorporated on all correspondence.

2. Do a post graduate specific infographic with proof points for how this office ensures Quality. Impact. Care.

3. Do a Post Graduate Orientation Toolbox (if not in existence yet) with the narrative as main theme visually and through text.

4. Develop a short snippet range in audio and video explaining how a post graduate at the UFS will put you on the next level. Distribute these through existing identified channels. Focus the script on the next level quality of further education, your potential impact with a post-graduate degree and why you should care.

Design/Visual/Moodboard
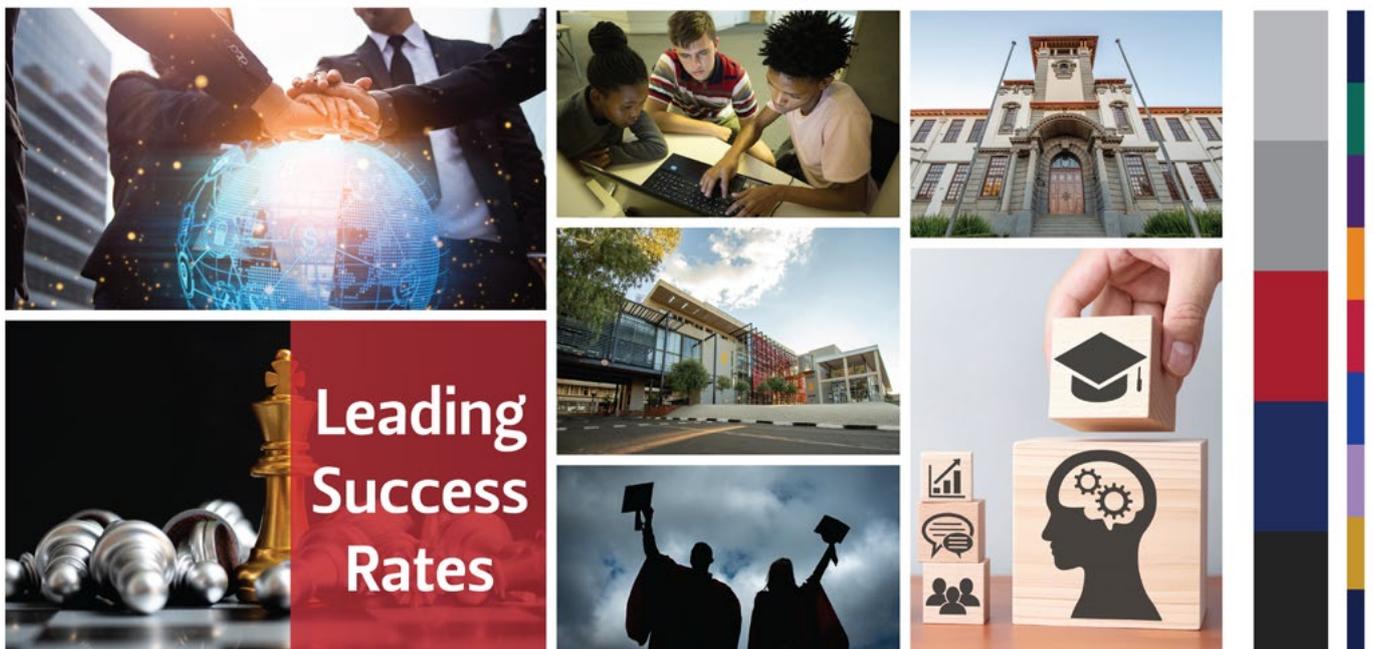
Alumni

Touch points from the narrative	Key messages	Supporting the key message
+ Growth through leading, learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + Research with real-world application. + Culture that promotes equity, Ubuntu, and accountability. + Address challenges openly. + Promotes social justice and human rights. + Character of caring and diversity.	+ Global, national, institutional, & individual achievements. + Known for some of the highest success rates in the country. + Real excellence in education. + Global best practices in research, theory & teaching. + Invested in Ubuntu. + Invested in success & human happiness.	**Visuals** Vectors and photos of real students from narrative range. Use student generated photos from campaigns and video snippets. **Stories** Develop alumni stories with the following angles: + Why would you recommend UFS to students? + What impact did UFS have on your professional career? + What can you remember from student life at the UFS? Use content generated from students/ staff to also share here.

How to apply the narrative with the Alumni:

1. Engage with them purposefully, personally and professionally with regards to the new narrative.

2. Make use of the updated CI with Quality. Impact. Care. incorporated.

3. Use the Alumni E-newsletter and publish content in 4 publications:

+ *Introduction* to the UFS narrative with Rector and Vice-Chancellor video snippet, infographic and directing them to social media platforms with content. Follow this newsletter up with a SMS message, just stating the short narrative and a thank you for trusting us.

+ **Quality. Impact. Care.** – share write-up of 3 interviews held with alumni where this is discussed with their take on the new narrative. Invite feedback from others. Follow this newsletter up with a SMS Poll asking 1 question: Do you like the new narrative of the UFS? Scale 1 – 5

+ **Share your best UFS memory.** Invite Alumni to share their best memory of their time on campus. Follow this very personal focused newsletter with a SMS poll asking 1 question: Do you support our focus on quality, impact and care? Scale 1 – 5

+ **Reflecting** on the narrative journey. Cover and share content of the narrative roll-out from July 2021.

Design/Visual/Moodboard

Schools

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Students are holistically supported. + Students are highly employable. + Culture that promotes equity, Ubuntu, and accountability. + Promotes social justice and human rights. + Character of caring and diversity. + Outstanding university experience. + In the heart of South Africa.	+ We are known for some of the highest success rates in the country. + You can be a highly employable graduate. + Real excellence in education can be found at the UFS. + We are invested in Ubuntu...we are invested in you. + We care. + Come to us for an outstanding university experience.	**Visuals** Use standard visuals that are always used for recruiting but add the Quality. Impact. Care. words on all material (follow CI guideline). And if possible publish the short narrative on the back cover or inside cover of documents. **Stories** Visual storytelling is very effective with South African youth. If not already part of the content, add student testimonials with mini-bios to content. Very visual.

How to make the narrative part of our school communication:

1. Make use of the updated CI with Quality. Impact. Care. incorporated.

2. Use the key messages in content that is distributed – ensure that it is there in the copy and some visual elements will also be good. Those words must be used to create familiarity and a sense of recognition.

Design/Visual/Moodboard

Donors/funders and other external stakeholders like USaF

Touch points from the narrative	Key messages	Supporting the key message
+ Students are highly employable. + Growth through leading, learning and teaching. + Growth through impactful engagement with society. + Research with real-world application. + Promotes social justice and human rights. + Character of caring and diversity.	+ The UFS delivers highly employable graduates. + Global, national, institutional, & individual achievements. + Real excellence in education. + Global best practices in research, theory & teaching. + We produce graduates, thinkers, problem-solvers & leaders. + Invested in success & human happiness.	**Visuals** Vectors and photos of real students from narrative range. **Stories** Write 3 stories from the narrative with the selective proof points. + A story told about the UFS quality + A story told about the impact we make + A story told about our caring nature Each story should contain words from the long narrative and then explanations taken from the proof points.

How to connect donors/funders and other external stakeholders to the narrative:

1. Make use of the updated CI with Quality. Impact. Care. incorporated.

2. Prepare a digital/hard copy publication called something like The UFS Story.

3. Content must be aimed purely at external stakeholders – use the following:
+ Article using the long narrative with proof points to support the statement. This article must contain the key messages.
+ Infographic about Quality. Impact. Care.
+ Testimonials from alumni, staff and students.

4. Distribute the publicationth through the preferred channel.

5. Follow up with a virtual meeting by the relevant UFS contact person to ensure delivery and response to questions.

6. Continue with related testimonials (Quality. Impact. Care.) for at least 12 months.

Design/Visual/Moodboard

Media

Touch points from the narrative	Key messages	Supporting the key message
+ Growth through leading, learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + World-class benefits to all. + Students are highly employable. + Address challenges openly. + Promotes social justice and human rights.	+ Global, national, institutional, & individual achievements. + Known for some of the highest success rates in the country. + Global best practices in research, theory & teaching. + Impactful engagement with society. + Highly employable graduates. + Our graduates, thinkers, problem-solvers and leaders.	**Visuals** Vectors and photos of real students from narrative range. **Stories** Use the key messages with proof points for their angles to write stories.

How to use the narrative with the media:

1. Do 6 press releases – each for a key message with proof points and testimonials.

2. Connect journalists with the identified 3–6 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 of the UFS is aware of the new tone of voice and edits accordingly.

4. If the campus based radio stations develop quality copy, distribute to the other radio stations.

Design/Visual/Moodboard
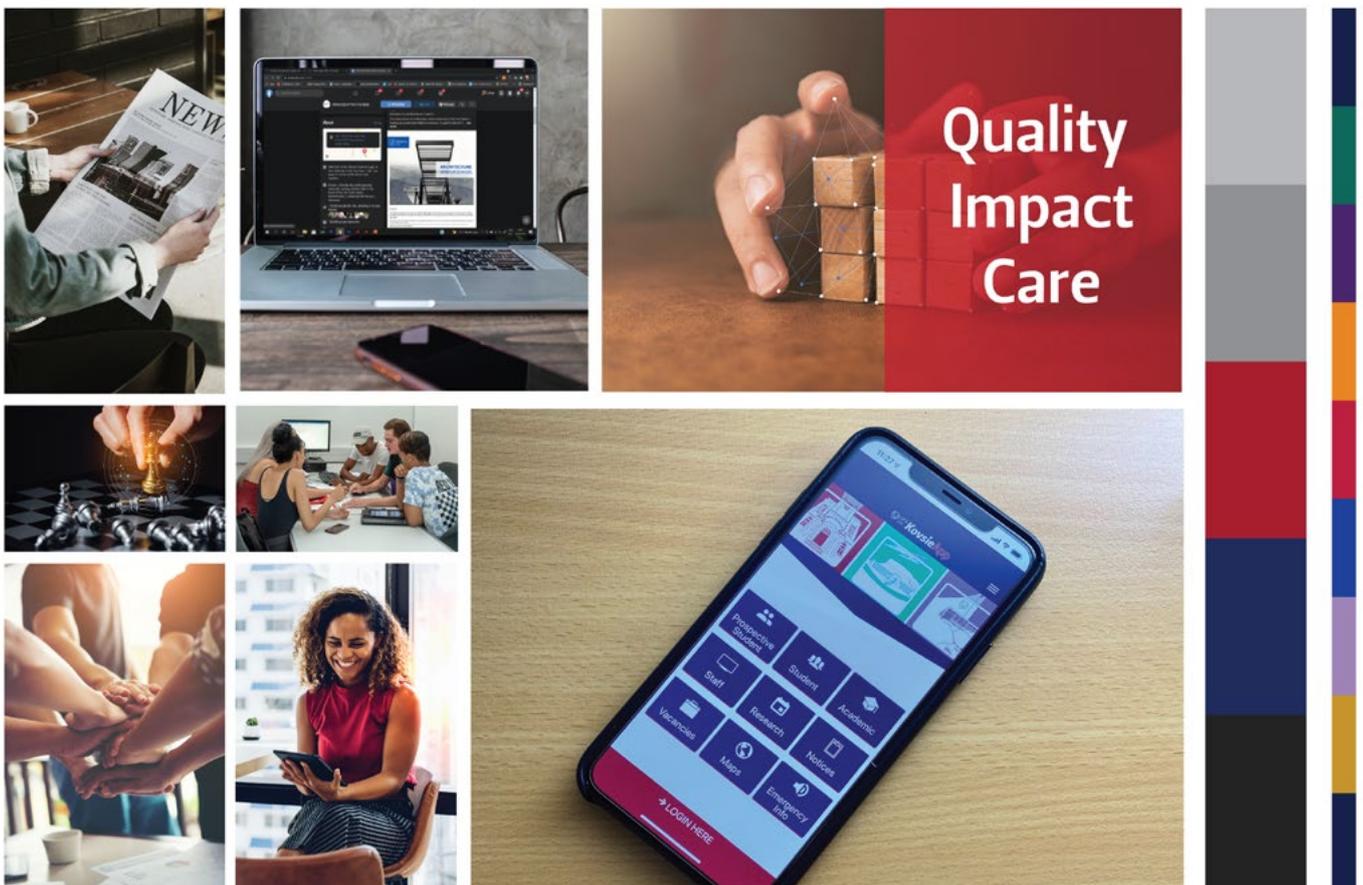
International office

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through leading, learning and teaching. + Students are holistically supported. + Students are highly employable. + Culture that promotes equity, Ubuntu and accountability. + Promotes social justice and human rights. + Character of caring and diversity. + Outstanding university experience. + In the heart of South Africa.	+ We create opportunities through global best practices. + We offer opportunities for you through leading, learning and teaching. + Because you are holistically supported, you are highly employable. + You will be a graduate, a thinker, a problem-solver and a leader. + We identify, realise and unleash potential. + In the heart of South Africa, you can participate in Ubuntu while experiencing an outstanding university experience.	**Visuals** Only use vectors and real student photos. Preferably from the participative library and professional range. **Stories** Focus on world class academic levels. Testimonial of successful past international student from each faculty (mini-bio). Testimonial from current international students on holistic support and campus experience.

How to apply in the International Office:

1. Make use of the updated CI with Quality. Impact. Care. incorporated.

2. Integrate the narrative tone and key messages in existing content of the application process. For instance, the website Why Choose Us section could start with We are all about quality, impact and care, so we will support you holistically.

3. The short narrative to be on the first page of all prospectus documents and Quality. Impact. Care. to be on all documents as part of the letterheads or headers/footers.

4. Share the testimonial stories directly with them after 1st contact (via email). Have quick links to testimonials on the website at the Apply section. Make sure that all editors that edit any copy of the UFS are aware of the new tone of voice and edits accordingly.

Design/Visual/Moodboard

Community

Touch points from the narrative	Key messages	Supporting the key message
+ Creates opportunities. + Growth through impactful engagement with society. + Students are holistically supported. + Students are highly employable. + Culture that promotes equity, Ubuntu and accountability. + Address challenges openly. + Promotes social justice and human rights. + Character of caring and diversity. + In the heart of South Africa.	+ Quality. Impact. Care. + We are invested in Ubuntu. + Known for research with industry and social impact. + We are invested in success and human happiness. + We identify, realise and unleash potential. + We deliver graduates, thinkers, problem-solvers & leaders.	**Visuals** Vectors and photos of real university people, locations and events. Build a database of community engagement images. **Stories** Gather endorsements from NGO's and government partners about the work and community engagement of the UFS. Testimonials from community organisations about the difference or contribution that the UFS students/role players make for them.

How to apply in the Community:

1. Ensure the language used throughout communications is in line with UFS narrative of equity, Ubuntu, and accountability.

2. Appoint a community liaison or select a current liaison who will keep community forums updated and informed on the narrative and provide any answers for questions or doubts expressed.

3. Supply a range of ''feel-good'' narrative material pieces into the community embracing the Ubuntu message. Poster calendars for 2022 or a shopping bag.

4. Promote narrative and university transparency by inviting NGO's, community leaders and government to virtual presentation hosted by the Rector & Vice-Chancellor to discuss and provide answers to any questions and showcase the new narrative.

5. Ensure that traditional media channels i.e., radio are also used in the promotion of the new narrative to communities, alongside new-age media.

6. Create a "You are UFS. We are UFS" soundbite to promote community inclusion in the narrative and run it on community radio.

Design/Visual/Moodboard

Quality
Impact
Care

Employers

Touch points from the narrative	Key messages	Supporting the key message
+ Growth through leading learning and teaching. + Growth through focused research. + Growth through impactful engagement with society. + Students are holistically supported. + Students are highly employable. + Character of caring and diversity.	+ Highly employable graduates. + Known for global best practices in research, theory, reaching and application. + Global, national, institutional & individual achievements. + Graduates are better equipped to deal with diverse workplaces. + Graduates depart mentally prepared for the workspace. + Our graduates depart invested in the welfare of society.	**Visuals** Photos that reflect the various industries our students get employed in. South African context images. **Stories** Testimonials from largest employers that the UFS have a good relationship with. Aim for 4 testimonials.

How to apply the narrative to potential employers:

1. Make use of the updated CI with Quality. Impact. Care incorporated on all correspondence.

2. Do an employer specific infographic with proof points for Quality. Impact. Care. among our placed graduates.

3. Develop a 6-part virtual series to be published on the Issuu platform (newsletter style). This platform is mobile friendly, has good data tracking and can accommodate live links. Focus the series on:

+ Summary of careers our graduates cover with graduate testimonials
+ Gratitude for past placements
+ How we ensure quality graduates testimonial from employer
+ How we ensure graduates that make an impact with employer testimonial
+ How we ensure graduates that care with testimonial from community
+ Your next steps as an employer

4. Have a virtual meet and greet with the Career Office and Vice-Chancellor and Rector.

Design/Visual/Moodboard

VISUAL STYLES

Examples

The below examples can be used to visually support your writing when using the 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 narrative requires consistent application – a golden thread that runs through all visual application. Images in the recommended styles should always appear as if they belong to the collective narrative photo bank. Micro–photography and visuals of students are the styles to use for the narrative.

| Micro–photography | Photographs of Students

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 accordingly.

Iconography

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

Polygon Graphics

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

Narrative
TOOLKIT

Shapes

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

Colours

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

PROOF POINTS OF THE NARRATIVE

The below is a breakdown of the narrative and where to find the information to support the statements in the narrative. Use the UFS annual report from 2020 to assist with proof points in writing.

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 are our flagship programs in teaching and learning, and what are their measurable outcomes.	+ 2020 AR: 2.1.2. – Learning and teaching strategy + 2020 AR: 3.1.1. – Overview of progress during 2020 with regard to the implementation of the UFS Learning and Teaching Strategy 2019–2024 + 2020 AR: 3.1.2.1. – Overview of indicators + 2020 AR: 3.1.2.2.1. – Tsehetsa Tracking Project + 2020 AR: 3.1.2.2.2. – Tutorial system + 2020 AR: 3.1.3.1. – Overview of indicators + 2020 AR: 3.1.3.2.3. – Institute for Curriculum Enhancement + 2020 AR: 3.1.5.6.1. – Staff appointment, promotion, and performance management + Our achievement gap + Decolonisation with reports + 202 AR: 3.2.2.3.1. – Service learning
We offer world–class benefits to all individuals.	+ What are these world–class benefits?	+ 2020 AR: – UFS Digitisation Implementation Plan + Infrastructure development programme – including water wise and renewable energy projects (University Estates) + Universal access and disability support (Centre for Universal Access and Disability Support (CUADS) + Social Responsibilities Enterprise (South Campus) + UFS Initiative for Digital Futures + 2020 AR: 3.1.2.5.1. – Library revitalisationV + 2020 AR: 3.1.3.2.2. – Academic quality + 2020 AR: 3.1.5.5.1. – Faculty of Health Sciences Turnaround Plan + UFS Thought Leader Programme (national & international)
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.	+ How are they supported? + What is the success rate in numbers? + How do we know they are highly employable?	+ Universities Access Programme (UAP) + 2020 AR: 3.1.3.2.5. – Open and distance learning and foundation programmes + 2020 AR: 3.1.3.2.4. – Qwaqwa programme and qualification mix + 2020 AR: 3.1.2.1. – Overview of indicators + 2020 AR: 3.1.2.3.1. – Graduate attributes + PQM that is vertically and horizontally integrated to promote articulation + Achievement gap to demonstrate the UFS stratgies to promote access with success + Learning and Management Systems (LMS) that propotes effective learning (Blackboard) + Data analytics to promote effective student support and counselling services (Siva) + 2020 AR: 4.1.2.2.3. – Student experience + 2020 AR: 4.1.2.2.4. – Staff experience

Narrative	What we need evidence for	Evidence

What's more, we produce research that has industry and social impact and real-world application.	+ We need to know what our research niche areas are and what our research output would be in those areas across all faculties.	+ 2020 AR: 3.1.4. – Overview of progress during 2020 with regard to the implementation of the UFS Research Strategy 2015 to 2022
		+ 2020 AR: 3.1.3.3.1. – Research skills in the undergraduate curriculum
		+ 2020 AR: 3.1.3.3.2. – Postgraduate students
		+ 2020 AR: 3.1.3.3.3. – Postgraduate School top-30 programme
		+ 2020 AR: 3.1.3.3.4. – Postgraduate supervision
		+ 2020 AR: 3.1.5.1. – Overview of indicators
		+ 2020 AR: 3.1.5.2.1. – Research hubs:
		  – Local and regional socio-economic development
		  – Food security and land reform
		  – Health and well-being
		  – Human rights, social justice and reconciliation
		  – New scientific and industrial challenges
		  – Increased research output subsidy
		+ 2020 AR: 3.1.5.2.2. – Afromontane Research Unit
		+ 2020 AR: 3.1.5.3.1. – Postgraduate School
		+ 2020 AR: 3.1.5.3.2. – National Research Foundation rating, number of researchers
		+ 2020 AR: 3.1.5.3.3. – Employment equity
		+ 2020 AR: 3.1.5.3.4. – Inclusive capacity building
		+ 2020 AR: 3.1.5.4.1. – Research successes, strengths and achievements
		+ 2020 AR: 3.4.1.2.2. – Short learning programmes (SLPs) – Kovsie Phahamisa Academy
		+ International Studies Group
		+ The number of information resources (e-books, articles, etc.)
		+ Consumption utilistaion by students and lecturers
		+ Investments to promote young upcoming black researchers

Our culture promotes equity, Ubuntu, and accountability. 	+ How does it promote equity, Ubuntu, and accountability?	+ Charter for Care and Ethical Conduct + 2020 AR: 3.1.2.4.1. – Sexual harassment and sexual assault + 2020 AR: 3.1.3.2.1. – Decolonisation + 2020 AR: 3.2.1. – Overview of progress during 2020 with regard to the implementation of the UFS Engaged Scholarship Strategy 2018 to 2022 + 2020 AR: 3.2.2.1. – Overview of indicators + 2020 AR: 3.2.2.2.1. – Engaged scholarship + 2020 AR: 3.3.1.2.1. – Governance structures + 2020 AR: 3.3.1.2.2. – Compliance + 2020 AR: 3.3.1.2.3. – Policy development and review + 2020 AR: 4.1.1. – Overview of progress during 2020 with regard to the implementation of the UFS Integrated Transformation Plan + 2020 AR: 4.1.2.1. – Overview of indicators + 2020 AR: 4.1.2.2.1. – Sport + 2020 AR: 4.1.2.2.2. – Student advocacy and awareness

MESSAGE MAP

The below is a breakdown of the narrative and where to find the information to support the statements in the narrative. Use the UFS annual report from 2020 to assist with evidence in writing.

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)	The University will pursue this vision through its goals: + 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	+ Caring. + Diverse. + Excellent. + Human. + Impactful. + Opportunity – driven. + Optimistic. + Known to realise potential. + Proactive. + High-quality. + Success-centric. + Knowledge-driven.
Elevator speech (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.

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

TONE OF VOICE
WITH EXAMPLES

The Difference	
The Narrative	**+** A story **+** The story being told (noun) **+** Story–telling process
Tone of Voice	**+** Personality of the storyteller **+** How we speak **+** How we sound on all channels (social media, packaging, visual, etc)
Pro–tip	**+** 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?
Knowledgeable Insightful Wise Committed Relentless Uncompromising Pioneering	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. Our research has industry and social impact, as well as a 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.	Accuracy Believability Clean, clear text Attention to detail Writing best practices VALUE Enlightenment/sharing Education
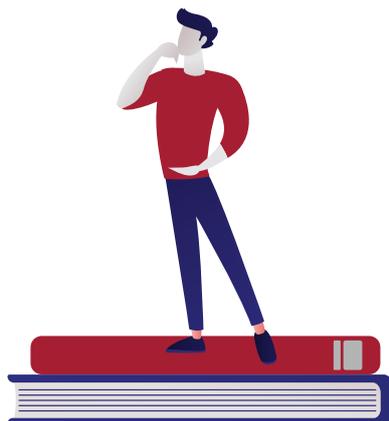
Impact

We come across as:	What does 'impactful' mean in practice?	How do you show IMPACT in writing?
Powerful Successful Motivated Meaningful Invested Effective Proactive Dynamic	The UFS exists to create opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. We are outcome-driven; producing graduates, thinkers, problem-solvers, and leaders across all industries, who are equipped and committed to change our world for the better. Beyond offering real excellence in education, the UFS is active and proactive; optimistic and transformative. Inspired, driven and ambitious, we are well-known to identify, realise and unleash potential.	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?
Human Accessible Approachable Curious Honest Open Proud Engaging Uplifting	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. We're attentive and student centric. We're Invested in Ubuntu, we work hard to promote social justice and to achieve equity, equality and diversity.	Humanity Honesty Authenticity Respect Journalistic best practices Attentiveness Generosity

WHAT PROCESS DO WE USE TO SUPPORT THIS NARRATIVE

The next part of the toolkit is designed to provide the user with templates to use and follow when developing material using the new narrative. The goal is to use the templates as a guide to follow processes.

Templates and how to use them

A template is a file that serves as a starting point. The template would likely have space for you to fill out specific information needed to succeed in a task. It is important to use templates only as a guideline.

Reasons to use a template:

+ Templates are easy to use
+ Provide consistency and uniformity
+ Reduce rework time

+ Speed–up development time
+ Assists you to focus on what's needed/ important
+ Ensure effective content

Strategic Communication Process at UFS
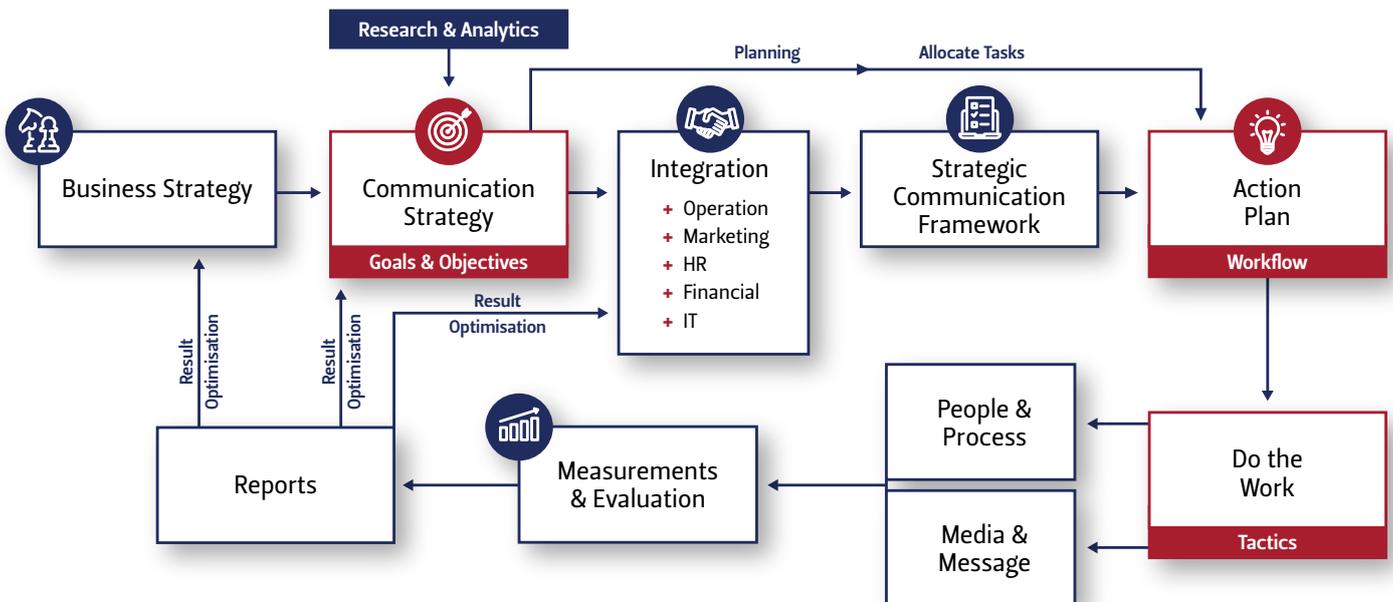
ADDENDUM

ADDENDUM A

Introduction

Strategic communication frameworks are used to connect communication work to business outcomes. We use the Global Standard of Strategic Communication as provided by the International Association of Business Communicators (IABC) to guide our strategic communication work. The framework can be filled in from an organisational, divisional, project or product perspective. It is a tool that allows multi-disciplinary teams to work together to use communication support to achieve their project goals. The quality of the communication framework often directly influences the quality of the communication results. Please complete the questions below to assist the communication professional to craft a communication plan with you that will deliver impact and measured results.

Strategic framework

Initiative Name		
Communication Practitioner Name & Contact Details		
Project Development & Implementation Owner		
Product Owner (On Completion)		
Budget Available		
Date of Request		
Date of Initiative Launch		
Date of Strat Finalisation		

Versions	Version Number	Completed By	Date Completed

Timelines Required	1st Version	2nd Version	Final
These timelines are based on what Internal Communications requires to give feedback on a populated Strat Doc.			
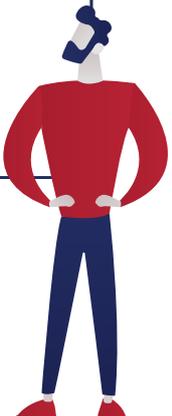
OVERALL GOAL
WHAT WILL THIS COMMUNICATION PROJECT/PLAN/COLLABORATION ACHIEVE?

This is to explain the WHAT of this initiative. Connected to business strategy.

What is the purpose of this communication strategy/plan? Is it going to support a specific business objective, reach a particular group of people, assist in changing a specific behaviour, or support the role–out of a particular project? Sum up the key reason for this project in 3 – 4 bullet points below. This is just a broad overall introduction – the elevator speech for this project. If someone is asking anyone in the project team what they are working on, and why, this paragraph should be the answer.

BUSINESS & COMMUNICATION NEED

This is to explain the WHY of this initiative.

Business Lead:

The business partner takes the lead in this section, with the support of the communication professional. Use this section to explain the context for the communication strategy/plan by clearly establishing the business need and the related communication opportunity.

Do this by writing one paragraph each to:

+ Explain the business and communication environment, including specific challenges or opportunities that have occurred.

+ Align the communication opportunity and the business need by explaining how the project helped the organisation. List the specific company business goals that this project will, directly and indirectly, contribute to.

+ Use research to substantiate the need and inform the direction of the communication strategy. You must outline some formal or informal research from our own or other organisations, to confirm the link to the business, the communication opportunity and the audience.
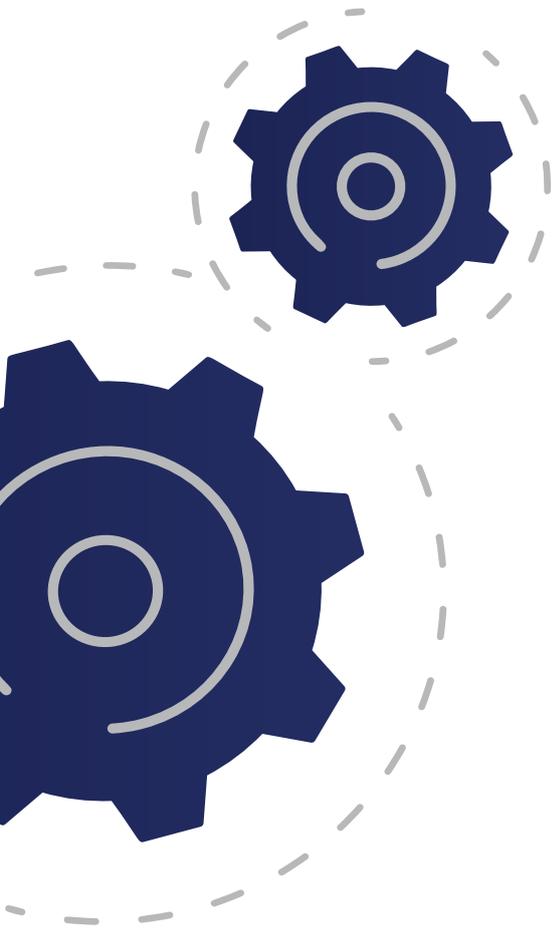
This section will be on best practice level if:

+ A multi-faceted explanation of the strategic alignment and why it matters to the business or how it will make a difference, is provided.

+ The communicator and the partners in the project have a clear understanding of the business needs and organisational mandate.

+ It is clear why the project needs to be carried out. Speak to how the opportunity was identified and why it matters to the business.

+ It solves a problem, fills a need, or helps to leverage an opportunity.

+ Ideally, the need was identified by formal or informal research, and communication work positively influences business performance, now or in the future.

Avoid:

+ Inclusion of generalisations and vague needs such as, "Management thought it would be a good idea."

+ Assuming needs/tactics such as producing a newsletter because the audience needs information.

+ Providing needs that don't support the business of the organisation.

Some guiding questions to answer:

+ Describe the business and your division/project in one paragraph.

+ List who the people are that will be influenced, and how they relate to this division/project.

+ What are the business goals and objectives that this project will contribute to? How will the contribution be measured?

+ What research/business data/dashboards/reports are available with information that can inform the direction of this project?

+ What will happen if we do not implement this communication plan? What will the business lose/risk?

+ What is happening in the broader macro context – what are competitors, the market, policy, etc. doing, and how does this influence the environment? What research or statistics do you have to back it up?

+ Do you have a SWOT analysis or other analysis that are already available in your business strategy? Include it and link it to this context.

Project Outline:

The business partner takes the lead in this section, with the support of the communication professional. If this plan/strategy is for a specific project, outline the project goals and objectives, role-players, the risks, and the information on the project team here. Clearly outline the role-players, their roles and responsibilities, and high-level timelines for the project.

This area focusses on the project specifically, whilst the site above connected and created the business context. If there is no specific project, and this is a general support strategy for a company or division, you can leave this portion out.

Communication needs and link to set communication objectives
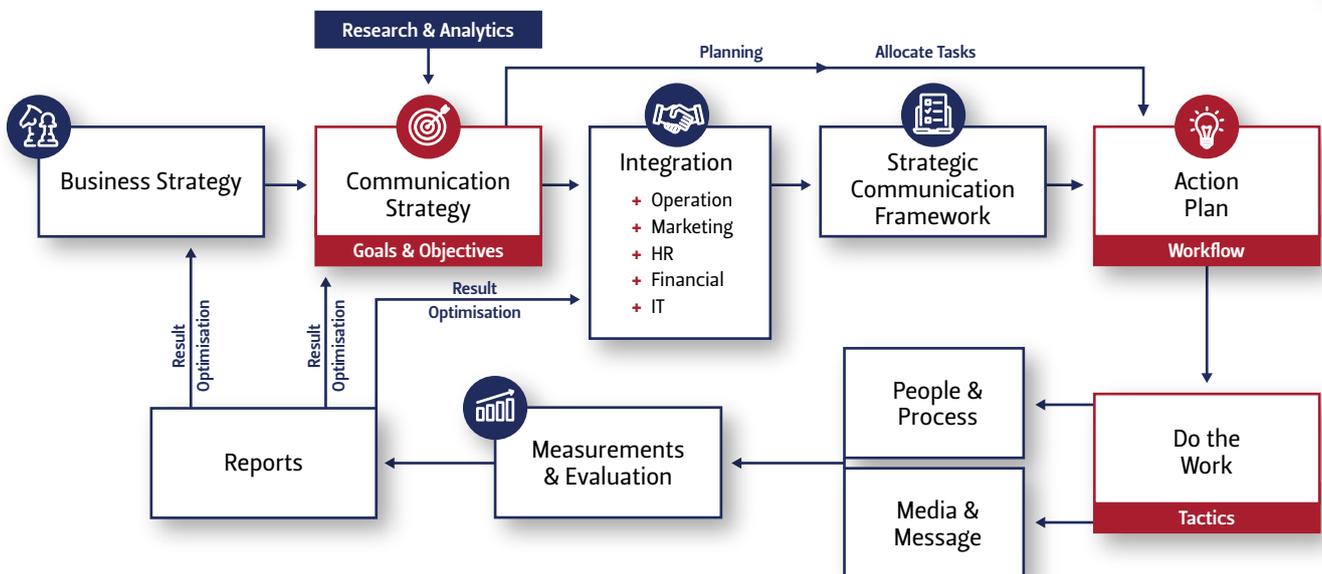
The communication professional takes the lead in this section, with the support of the business partner. This process of communication support for the business (communication strategy) and integration with business divisions and projects (communication frameworks) will inform the communication plan, as indicated in the Strategic Communication Process.

There is an existing communication strategy that focuses on key performance indicators. Please link this project to these indicators, and later in the document, with goals and objectives. Please use existing objectives where possible, to show how this project will meet current communication goals.

Insert your company communication key performance indicators here.

Stakeholder/Audience Analysis

The communication professional takes the lead in this section, with the support of the business partner. This section allows you to indicate WHO forms part of and will be affected by this initiative – directly or indirectly. Effective communication doesn't occur until the audience receives and understands the message. The plan must demonstrate an understanding of the audiences. Explore the audience preferences, attitudes, demographics, psychographics, or other characteristics. Understanding your audience allows you to effectively determine whether objectives, messages, approach, media, or channels are on target.

Define, segment, and analyse the critical characteristics of the audience in relation to the business need. Do this by listing the below:

+ Relevant audience characteristics such as prior knowledge, education, geography, demographics, psychographics, preferences, attitudes, opinions, motivations, or issues.

+ Include research that identifies the characteristics, mindset, preferences and needs of the audience. Don't just work on assumptions – work with informal or formal research where you asked the audience. Their opinion is critical as they will be the ones to receive your message. You can ask around in the business – HR usually has great stats and results on engagement or other research studies, that can inform this section. It does not have to be primary research – it can be business data, purchasing/customer data, or data about the audience from other sources.

+ Discuss how relevant factors will influence the communication strategy and tactics.

Avoid:

+ Making vague assumptions such as "We thought they might like . . ."

+ Stating an audience collectively with no identifying characteristics such as, the general public.

+ Stating characteristics or behaviours that seem irrelevant to the project or audience.

List audiences (primary, secondary and tertiary if appropriate), and describe their characteristics, preferences, and needs in enough detail to show how your understanding led to choices of strategy, tactics, media, and channels.

Please tick which stakeholders are relevant to your strategic framework.

Stakeholder Group	
	Internal Stakeholders
	External Stakeholders
	Project Stakeholders/Taskforce
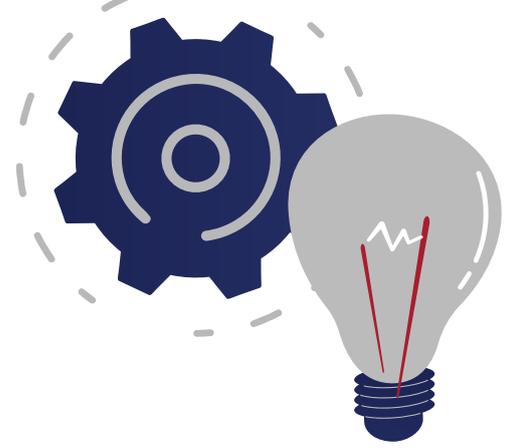
Stakeholder Outline

Introduction

This section outlines WHO forms part of and will be affected by this initiative. Describe each group by the descriptors in the outlined tables.

Internal Stakeholders

#	Audience	Level (if applicable)	Characteristics	Communication issues identified	Preferred com-munication methods	Info required
#						
#						
#						
#						
#						

External Stakeholders

#	Audience	Level (if applicable)	Characteristics	Communication issues identified	Preferred com-munication methods	Info required
#						
#						
#						
#						
#						

Project Stakeholders

#	Audience	Key Roles
#		
#		
#		
#		
#		

GOALS AND OBJECTIVES OF PROJECT/INITIATIVE

This is to explain the WHAT of this initiative.
Connected to business strategy.

The communication professional takes the lead in this section, with the support of the business partner. The goals and objectives should answer the question: "This will be successful if... ".

There are two levels of goals – the one is the business outcome goals, and the other is the communication goals. The communication goals should be linked to the key strategic areas of the communication strategy (see document attached). Where possible, communication output and outcome goals should align with the goals and objectives that have already been set. New project–specific objectives need to be communicated in the monthly status meetings and incorporated in existing strategic areas.

The ability to set meaningful, measurable objectives that are relevant to the business need is critical to measure the success of the programme. Effective work that delivers results helps to create value and build credibility for the value of strategic communication as a primary business driver. The answer to this question is critical because poor objectives affect the outcome of the project/strategy/plan.

Key questions:

+ How well does the communication professional set measurable objectives that are relevant to the business need and will measure the effect of strategic communication on the business?

To what extent does the communication professional:

+ Distinguish between objectives, tactics, and an approach to the issue?
+ Align the strategic communication goal and objectives with the business need?
+ Establish measurable, relevant objectives that are stated as strategic communication outcomes?
+ Align objectives with the stakeholder analysis and the business need?
+ Ensure that objectives will produce an effect on the stated business needs?

What does best practice in this area look like?

Goals and objectives must be aligned with the business needs identified and stated in measurable terms as outputs and outcomes. If you only state objectives that are output–based, you will not be recognised for using global best practice standards, providing that the objectives that are set are in direct relationship to the business need.

Goals generally describe what you want to accomplish in a broad sense. Objectives are measurable and have set targets. Progress must be reported in the Measurement section. Objectives clearly define the desired outcome, or what success will look like.

They are:

+ Measurable in quantity, time, cost, percentages, quality, or some other criteria.
+ Realistic, meaningful, and believable.
+ Aligned with the needs of the business.
+ Stated from a strategic communication perspective.
+ Can be a combination of output-based statements (volume, increases), and outcome-based measures (attitudes, opinions, behaviours, and business results).

Avoid stating objectives that:

+ Don't seem to flow naturally or logically from the goal or need.
+ Seem to be a long shot.
+ Seem worthy and measurable, but don't address the need.
+ Are vague, irrelevant, or not measurable, such as, "Our objective was to win the hearts…"
+ Are task-based tactics or process-based (stage a special event) rather than results-based.
+ Are too numerous.
+ Aren't aligned with the audience or business needs.
+ Are numerical but not substantiated with research.

A professionally competent communication framework includes goals and objectives that:

+ State an overall big picture goal (one or two) that doesn't need to be stated in measurable terms.
+ State specific, measurable, meaningful objectives that demonstrate the effect of strategic communication on the business.

You improve and follow best practice standard when:

+ Clearly stated goals are linked to the business objectives and the identified need.
+ Objectives that are stated in terms of impact on the business and the target audiences.
+ Objectives that are outcome-based and likely to deliver meaningful results to the business.
+ Insightful approaches to setting strategic goals and objectives.

You are below standard and need to spend more time to focus on goals and objectives when:

+ Objectives are production or deadline-focused or based on process (tactics) such as "produce a newsletter."
+ Objectives are not related to the problem identified.
+ There are no measurable objectives.
+ There are too many (unfocused) or soft objectives that are not supported by research. For example, the objective states "Increase readership by 1 percent" but the increase is not measured and mentioned in the work plan.

A special note on Strategic Communication Management Objectives

Output and outcome objectives:

Output-based objectives measure volume or increases against media vehicles and strategic communication channels like website visits, articles distributed, ads produced, meetings held, content analysis, blog posts, tweets, downloads of publications and so forth.

Examples:

+ News media will carry 100 stories.

+ The publication will be downloaded 10,000 times per year.

+ The number of visits to the website will increase by 15,000.

Outcome-based objectives measure what the audience will gain by way of awareness, understanding, recall, different perceptions, and quantifiable change in attitudes, opinions, and behaviours. Was the message heard? Was the audience engaged? Did they read the information? How many phone calls or requests for information were received? Did the strategic communication strategy influence the audience to buy something—either a product or an idea? Outcome-based objectives have a more significant impact on the business need.

Examples:

+ Audience awareness of the product will increase from 10 percent to 50 percent.

+ Employee understanding of the business goals will increase from 25 percent to 65 percent.

+ Positive perception of the organisation will improve from 30 percent to 50 percent.

+ 65 percent of employees will actively practice the customer experience standards daily.

+ Product sales will increase by 10 percent and market share by 2 percent.

Tactics, approaches, and supporting strategies are often confused with objectives. These elements describe the vehicles, channels and activities used to achieve results.

Examples:

+ Redesign the employee newsletter.

+ Stage a town hall meeting.

+ Create a new social media campaign.

+ Stage a special event.

+ Distribute the brochure to 15,000 customers.

+ Conduct training sessions.

SMART Objectives:

The SMART formula can help you to determine whether the objectives are sound, and while this process is not the only way to evaluate the strength of objectives, it is a good guideline.

Specific	Measurable	Achievable	Relevant	Time-framed
Describes the desired outcome.	Quantified as an output, outtake, or outcome.	Challenging but within the range of influence.	Contributes to business goals in a meaningful way.	Includes a completion date, if appropriate.

Initiative goals linking to business goals	Communication goals
External measurements	

KEY MESSAGES REGARDING PROJECT/INITIATIVE
(THINK | FEEL | DO)

The communication professional takes the lead in this section, with the support of the business partner. Indicate what you would like the stakeholders/audience to think, feel and do when they encounter your project/initiative?

Internal Stakeholders

	Think	Feel	Do

External Stakeholders

	Think	Feel	Do
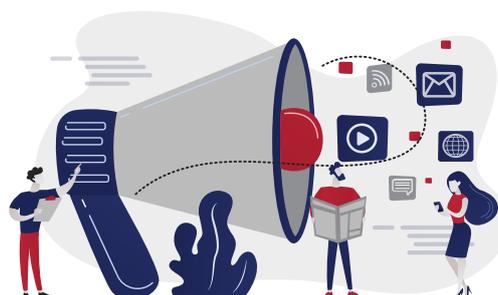
MESSAGE MAP

The communication professional takes the lead in this section, with the support of the business partner.

Outline some of the key messages that you would like to communicate with your stakeholders. Select whether the message would apply to your stakeholder group. Be aware that you cannot have too many messages. It is highly recommended that messages are tested with a selection of the audience before you roll them out. The messages should include the words, and where applicable, the visual language. Ideally, messages should be short, simple, and effective. Read them aloud. Language is important, and you should consider the language of choice, based on your audience need. If you are translating, state them in the original language, and the translated versions, and explain the reason for translating/not translating.

Craft the message in these steps:

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

2. Sub-messages – these are supporting messages (3 – 5) that will unpack the key concepts in the main message with more details.

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

4. Proof-points – for each of the messages above (core and sub-messages), you should list a proof-point that are quantitative/numeric in nature.

5. Now indicate which messages are suitable for which audience, based on the think, feel, do analysis above. It is important to demonstrate how the audience analysis was considered when developing key messages for each group that was identified.

6. Evaluate the messages critically and go through message testing if possible.

Message	Story	Proof-points	Internal Stakeholders	External Stakeholders
Core/main message				
Sub message 1				
Sub message 2				
Sub message 3				
Sub message 4				

IMPLEMENTATION
ACTION PLAN

The communication professional takes the lead in this section, with the support of the business partner. The implementation overview offers insight into how you will approach the communication implementation for the project/plan/strategy. Looking at the communication environment, business and audience needs, and relevant research, the communicator will easily determine whether and how the information can shape the strategy.

Given the business need and audience analysis, what is the most effective communication approach? Use this section to outline the communication approach, the steps in the communication process, how the information will be obtained, packaged, and sent out, etc.

This section allows you to:

+ Demonstrate strategic thinking while being tactical.
+ Clearly explain how the business needs, audiences and objectives are aligned with the strategic and/or creative approach, tactics, vehicles, media, and communication channels.
+ Provide an overview of the tactical execution plan listing the audience, tactics, and timeline.
+ Continuously remember to demonstrate that the communication solution is aligned with the business needs.

Ask yourself:

+ Did I discuss the approach and the process, and is it well thought out and implemented?
+ Are key messages defined? Are they appropriate?
+ Did I define what is relevant to the audience and likely to trigger a response?
+ Did I discuss why I chose tactics, media, and distribution channels?

In this section, you bring all the strategic thinking and understanding above, together in one plan that will deliver results and success when you implement it. This ensures that all involved know their roles, responsibilities, tasks, and how it all connects and contributes towards the results.

Analyse risks and challenges that could influence the plan:

+ It is also important that you anticipate risks, challenges, and possible responses from all involved in this section.
+ What is the plan to sell the direction and the solution to decision–makers?
+ Outline any challenges that can be faced and anticipate how you can effectively manage these.

Does this plan have to be customised for different regions, and which regional team will implement that portion?

Describe all the information above in a paragraph/bulleted list form, and then complete the action sheet, which will indicate a timeline and budget. It is helpful to include flow diagrams where the process is indicated, indicated steps and logical order, and timelines.

Need/ Objective	Target Audience	Method/ Com-munication Tool	Activities & Steps	Persons	Cost	Time/ Due Dates	Output Evaluation

BUDGET

+   The communication professional takes the lead in this section, with the support of the business partner.
+   How will you manage issues related to budget and other resources, timing?
+   Provide a budget that seems reasonable, given the organisation and the scope of communication activities.
+   Demonstrate that time and other resources were effectively used.
+   Negotiate which costs are operational project costs and which are communication costs, and what the sign-off process and allocation processes are for the cost.

Item	Quantity	Cost per Item	Total
Total Cost			

POST IMPLEMENTATION
MEASUREMENT & EVALUATION OF THE PLAN

The communication professional takes the lead in this section, with the support of the business partner. This is where the rubber meets the road! We want our work to demonstrate that strategic communication planning and execution is a vital business process. That is why it is critical to set measurable objectives that are aligned with business needs and then measure progress against them.

When communicators can show management the value of their work in measurable terms, senior executives sit up and take notice, and the reputation of communication as an important business process increases. Project team members reap the rewards and recognition that they deserve when projects are well communicated, understood, and reported on, all functions that communication professionals can assist with.
Here, describe how you will evaluate the results of the project. Point out where you will find information, how often, and how the information will be reported on.

Copy and paste your goals and objectives, and outline where you will find the proof that this has happened, and by when you will provide the evidence.

Make sure that you can demonstrate output-based results that measure increased volumes as an indicator of progress and/or outcome-based results that influence awareness, understanding, opinion, attitude, behaviours, or business results. Outline the steps that it will take to provide a thorough evaluation that supports the results.

Remember that progress, as well as end-results, can be reported on. The results should demonstrate the relationship between the objectives that were set and the results that were achieved. They should be thorough and convincing. The programme must deliver meaningful, measurable results. If you have set strong objectives and measured effectively against them, evaluation and reporting will be easy. If the original objectives were weak, your evaluation would not be high.

Best practice frameworks will plan for:

+   Thorough evaluation and documentation of measures.

+   Use of multiple measurement methods that clearly define results.

+   Credible measurement of intangibles such as a media relations or reputation index, or brand or loyalty measurement.

+   An executive summary is included among the work samples if a formal evaluation was done.

+   Results that exceed targets.

+   Results that demonstrate a positive impact on the business.

+   Outcome-based results that positively influence awareness, understanding, opinion, attitude, behaviours, or business results.

Avoid:

+ Subjective results based on hearsay without documented evidence.
+ Results that don't address the business need.
+ Overly positive results that don't seem possible, given the project description.
+ Narrow, inadequate, or vague results, or generalisations.
+ Highlights that don't seem to paint the entire picture.
+ Results reported only as outputs.
+ The plan fails to report against the stated objectives.
+ Results aren't statistically valid.
+ The plan includes subjective measurement, or measurement without a source.
+ There is a mismatch between objectives and qualitative or quantitative results.
+ There is a misinterpretation of survey data.
+ Results measure only whether a tactic has been completed.
+ There is lack of measurement for each objective.
+ The plan provides only anecdotal evaluation such as, "We heard that people were happy."
+ Results don't relate to the audience or objectives, such as, "My manager liked it."
+ Results aren't meaningful to the business.
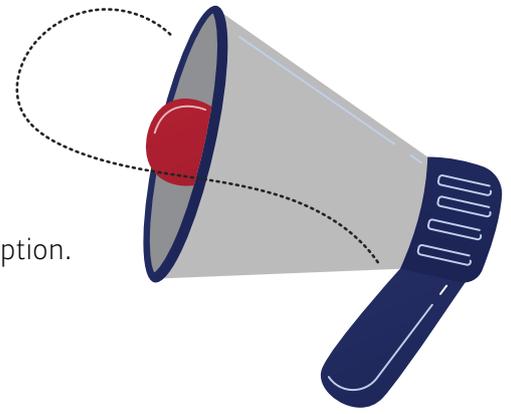
Business Results

Goal	Achievement

Communication measurement

Goal	Achievement

ADDENDUM B

Stakeholder Groups

The below section focuses on the various UFS stakeholders with information to strategically apply in messaging. It will guide you in how to formulate messages using the new 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 narrative–building research
Current students Positioned from research as 1/14 importance from stakeholder list	**Sum of registered students (2019)** 6 930 postgraduate students 34 623 undergraduate careers 793 occasional staff **Location of students** Bloemfontein Campus (66%) South Campus (20%) Qwaqwa Campus (14%) **Faculties with most enrolment:** Education Humanities Natural and agricultural sciences **Home language (Bloemfontein)** Sesotho (38%) Afrikaans (19%) English (11%) and Zulu (2%). **Home language (Qwaqwa Campus)** Zulu (58%), Sesotho (35%) **Home language (South Campus)** Sesotho (36%), other languages with a smaller component of speakers include Xhosa, Sepedi, and Setswana. **Connectivity (2017 research)** 29% of students do not always have access to reliable internet off–campus.	Gaps between the university's reputation promise (who it wants to be known for), its culture (behaviour), and its image (self–presentation), which collectively builds its identity (character).	+ 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. + Blackboard communication + 84% of students use Blackboard to access course material. + 78% use Blackboard to access important information. + 54% use Blackboard to collaborate with other students.	+ Students should think that UFS is a really good university. They should see the university and think that UFS is transforming. They are aiming to respond to a differing society and that the UFS responds to 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 to 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 resonate that with 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 narrative–building research
Employees Positioned from research as 7/14 importance from stakeholder list	**Employees consist of the following groups:** + Academic staff + Support staff **Overall, 67% workplace engagement was recorded:** + Bloemfontein: 64% + South: 69% + Qwaqwa: 66%	+ 60% of employees want to receive praise, appreciation, and recognition to enhance performance. + Employee engagement. + Engagement with academic and support staff is needed in terms of: – Policy – Strategy – Remuneration & benefits – Employee wellbeing	+ 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.	+ Employees need to know that the effort and energy they put into UFS's narrative are 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 the 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 narrative–building research
Alumni Positioned from research as 2/14 importance from stakeholder list	+ 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.	+ 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.	+ 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 Private 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.	+ 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.

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 narrative–building research
Prospective students Positioned from research as 9/14 importance from stakeholder list	+ Matriculants with university admittance. + Professionals in the workplace in need of qualification. + Students relocating from other institutions to specialise in the programmes of the UFS.	+ The prospective students are not necessarily using the main channels that the UFS uses to communicate (technical and digital channel challenges). + The awareness of programmes available at the UFS may not be known by the prospective students.	+ 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.	+ UFS wants prospective students to feel welcomed and know that UFS is ready for them. They would like prospective students to know that if they have decided to go to UFS, they have made a good decision. UFS will not only accommodate them but support them throughout. Students should know that UFS has 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 narrative–building research
Schools (Principals & LO Teachers) Positioned from research as 13/14 importance from stakeholder list	+ 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.	+ 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.	+ Face–to–face interaction for information sessions. + Emails with updated brochures. + Traditional media to market the university at their schools.	+ The schools were not part of the narrative–building research for engagement. + This audience was not identified by the participants in the research as an important stakeholder.

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 narrative–building research
Donors and investors Positioned from research as 13/14 importance from stakeholder list	+ Individuals who are willing and able to donate or to invest in the university. + Organisations or other institutions that are willing and able to donate or to invest in the university. + Locally and/or internationally based.	+ They may not necessarily be connected to the UFS yet, networking, and face–to–face engagement is often required in these decisions.	+ Digital channels as information need to be timeous. + Emails and website information are preferred. + In the 2019 Annual Report, the UFS indicates to do a plan and to launch a comprehensive, well–resourced campaign to grow donations (including bequests).	+ Industry – Funders, national and international level. + The audience should think that the students that the UFS produce are well equipped for their tasks. They should think that UFS gives market–related education. + Feel positive about the UFS and 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, is quite important and should be boasted.

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 narrative–building research
Community leader Positioned from research as 10/14 importance from stakeholder list.	+ People who take responsibility for the well–being 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.	+ 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.	+ 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.	+ Their buy–in is important and the UFS needs their support. + The community must think UFS students are good, well–adjusted citizens who care. Think that UFS offers good quality programmes. The UFS should not be seen as an "ivory tower", the UFS should come down and integrate with the community because the UFS is also the community. + They should feel that they trust the UFS. Trust the UFS's decision making, the programmes, the staff, and the academics. + The community in our immediate surroundings must be proud to invest in the UFS. They should feel a sense of ownership for the UFS.

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 narrative–building research
Donors and investors Positioned from research as 13/14 importance from stakeholder list.	+ Individuals who are willing and able to donate or to invest in the university. + Organisations or other institutions that are willing and able to donate or to invest in the university. + Locally and/or internationally based.	+ They may not necessarily be connected to the UFS yet, networking, and face–to–face engagement is often required in these decisions.	+ Digital channels as information need to be timeous. + Emails and website information are preferred. + In the 2019 Annual Report, the UFS indicates to do a plan and to launch a comprehensive, well–resourced campaign to grow donations (including bequests).	+ Industry – Funders, national and international level. + The audience should think that the students that the UFS produce are well equipped for their tasks. They should think that UFS gives market–related education. + Feel positive about the UFS and 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, is quite important and should be boasted.

ADDENDUM C

Additional Visuals

Character of caring and diversity

Highly employable graduates

Invested in success and human happiness

Leading success rates

Best global practices

Quality. Impact. Care.

Highly Employable Graduates Design/Visual/Moodboard

Invested in Ubuntu Design/Visual/Moodboard

Leading Success Rates Design/Visual/Moodboard

An Outstanding University Experience Design/Visual/Moodboard

Narrative
TOOLKIT

Research with industry and social impact Design/Visual/Moodboard

THANK YOU