



## COMMUNICATION AND (RE)BRANDING TOOLKIT FOR EMPLOYMENT SERVICES

# EUROPEAN NETWORK OF PUBLIC EMPLOYMENT SERVICES MUTUAL LEARNING



***Europe Direct is a service to help you find answers  
to your questions about the European Union.***

**Freephone number (\*):**

**00 800 6 7 8 9 10 11**

(\*) The information given is free, as are most calls  
(though some operators, phone boxes or hotels may charge you).

EUROPEAN COMMISSION  
Directorate-General for Employment, Social Affairs and Inclusion  
Directorate B — Employment  
Unit B1 — Employment Strategy  
Contact: Julian Hiebl  
E-mail: EMPL-PES-SECRETARIAT@ec.europa.eu  
European Commission  
B-1049 Brussels

ISBN 978-92-79-77122-4  
doi:10.2767/52034

The European Network of Public Employment Services was created following a Decision of the European Parliament and Council in June 2014<sup>1</sup>. Its objective is to reinforce PES capacity, effectiveness and efficiency. This activity has been developed within the work programme of the European PES Network. For further information: <http://ec.europa.eu/social/PESNetwork>.

This activity has received financial support from the European Union Programme for Employment and Social Innovation (EaSI) (2014-2020). For further information please consult: <http://ec.europa.eu/social/easi>.

#### LEGAL NOTICE

This document has been prepared for the European Commission, however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

<sup>1</sup> DECISION No 573/2014/EU

**COMMUNICATION AND (RE)BRANDING  
TOOLKIT FOR EMPLOYMENT SERVICES**

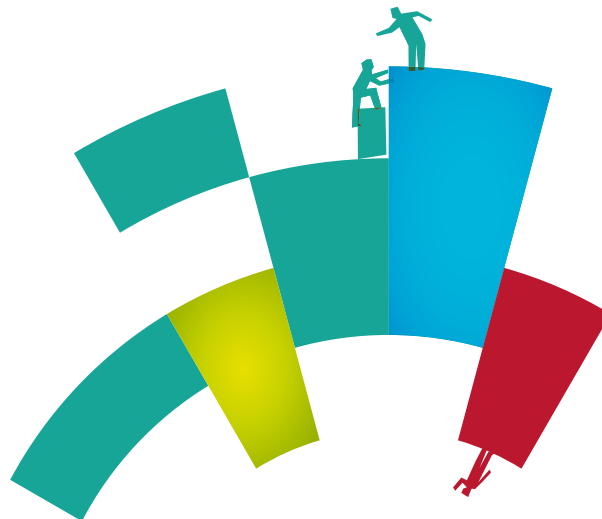
**EUROPEAN NETWORK OF  
PUBLIC EMPLOYMENT SERVICES  
MUTUAL LEARNING**

Written by Professor Ralph Tench, Dr Audra Diers-Lawson,  
Dr Martina Topić, Leeds Beckett University



# Contents

1. The need for a toolkit	5
2. The PES communication toolkit	6
How to use the toolkit	6
Step 1 – Needs identification summary	7
Step 2 – Design strategy summary	14
Step 3 – Creating messages summary	23
Step 4 – Mobilising and monitoring summary	27
Step 5 – Evaluating and evolving summary	29
Appendix A – What do PES do and say in 2017?	32
Appendix B – PES case study: good, existing practice	36
Sources	38



# 1. The need for a toolkit

In an era of austerity, reduced government services, and increasing pressures placed on all public services across the EU, public organisations, such as European Public Employment Services (PES), often face reputational problems<sup>(i)</sup>. Yet, for the provision of the critical services that PES delivers, it is important that they are able to successfully bridge the gap between public perceptions of PES and the services and opportunities that PES offers. However, this reputational gap is often very common in the public sector, and is something that can be addressed with improved strategic and brand communication practices<sup>(ii)</sup>.

## Strategic and brand communication

is used as an umbrella term to describe specific activities of an organisation that are designed to manage their relationships with internal and external stakeholders. Often this is to build a favourable image of the organisation by influencing stakeholder opinions of the organisation and its products or services. This is also sometimes referred to more broadly as communication activities or a communications programme.

At the same time, it is critical for organisations like PES to remember that members of all organisations communicate and contribute to the organisation's identity and reputation. They also affect the perception of the organisation's social responsibility for both internal and external stakeholders. However, to improve PES's reputation, and its ability to engage with its critical stakeholders, more purposeful **strategic and brand communication** is needed in order to better develop, manage, and repair their relationships with their many internal and external stakeholders. This will help PES meaningfully address the

existing and emerging issues both the organisation and its stakeholders face together, making the communication process mission critical. A recent audit across the PES Network identified communication as being a core development area for all service providers, with a broad objective of improving strategic and brand communication in order to establish or build the services' reputation. This would allow PES to be better positioned to manage relationships with key stakeholders like jobseekers, relevant government ministries, and employers using the service. In particular, when organisations are successful at telling their own story, research demonstrates that their credibility improves, thus increasing their ability to meet their mission or objectives<sup>(iii)</sup>.

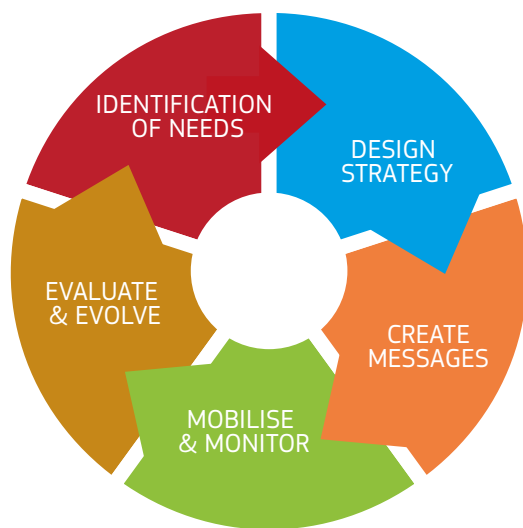
It is clear that there are a variety of issues faced across the PES Network, including reputational challenges related to negative attitudes about governments in general, funding limitations, differing levels of brand recognition, and substantially different approaches to the strategic and brand communication process. In some national contexts, the communications activities are better developed and these PES have a relatively active and complex approach to stakeholder engagement. Moreover, different nations have different approaches to organising their PES, ranging from highly centralised to highly devolved. As such, any strategic and branding communications tool developed to support PES would have to be designed to be flexible or agile enough to accommodate different types of communication needs, environments, and levels of experience.

Therefore, in this document, there are four purposes.

1. To provide a summary overview of the toolkit.
2. To provide a conceptual background to ground the approach to each stage of the campaign development process.
3. To provide easy-to-follow worksheets allowing PES members to develop and customise their own approach.
4. To provide supplementary resources to enable PES members to seek more background and information on different aspects of the strategic communication process.

## 2. The PES communication toolkit

**Figure 1:** Overview of PES strategic and brand communications process.



The toolkit is intended to support PES Network members in developing and improving their stakeholder communications. The toolkit has also been designed to allow for flexible engagement with the materials to match with the diverse and varied PES organisational structures and experience in strategic and brand communications activities.

The contents of this toolkit are not binding; instead it is a compilation of global recommendations from research and practice for effective communication activities, tailored to the needs of PES. It is also based on understanding three kinds of stakeholder relationships discussed in the framework for the toolkit – those between an organisation, its stakeholders, and issues affecting both.

For each step (see Figure 1), there is an executive summary of the step, a more detailed conceptual background with examples of worksheets, and then the worksheets for PES to use to support their strategic and brand communications programmes.

### How To Use the Toolkit

The toolkit provides an adaptable and fully customisable process that is appropriate at the local, regional, and national level for different PES organisations to meet their **strategic communication and branding needs**, with any of their **internal and external stakeholders**. The toolkit has been designed to recognise that different PES organisations will engage with the toolkit in different ways and with differing levels of expertise. As such, in addition to the brief rationale and explanation of each of the steps outlined, the toolkit offers a brief conceptual background for each of the sections as well as a series of diagnostic worksheets (included in each of the 5 Steps). These are designed to help PES to work through the process and develop their strategic and brand communication systematically and effectively, based on their critical stakeholders, programmatic needs, and unique local, regional, and/or national objectives.

The purpose of each of the introductions is to offer a brief background and overview, as well as implementation recommendations for the step in question.

In addition, there is a clear recognition that many of the tools and worksheets rely on some specialist communications knowledge and language. Therefore, supplementary resources will be provided, such as glossaries of key concepts and words, and links to multi-media tutorials on new concepts. Using these materials, the toolkit can be navigated and used by any user – from someone with little-to-no communications knowledge, to those with substantial experience.

It is important to note that a core assumption in strategic and brand communication is that the processes and steps required to develop effective engagement with stakeholders do not involve separate steps or processes when addressing internal versus external stakeholders. It is for this reason that this toolkit is designed to accommodate PES improvements in employee, government partner, jobseeker, or employer partner engagement and brand commitment.

Finally, the toolkit does not represent every possible analytic or campaign development tool possible; rather, it has been tailored to supplement PES areas of weakness for strategic and brand communication, and capitalise on the strengths and opportunities highlighted in sections 1 and 2 of this document.

**Branding** – a process aimed at creating a memorable name and an image for an organisation, with the aim of remaining in consumers' or users' mind. Branding can also involve differentiating the organisation from competitors (e.g., in countries where there are public and private employment services, why should jobseekers use PES?). In the past, only business organisations were involved in branding, however public organisations recently got involved to inform and educate stakeholders on their presence, the work they do and their available support.

**Stakeholder** – a person, or a group of people, who have an interest in the organisation, such as employees, suppliers, public, media, etc.

**Strategic communication** – purposeful communication aimed at satisfying a long-term goal of the organisation. The process is carefully planned and it involves both employees and management (internal stakeholders) who are communicating with the public and the media (external stakeholders)

**External communication** – how an organisation communicates with other businesses and/or people in its external environment, such as customers, potential customers, shareholders, society in general, suppliers, etc.

**Internal communication** – how an organisation communicates with all employees to ensure that its organisational strategy is fully delivered. It is believed that when all staff members are fully informed of what is expected of them, then the organisational policies are delivered more efficiently. It is also believed that good internal communication increases staff motivation to perform better in their roles.

## Step 1 – Needs identification summary

Across PES, there are already strong initiatives to identify critical stakeholder needs, like those highlighted earlier in this document. PES, when compared to many public institutions, faces somewhat unique organisational environments as it may be blamed for the employment environment in a country or be expected to influence economic situations that are largely beyond the control of PES.

As such, successful strategic and brand communication programmes should also highlight other kinds of communication needs – ones that capitalise on the organisation's strengths, minimise the weaknesses, and most of all systematically reflect upon its stakeholders and the issues affecting PES.

There are many tools that can be used in order to understand an organisation's needs. For example PES may already be familiar with DESTEP, SLEPT, or VDAB's suite of performance management resources. However, when focusing on developing communication objectives, understanding an organisation's communications environment can require different types of tools. This toolkit will provide PES with diverse tools that enhance its agility in managing its brand more effectively.

The **central objective for step 1** is to help PES more critically understand its:

1. communication needs;
2. stakeholders;
3. characteristics of stakeholder and PES needs in a complex and diverse environment.

**Step 1** builds on PES's existing work in building programmes targeting specific groups like:

- ▶ the youth programmes in Ireland and Germany;
- ▶ vulnerable populations programmes like Spain's offenders project;
- ▶ self-employment schemes like those in Greece to support prospective entrepreneurs.

The objective is to help develop a systematic and replicable way for all PES to build on these successes.





Therefore, step 1 focuses on developing actionable intelligence. This is the most important foundation step in developing an effective strategic and brand communications programme for PES. It lays the groundwork for all other activities. The four tools included in step 1 for PES are:

- ▶ **Stakeholder mapping**
- ▶ **SWOT**
- ▶ **PESTLE**
- ▶ **Issue Management and Risk Register**

**SWOT** – evaluates four core elements of organisational work, strengths, weaknesses, opportunities and threats. SWOT can be carried out for a business or public company, individual, industry as a whole, product/service, etc.

**PESTLE** – evaluates the organisational environment and its possible influences. The acronym stands for political, economic, social, technological, legal and environmental. All these elements from the organisational environment can influence performance, and the matrix is equally applicable to business and public organisations.

**ISSUE MANAGEMENT** – a process where an organisation identifies and resolves issues, e.g. staff turnover, negative media coverage, etc.

**RISK ANALYSIS/ RISK REGISTER** – a process for reviewing a particular event, action, or product/service performance and the risk to the organisation that the event/action/product/service could bring, e.g. a large PR campaign and possible involvement of civil society, potential for media criticism, etc.

## Step 1 – Needs identification conceptual background

Across PES, there are already strong initiatives to identify critical stakeholder needs. However, a strategic and brand communication programme should also highlight other kinds of communication needs – such as requirements that capitalise on the organisation's strengths, minimise the weaknesses, and most of all systematically reflect upon its stakeholders and issues affecting the PES.

The purpose of step 1 is to help PES develop its intelligence resources systematically, in order to make more effective decisions about the priorities and objectives that it develops later. In order to do that, it is important to work from a common understanding of the interrelationships between PES, the issues it faces, and the perceptions of its stakeholders. Therefore, before introducing the practical tools for needs identification, Diers (2012)<sup>(iv)</sup> stakeholder relationship model is introduced.

PES's communication efforts should focus on three inter-related factors (see figure 2)<sup>(v)</sup>:

1. Work-related factors and issues – i.e., those affecting both PES and its stakeholders
2. PES's ability to address the factors or issues affecting its stakeholders
3. PES's relationship with different types of stakeholders

This framework can be used as a diagnostic start to the process and is aligned with their existing focus on jobseeker satisfaction. In evaluating these three factors, PES can make better strategic decisions about internal and external communication, branding, and the approaches to reputation, as appropriate to each PES.

### Step 1 Additional Resources

- Markovska, N., Taseska, V., & Pop-Jordanov, J. (2009). SWOT analyses of the national energy sector for sustainable energy development. *Energy*, 34(6), 752-756.
- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22(4), 852-886.

### Multi-Media Resources and Podcasts

- Toolkit conceptual model: <https://youtu.be/K1s1DCHGD3M?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>
- Stakeholder mapping: <https://youtu.be/cbECmsF9oNg?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>
- Issue Management
  - <https://youtu.be/MH906tT0giQ?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>
  - [https://youtu.be/Low\\_ml26WlU?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67](https://youtu.be/Low_ml26WlU?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67)
  - <https://youtu.be/Gkxa-cLe0nE?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>
  - <https://youtu.be/KMCnglLKPdo?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>
  - <https://youtu.be/35kxc8Fz-2w?list=PLSnlWJNyo1UiCfZPFgBiTpo1oAshLCj67>



**Figure 2:** Adaptation of Diers (2012) stakeholder relationship model considering one of PES's stakeholders – workers.



As a way of clarifying what is meant by issues – broadly speaking, issues represent the key topics or themes that matter to both an organisation and its stakeholders. However, in the field of issue management, issues represent more than mere topics or themes; they sometimes represent controversial inconsistencies caused by gaps between the expectations of the organisation and their stakeholder(s).<sup>(vi)</sup> These inconsistencies often occur because organisations and their stakeholders differ in their perspectives on critical themes and because there is inherent risk in the work that organisations do.

Therefore, when asking the question ‘how well is an organisation managing its relationships with its strategic stakeholders?’, the question should always be answered in the context of the broad topics or themes that matter to both the stakeholders and the organisation. In the development of the model, Diers demonstrates that there were several key indicators of the three critical relationships. The model aligns with previous research establishing that stakeholder attitudes<sup>(vii)</sup>, public pressure from interested stakeholders<sup>(viii)</sup>, and engagement<sup>(ix)</sup> are all likely to influence stakeholder evaluations and behavioural intentions towards organisations. Therefore, it is important to note that this model focuses on the stakeholder’s perspective of the organisation. This is critical for any organisation to understand in order to be more successful at engaging its stakeholders and demonstrating its successes.

### Relationship between the organisation and issues of relevance to stakeholder(s).

The aforementioned model suggests that the relationship between the organisation and the issues is likely to be influenced by the stakeholder assessment of five concepts:

1. The perception of the organisation’s **competence** to successfully manage the issues.
2. The perception of the organisation’s **positive intention** to authentically and ethically address the issue.
3. The perception of the organisation’s **clear association** with the issue – that is, the issue must be germane to the organisation’s work.
4. The perception of the organisation’s **concern** about the issue.
5. The perception of the organisation’s **commitment** to meaningfully addressing the issue.

### Relationship between the organisation and the stakeholder(s).

The model suggests that the relationship between the organisation and the stakeholders is likely to be influenced by stakeholder assessments of five concepts:

1. The stakeholder’s perception of the organisation’s **reputation**.
2. The stakeholder’s perception of their own **knowledge** and understanding of the organisation and its work.
3. The stakeholder’s **trust** in the organisation.
4. The stakeholder’s **commitment** to the relationship with the organisation.
5. The stakeholder’s perception of **value congruence** between themselves/their organisation and the organisation.

### Relationship between stakeholder(s) and issue(s).

Finally, the model suggests that the relationship between stakeholders and the issues is likely to be influenced by three concepts:

1. The stakeholder’s **investment** in the issue – that is, the amount of energy or resources the stakeholder does/is willing to invest in the issue.
2. The **relevance** of the issue to the stakeholder – that is, how much they care about the issue or how central the issue is to their own organisation’s mission.

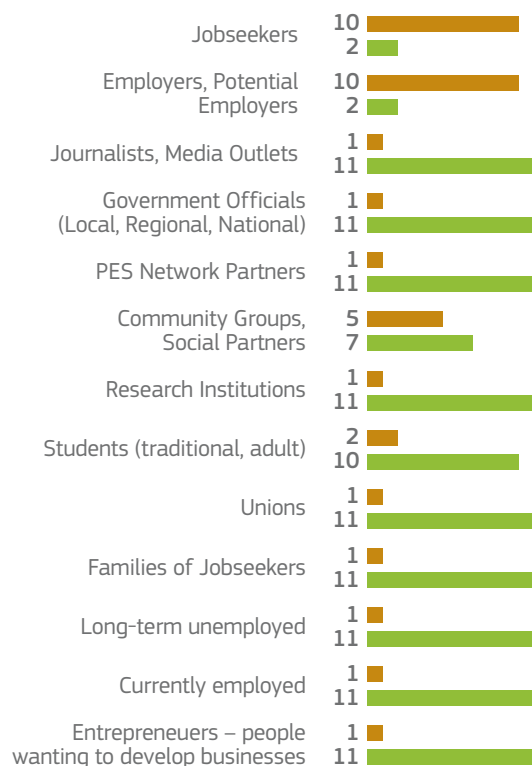
3. The stakeholder’s **response efficacy** in managing the issue – that is, how much they believe they can influence the issue.

### Stakeholder mapping

Organisations, like PES, have to manage a range of stakeholders; from internal to increasingly international ones. Even where there are overlapping stakeholders at different levels, they are likely not the same groups and often have complex and competing interests.

It is therefore advantageous for PES to map its stakeholders (see Figure 3) before developing a strategic communication campaign in order to ensure that it systematically considers the stakeholders, their relationship to PES, and their connection to each other in an active network.

**Figure 3:** Summary of primarily stakeholders, identified by PES Network members.



Stakeholder mapping involves a two-step process (see Figures 4 and 5 for examples of the worksheets) that includes identifying and classifying PES’s stakeholders based on answering six questions:

- ▶ Is the stakeholder internal or external to the PES?
- ▶ How urgent are the stakeholder needs of the PES?
- ▶ Does the stakeholder have direct influence over your PES’s decision-making?
- ▶ Do you believe the stakeholder’s interest in your PES is appropriate or necessary?
- ▶ Is this a stakeholder your PES would prefer to regularly interact with, regardless of whether or not it has to interact with them?
- ▶ Is this a stakeholder your PES has a history of interacting with?

Each PES is likely to have different answers to these questions. Importantly, the answers to these questions can be both context and time dependent. The mapping exercise, therefore represents a snapshot view of a single PES’s stakeholder environment at any given point in time. Once the stakeholders are identified, they can be mapped as a way to visually represent the stakeholders and draw in their connections to each other to make good decisions about the communications priority. For more details on this process, see the linked podcast on stakeholder mapping highlighted above in the additional resources box.

### SWOT, PESTLE, Issue Management, and the Risk Register

Once the stakeholder analysis is complete, there are three different approaches to analysing the PES environment in order to develop the most effective campaign. All three may be used in conjunction with one another, or just one depending on the needs of PES. In order to make that decision, each PES must critically reflect upon its stakeholders, its overall programmatic needs, and its priorities. Generally, effective strategic and brand communication managers recommend using all three of these and regularly updating them as a way to help evaluate and prioritise communication objectives, and reflect on Key Performance Indicators (KPIs). However, any one of them can produce actionable and useful information for PES.

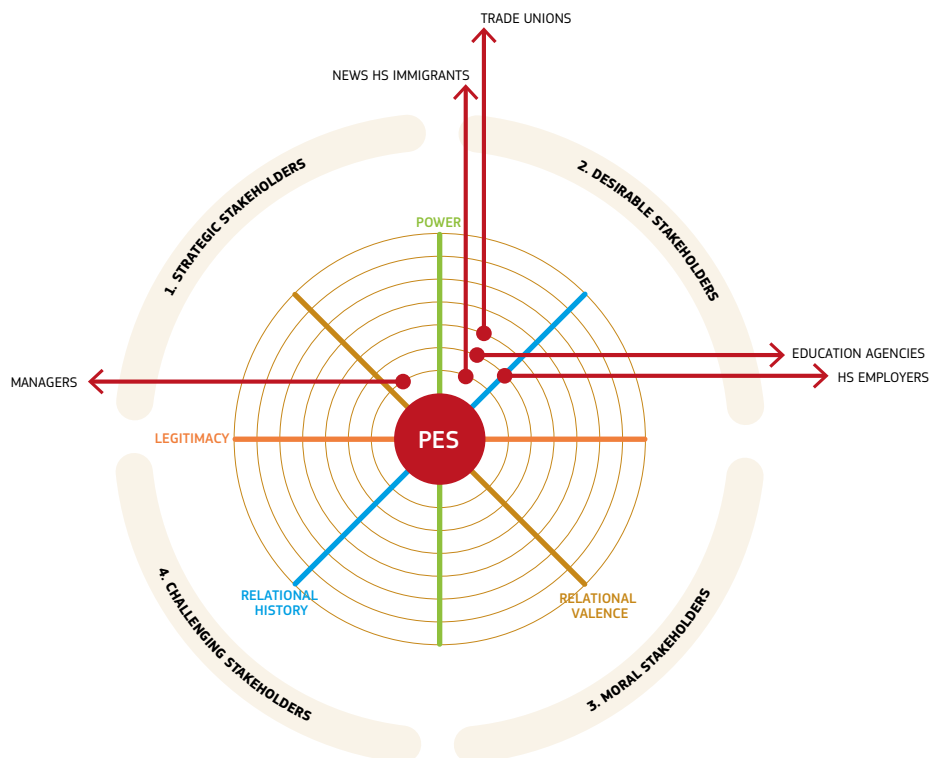
**Figure 4:** Demonstration of how the stakeholder mapping worksheet is used based at the beginning of a stakeholder mapping exercise, using the Swedish Fast Track initiative programme as an example. Note that this is not a complete picture of the Fast Track stakeholders – only a sample of their stakeholders for illustration purposes only. Note also that many PES stakeholders will lack the power to influence decisions directly on a daily basis, but still remain important stakeholders.

## Stakeholder Mapping Worksheet

**Part 1:** On the table below, list all of your particular PES office’s stakeholders – both internal and external. Add rows, as required, and then answer the diagnostic questions about each of the stakeholders.

Stakeholder Name	Internal/ External	Rate the Urgency of Stakeholder Needs 1 (low) to 7 (high)	Power: Does the stakeholder have direct influence over your PES’s decision-making? Yes or No	Legitimacy: Do you believe the stakeholder’s interest in your PES is appropriate/ necessary? Yes or No	Valence: Is this a stakeholder your PES would prefer to regularly interact with? Yes or No	Relational History: Is this a stakeholder your PES has a history of interacting with? Yes or No
General staff	Internal	7	Yes	Yes	Yes	yes
High skill employers with skills shortages	External	6	No	Yes	Yes	Yes/No (some yes, some no)
New immigrants	External	7	No	Yes	Yes	yes
Trade unions	External	5	No	Yes	Yes	Yes
Education Agencies	External	6	No	Yes	Yes	Yes

**Figure 5:** Demonstration of transferring the information from Figure 4 onto the stakeholder map.



## SWOT Overview

SWOT analysis is an acronym for **strengths, weaknesses, opportunities, and threats** and is a structured planning method that evaluates those four elements in an organisation. SWOT analysis is most useful when organisations want to explore the relationship between internal and external factors that might affect it. It enables an organisation to focus strategic and brand communications activities on how the strengths and weaknesses might be affecting its opportunities and threats. The analysis involves specifying the organisation's objectives, and identifying the internal and external factors that are favourable and unfavourable to achieving those objectives.

Identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective is attainable given the SWOTs. If the objective is not obtainable, they should select a different objective and repeat the process. Because PES are diverse organisations where the national structures can vary greatly (e.g., in countries like Denmark, PES is regionally organised whereas in countries like the Netherlands, PES is nationally organised), a SWOT analysis can provide vital self-assessment of the internal and external capacities and challenges the PES may face.

SWOT analysis groups key pieces of information into two main categories: internal factors (the strengths and weaknesses internal to the organisation) and external factors (the opportunities and threats presented by the environment external to the organisation). See the step 1 SWOT worksheet (see Figure 6 for an example from one PES).

## Examples of Key Topics Relevant to SWOT Analyses

**Strengths and Weaknesses: *These are the internal factors within an organisation.***

- ▶ Human resources – staff, volunteers, board members, target population
- ▶ Physical resources – your location, building, equipment
- ▶ Financial – grants, funding agencies, other sources of income
- ▶ Activities and processes – programmes you run, systems you employ
- ▶ Past experiences – building blocks for learning and success, your reputation in the community

**Opportunities and Threats: *These are external factors stemming from community or societal forces.***

- ▶ Future trends in your field or the culture
- ▶ The economy – local, national, or international
- ▶ Funding sources – foundations, donors, legislatures
- ▶ Demographics – changes in the age, race, gender, culture of those you serve or in your area
- ▶ The physical environment (Is your building in a growing part of town? Is the bus company changing their routes?)
- ▶ Legislation (Do new federal requirements make your job harder or easier?)
- ▶ Local, national, or international events

**Figure 6:** Demonstration of the beginning of a SWOT worksheet for Greek PES, as an example.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>▶ Subsidies for recruitment of new workers</li> <li>▶ Work experience programmes</li> <li>▶ Initiatives for all unemployed, with focus on 50+</li> <li>▶ Financial support for becoming an entrepreneur</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>▶ Low trust of the public in Government and public authorities</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>▶ EU structural funds</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>▶ New economic instability and public protests</li> <li>▶ Changes of Government</li> </ul>

**PESTLE analysis**

PESTLE analysis is an acronym for **political, economic, social, technological, legal, and environmental** evaluations of the organisation’s environment. It can be thought of as a strong overview to the operational environment that is likely to affect a PES. These domains are often major determinants in the strategic development for an organisation (see Figure 7 for an example of the PESTLE worksheet). PESTLE is a tool designed to help organisations reflect on the broader context in which each PES is operating. Much like the SLEPT-Test that many PES may be familiar with, PESTLE adds in environmental concerns. For PES, this provides a more robust tool to analyse the context affecting employment.

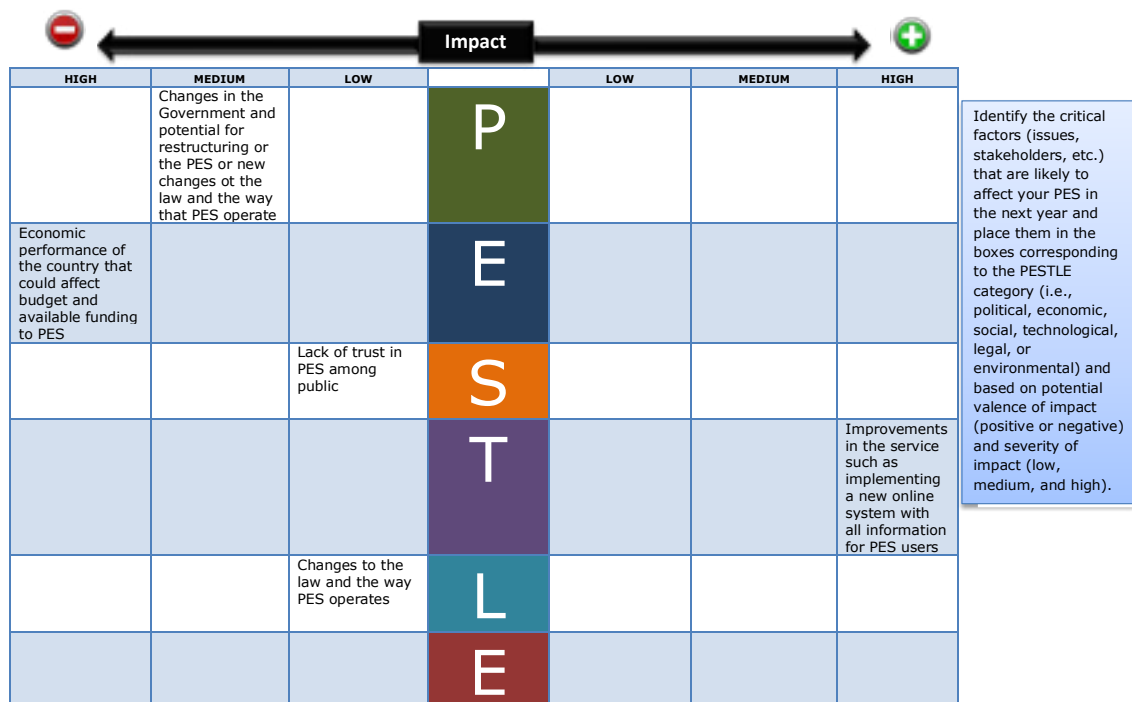
- ▶ **Political:** Analyses all influences that a government may have on the PES operational environment including the influence of party politics, tax policy, business interventions, fiscal policies, and trade policy.
- ▶ **Economic:** Analyses the economy as a whole from local to global trends likely to affect the PES. Inflation rates, interest rates, economic growth, and supply and demand trends are all analysed under this section.

- ▶ **Social:** Charts the analysis of cultural trends, demographical determinants, age distribution, etc.
- ▶ **Technological:** Analyses the technological trends influencing the business environment, including innovation, industry, and market trends related to technology and the technological development of skills.
- ▶ **Legal:** Examines the impact that laws and legal changes will have on PES.
- ▶ **Environmental:** Considers a broader physical environment for PES, including tourism, farming or agriculture, along with factors accounting for changes in seasonal employment need, as well as over time. Therefore these factors account for the geographical location, weather, climate, etc.

**Issue Management and the Risk Register**

The final option for the PES needs identification is a risk register. For PES managing complex and potentially risky environments, using a risk register to track issues before they emerge provides PES with vital actionable intelligence and, more importantly, a record over time of the challenges and problems each PES has faced (or could face). An issue management approach is recommended for all of the PES Network to stay ahead of potential risks and

**Figure 7:** Demonstration of the beginning of a PESTLE worksheet for a PES.



## ‘Issue management is stewardship for building, maintaining, and repairing relationships with stakeholders and stake seekers’

Robert Heath, Issue Management Expert, 2002

threats. However, in locations where there is a credible risk that the PES could be blamed for changes in the employment environment, especially if the PES brand is particularly weak, or if PES is managing particularly challenging stakeholder relationships, an issue management approach should focus on organising the evaluation of its SWOT or PESTLE factors. This should be in terms of the issues that it can actively monitor for, in order to react to the issues proactively, instead of reactively.

Issue management has three principle goals:

1. Anticipating problems for PES.
2. Detecting and responding to emerging trends.
3. Understanding that an organisation’s stakeholders hold the keys to its success.

Using the risk register is a systematic way of developing a flexible and responsive way to track and create actionable recommendations based on trends affecting PES (see step 1, Risk Register, Figure 8).

**Figure 8:** Components of the monitoring risk register.

### STEPS IN ISSUES MANAGEMENT MONITORING: THE RISK REGISTER



\* Note, each of these concepts is defined on the Risk Register worksheet – an Excel file. For more conceptual development, see the additional resources podcasts listed at the end of the introduction to Step 1.

\*\* ‘Competitors’ is included for those PES where both public and private sector employment services operate within the labour market.

### Step 2 – Design strategy summary

Across PES there are several examples of strategic campaigns that target specific groups. Several of these are highlighted in the toolkit. Yet there are few campaigns designed to focus on developing the specific PES brand. In addition, fewer PES provide specific guidance regarding an overall communications and brand development strategy – both directed at internal as well as external stakeholders. This step focuses on developing measurable objectives and message frameworks in order to translate the needs identified in step 1 into aligned, actionable, and measurable objectives.

A **measurable objective** focus is traditionally where strategic and brand communications initiatives begin to develop. Then, KPIs are set in order to represent the specific measurement of the objectives PES are trying to achieve. This allows an internal engagement strategy or external campaign to be effectively **aligned** and its activities focused on achieving the specific goals established. This toolkit builds on the findings from the survey, identifying that while most PES have an overall communications and branding strategy, fewer PES provide additional guidance related to communications and branding – both internally and externally. This toolkit therefore provides mechanisms for developing an aligned internal or external campaign to improve **reputation** and/or brand commitment to PES.

**Step 2** builds on PES’ existing work in building programs targeting specific groups, such as:

Slovenia’s public relations campaign promoting its employment and career challenge provides an example of a campaign championing jobseekers using a strong design strategy.

By collaborating with newspapers to target and promote the most socially responsible employers, it drew attention to the employers and promoted PES in Slovenia.



**MEASURABLE OBJECTIVES** – an objective is a goal set by organisations to measure the performance of the organisation or programme. Objectives are designed to be specifically measured.

**SOCIAL MARKETING** – is a type of marketing that does not focus on increasing sales, but is designed to facilitate a behavioural change to benefit individuals and/or society. Social marketing is often considered as a part of the public relations objectives.

**REPUTATION** – attitudes held by stakeholders about people or organisations.

**WOM** – Word of Mouth a term used to describe stakeholders' recommendations about products, services, or organisations to their peers or personal networks.

**(CAMPAIGN) ALIGNMENT** – a process where the campaign team checks to ensure the campaign goals, measurable objectives, messages, and channels are complementary and meeting target stakeholder needs, desires, and interests.

**KPIs (Key Performance Indicators)** – represents performance measurement. KPIs evaluate the success of an organisation or of the particular activities in which the organisation engages.

As such, the **central objective for step 2** is to take the existing intelligence about communications needs, stakeholders, and characteristics of the convergence between PES and stakeholder interests developed in step 1 and then design objectives and a strategy to help each PES achieve its goals. Additionally, because of the need for PES to consider new ways to think about its approach to strategic and brand communication and how it prefers to communicate with target audiences, a cross-platform **social marketing tool** can be introduced to help PES focus on engaging with different stakeholders.

It is recommended that PES use the following tools in order to organise and develop an effective design strategy for strategic and brand communications:

- ▶ Communication planning worksheet
- ▶ Social marketing tool

## Step 2 – Design strategy conceptual background

In step 1, PES will have developed a stronger understanding of their material communication-related needs and have prioritised their stakeholders. This is based on how urgent it is to converge stakeholder and PES needs and interests. Step 2 focuses on developing measurable objectives and frameworks in order to translate the needs into aligned, actionable, and measurable objectives. In this section, we recognise that while most PES have an overall communications strategy, fewer PES provide additional guidance related to communications and branding – both internally and externally.

- ▶ Communication planning worksheet – this is designed to help develop an aligned set of strategic and brand communication activities by mapping objectives, audiences, channels, evaluation, and task ownership.

### Step 2 additional resources

- Roper, S., & Fill, C. (2012). *Corporate Reputation: Branding and Communication*: Pearson Education Limited.
- Swaminathan, V., Page, K. L., & Gurhan-Canli, Z. (2007). 'My' brand or 'our' brand: The effects of brand relationship dimensions and self-construal on brand evaluations. *Journal of Consumer Research*, 34(2), 248-259.

### Multi-media resources and podcasts

- Social media campaigning: <https://www.youtube.com/watch?v=h93ccb0dWog>
- Video series on Branding by Dr. Stuart Roper
  - [http://media.pearsoncmg.com/intl/ema/ema\\_uk\\_he\\_fill\\_corprep/video/ch5/index.html](http://media.pearsoncmg.com/intl/ema/ema_uk_he_fill_corprep/video/ch5/index.html)
  - [http://media.pearsoncmg.com/intl/ema/ema\\_uk\\_he\\_fill\\_corprep/video/ch6/index.html](http://media.pearsoncmg.com/intl/ema/ema_uk_he_fill_corprep/video/ch6/index.html)
  - [http://media.pearsoncmg.com/intl/ema/ema\\_uk\\_he\\_fill\\_corprep/video/ch7/index.html](http://media.pearsoncmg.com/intl/ema/ema_uk_he_fill_corprep/video/ch7/index.html)
  - [http://media.pearsoncmg.com/intl/ema/ema\\_uk\\_he\\_fill\\_corprep/video/ch8/index.html](http://media.pearsoncmg.com/intl/ema/ema_uk_he_fill_corprep/video/ch8/index.html)
- Additional resources: <http://www.pearsoned.co.uk/highereducation/resources/fulfillcorporatereputation/>



**Evaluating PES Campaign Objectives, the SMART way**

**S Specific**

- ▶ Simple and easy to understand
- ▶ Concrete and focused

**M Measureable**

- ▶ Can the objective be clearly & easily evaluated?
- ▶ Is there a tangible threshold of success?

**A Achievable**

- ▶ Even with challenges, is the objective realistic?
- ▶ Do(es) the audience(s) make sense for the goal?

**R Realistic**

- ▶ Does PES have appropriate resources to enact goal?
- ▶ Is the objective linked to the overall goal?

**T Time-Referenced**

- ▶ Does the objective have a clear timeframe?

- ▶ Social marketing tool – this introduces an approach to strategic and brand communication that specifically focuses on the social objectives pursued by PES. Moreover, the tool provides a model for PES, demonstrating how organisational goals, measurable objectives, and specific KPIs can be integrated into a single strategy that also considers the platform for communication. The tool itself is innovative and has clear

applications to social media engagement, but focuses on the importance of **WOM** and how organisations like PES, that rely on positive reputation and strong stakeholder-centred outcomes, can develop methods for communicating internally and externally to more effectively address the challenges of ever-changing environments (see the SWOT, PESTLE, and/or Issue Management approaches).

Developing clear, measurable objectives is vital if PES strategic and brand communication campaigns are to deliver a strong return on the time, and other resources, invested in them. Of course, clear measurable objectives are achievable goals that the organisation wants to accomplish; however, they are also statements guiding the campaign. Clear measurable objectives are SMART meaning they are specific, measurable, achievable, realistic, and time-specific.

**Communication planning worksheet**

Strategic and brand communications relies on getting the right message to the right audience, at the right time. Though PES might differ on its communication goals, audiences, and objectives, the process for developing effective strategic and brand communications remains the same and focuses on matching objectives to audience needs<sup>(x)</sup>. This also represents the first opportunity to begin to apply the intelligence developed in step 1 in a strategic manner. Part of the intelligence developed in step 1, should also help PES to identify which channels of communication make the most sense for the

**Figure 10:** Demonstration of the beginning of a Communication planning worksheet using France's PES Customer Feedback Programme as an example.

**Communication Planning Worksheet**

Overall Objective					
Communication Objective	Audience	Audience Understanding	Format / Channels	Evaluation	Task Lead / Timing
<i>Why do you need to reach this audience? How will they use the information?</i>	<i>Describe the specific audience segment.</i>	<i>Where can you find more information about this audience's needs and interests?</i>	<i>What are ways you can reach this audience? What formats and channels do they prefer?</i>	<i>How can you be sure you reached the audience?</i>	<i>Who can do this work for you? What are the immediate timelines and deadlines?</i>
To obtain feedback, which will then help in further improving PES service, and to show responsibility and dedication to continuous improvement of the PES service	PES employees, job seekers, employers, members of the Tripartite commission	Internal information for PES employees and job seekers, register of employers working with PES, direct contact with the Commission	Email, social media 1-1 contact in personal meetings with PES job seekers	Notes from personal meetings with PES job seekers, feedback done via survey that measures results, social media engagement statistics available at all platforms	Communications team in collaboration with PES management  Continuous requests for feedback after the the service has been provided or bi-annual (depending on the strategy)

audience targeted. In the communication planning stage, this is where the platform (channel) begins to be identified, as it will affect how the message(s) are developed.

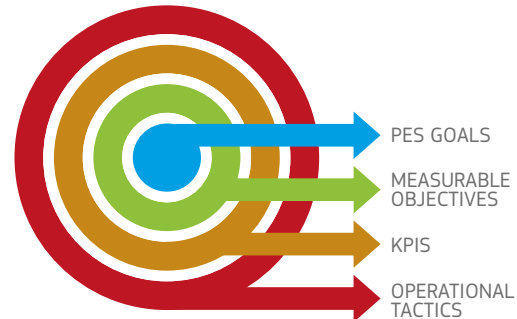
The example worksheet (see Figure 10) demonstrates that objectives for strategic and brand communications should be based on supporting the organisation's key mission and directives. The worksheet is designed to help planners begin to assemble resources in a way that is aligned to the critical objective(s) the PES is trying to achieve. An aligned strategic and branding communication strategy requires campaigns to have a clear focus. Empirically, aligned campaigns have been able to meet their objectives more cost-effectively, because resource allocation is entirely directed towards achieving these goals<sup>(x1)</sup>.

### Social marketing tool

Organisations like PES focus on social goals – for example, helping jobseekers find employment, or engaging with government officials about employment issues. Therefore, it makes sense that PES focuses on the social nature of its mission. For organisations with social missions, strategic and brand communications is not a linear route where they try to get stakeholders to see the messages, be persuaded, and then act. Building brand reputation is about engagement – no matter what platform (i.e., face-to-face, media, or social media). To be successful, PES must create value for its stakeholders. That is, PES must offer them something of unique benefit and value that the stakeholder recognises and appreciates.

Certainly electronic communication platforms give PES an opportunity to reach out and engage a variety of stakeholders, from internal stakeholders with intranets, to external stakeholders with different internet-based platforms. One of the innovations of the internet age is that no matter the platform for electronic communication and information dissemination, organisations like PES are more able to adapt their approaches, strategies, and practices. They can use live data to improve their activities. For example, the Netherlands' Expeditie Work programme is an online gaming website specifically designed to target young jobseekers with lower or average education levels, in order to improve their jobseeking skills and find employment (see appendix B for more detail on this example). Additionally, most PES locations report using Facebook as an

**Figure 11:** Campaign model example for social marketing tool.



outreach tool. Facebook has added different options other than the 'Like' button, but what does that allow PES to do or communicate that is different? Or, more fundamentally, is PES monitoring its impact on Facebook, and what can it learn about its brand and communications efforts by monitoring its existing and new strategic and brand communications efforts? Internally, if PES distributes information to employees, does it know how many downloads, follow-up questions, complaints, etc. the document receives?

Developing an effective engagement strategy in an inside-out proposition means that by focusing on PES's internal capabilities, actions, and communicative behaviours, PES can develop its external strategy more effectively. The social marketing tool functions from this inside-out approach (see Figure 11). Even in countries where social media engagement is not yet a genuine opportunity, the principles developed by the social marketing tool described here can be readily adapted to different platforms, traditional WOM techniques, or even phone-based methods of engagement. Therefore, the social marketing tool not only represents a particular internet-ready mechanism for developing engagement with different stakeholders but also an approach to thinking differently about what can, or should, be achieved with strategic and brand communication endeavours – goals that are better aligned with stakeholder relationship development than many other tools or techniques.

No matter how a PES proceeds, when it focuses on stakeholder engagement – that is, when it tries to develop a two-way communication process, the following three principles apply. This is because each component of the process has to be aligned and working in support of measurable objectives.

Therefore, the three principles driving a social marketing approach are:

1. **It must be driven by simple, pragmatic approaches.** It should be able to be implemented and understood by anyone, regardless of their specialist knowledge or experience. This also helps to develop authenticity in the communication approach.
2. **The engagement framework should provide clarity about the value of the approach.** Anyone from the local offices to EU-level organisations in PES should be able to very clearly see the purpose of engagement.
3. **There should be tangible results.** Just because strategic and brand communications may not focus directly on job placement and other traditional tangible objectives in PES operations, communications objectives should still be just as tangible.

In the social marketing tool there are four types of objectives: **dialogue, advocacy, support, and innovation.** PES need not strive to achieve all four of these objectives in any given initiative. In fact, the four objectives build on each other. For example, if a PES wanted to have a greater influence within government, PES might first focus on fostering dialogue. However, fostering dialogue might take time and could therefore be an entire campaign. Likewise, fostering dialogue could be a part of a larger campaign. Alternatively, PES might be pursuing different social marketing objectives with different stakeholders at any given point. In short, any of the social marketing tool goals could be the basis for a single campaign, or work together and be adapted to different stakeholder needs at any given time.

### Fostering dialogue

Fostering dialog requires building brand and goal awareness and has three key requirements. First, to build meaningful interactions with targeted stakeholders, PES must initiate the conversation with these stakeholders. Second, it must engage with the stakeholders to determine their response to ideas, thoughts, and activities generated by PES. Third, it must respond to stakeholders on behalf of the brand through genuine interactions across applied platforms of communication (platforms range from face-to-face, to website, to social media and everything in-between).

In an online environment, there are typically three **key performance indicators (KPIs)**. The preferred

performance indicators for each PES emerge as the result of both organisational goals and the needs assessment (see step 1). These can be adapted to any method of engagement appropriate to a PES.

1. **Share of voice** – this is a comparative measure – within any particular grouping PES can evaluate how much participation conversations are getting. For example, is a hashtag trending? If an engagement strategy is successful, the organisation will have a greater share of the voice.
2. **Conversation reach** – this is an evaluative measure of how many different people are participating in the conversation. This can be a whole number or a proportion of an intended audience. For example, if a PES knew that 2 million people would have seen its message, how many are actually participating in the conversation? This indicates the potential impact for the conversation.
3. **Audience engagement** – research suggests that there will be a lot more people who view the message than actively participate in a conversation with PES. To get a better and fuller picture of engagement, PES could look at comments, shares, and trackbacks to get a picture of total audience engagement.

In an online environment, these KPIs represent a typical way that PES' communication efforts could be measured. Each of these represents a very simple calculation, particularly when executed in an owned media environment (e.g., website, social media) because all of the data is available through analytics.

In context of the measurable nature of objectives discussed earlier, this provides a direct and simple method for showing the impact of any strategic and brand communications efforts.

### Advocacy

Advocacy is a traditional public relations and branding goal, aiming to get stakeholders to be brand representatives and advocates for the organisation. This is the heart of any WOM campaign. Such an initiative could effectively target internal stakeholders, for example to share good news about employment outlook, or provide methods to communicate that PES is there to support jobseekers in periods of poor employment outlook. Likewise, advocacy can focus outside the organisation as well. When external stakeholders (including the government, employers, and jobseekers)

speak well of PES, this often carries more weight than PES actively promoting itself. Today, people are increasingly cynical about organisations, governments, and institutions. However, stakeholders are more likely to trust information coming from peers. Therefore, a useful modern goal of strategic and brand communication efforts is to build positive word-of-mouth<sup>(xii)</sup>. In a PES context, this may be a particularly important approach, given the perception that PES is linked with the threat of taking benefits-related money away from people. Countering that perception with active non-PES advocates can be a very effective approach to building or re-building the PES brand.

Advocacy is built on three core principles. First, encouraging word-of-mouth activity is based in good dialogue with stakeholders. Second, it is important for PES to cultivate relationships with stakeholders who have a positive affinity towards PES. Third, nurturing existing relationships with stakeholders is a proven method for building advocacy within an easily identifiable target stakeholder group.

In order to determine PES success in advocacy, there are typically three KPIs.

**1. Active advocates:** PES should care about the recent number of active advocates across all platforms – so this is a comparison of the last 30 days (most often, but the timeframe could be changed depending on the community) to total advocates for the longer timeframe (e.g., a year). This lets PES match advocacy with key engagement points, the impact of specific communications and branding activities, and even what’s happening as a result of effective dialogue campaigns.

- 2. Advocate influence:** Activating influencers is emerging as an important way for organisations to build their brand. For example, research demonstrates that vloggers and bloggers have a lot more reach and influence over young stakeholders than most other traditional sources of information. Thus, by identifying those people, organisations, or groups that are talking about PES online, PES can better evaluate how influential these groups might be in shaping public opinion about PES and its activities.
- 3. Advocacy impact:** Involves identifying and following the number of advocate driven conversations about the PES brand, compared to all conversations about employment. For example, if PES were trying to develop effective brand advocates, then it would want to know how much of the conversation about PES is being initiated or driven by advocates, compared to PES itself.

Each of these represents a very simple calculation, particularly when executed in an owned media environment (e.g., website, social media) because all of the data is available through analytics. However, these KPIs are only examples of ways that advocacy can be measured. Different PES could certainly measure them in different ways, based on the particular channels used.

**Support**

The third engagement goal focuses on customer service, or issue management goals – providing support to users. There are certainly a number of groups that PES provides support to from jobseekers, to employers, and so on. The support component of social marketing focuses on how PES manages the online

**Figure 12:** Dialogue KPI calculations.

<b>Share of Voice</b>	$\frac{\text{Brand Mentions}}{\text{Total Mentions (Brand + Competitor A, B, C...n)}} = \text{Share of Voice}$
<b>Audience Engagement</b>	$\frac{\text{Comments + Shares + Trackbacks}}{\text{Total Views}} = \text{Audience Engagement}$
<b>Conversation Reach</b>	$\frac{\text{Total People Participating}}{\text{Total Audience Exposure}} = \text{Conversation Reach}$

**Figure 13:** Advocacy KPI calculations (note: w/in means ‘within’).

<b>Active Advocates</b>	$\frac{\text{\# of Active Advocates (w/in past 30 days)}}{\text{Total Advocates}} = \text{Active Advocates}$
<b>Advocate Influence</b>	$\frac{\text{Unique Advocate's influence}}{\text{Total Advocate influence}} = \text{Advocate influence}$
<b>Advocacy Impact</b>	$\frac{\text{Number of Advocacy Driven Conversations}}{\text{Total Volume of Advocacy Traffic}} = \text{Advocacy Impact}$

community, including stakeholders' comments, feedback, requests, and complaints across platforms.

The overwhelming majority of contacts that organisations have with stakeholders are related to quality of service issues<sup>(xiii)</sup>. However, support-related objectives can also focus on providing key stakeholders with any mission-related support they need – outside of the traditional client or stakeholder service domain. For example, many PES already report using Facebook (see Figure 28) to provide resources and support to jobseekers – the support component can also focus on how effectively that channel is meeting the support-related objectives.

However, for support-related objectives to be effective there are three requirements. First, if PES targets this function for strategic and brand communications development, it needs to be responsive to feedback – simply having the outlet and not using it is insufficient. Second, PES would have to use these outlets to expedite issue resolution with quality and integrity – there has to be evidence of follow-up. Finally, support cannot be at the behest of the organisation; it has to suit the stakeholders' interests and needs in order to elevate satisfaction by providing flexible support options.

In order to determine PES success in support, there are typically three KPIs.

1. **Social media issue resolution rate** compares the total number of issues resolved to the stakeholder's satisfaction, in comparison to the total number of issues identified.
2. **Resolution time** focuses on the importance of quick responses by analysing the total enquiry response time compared to the total number of service enquiries – it provides accountability for

PES to ensure it is being responsive to the needs and interests of its stakeholders.

3. Finally, **satisfaction** can be measured in many ways but, ultimately, it is the comparison of positive against negative feedback based on the end result of the interaction with the stakeholders.

Each of these represent a traditional method of measuring the customer's (i.e., any stakeholder's) satisfaction. Certainly PES already measures client satisfaction in many ways, and for the PES already active in measuring satisfaction, some of the measures can be applied here. However, these measures also focus on straight-forward satisfaction calculations that can occur on a regular basis. Thus, in PES' case, they are useful ways to establish stakeholder satisfaction with two-way communication endeavours across different channels. Certainly, electronic channels make these calculations simpler because the data is delivered through owned outlet analytics. However, as PES own satisfaction toolkit demonstrates, there are other ways to track this information using face-to-face or phone tracking, and questionnaires, among other methods.

### Innovation

The final engagement-related objective in social marketing is innovation. Increasingly, organisations are using engagement techniques in order to help spur innovation in delivering the services and support their key stakeholders need<sup>(xiv)</sup>. For PES, this can build on the support objective by directly asking stakeholders for their suggestions on ways that PES could better meet their objectives, whether they were governmental accountability or political objectives, asking partner companies looking for jobseek-

Figure 14: Support KPI calculations.

<b>Issue Resolution Rate</b>	$\frac{\text{Total \# Issues Resolved Satisfactorily}}{\text{Total \# Service Issues}} = \text{Issue Resolution Rate}$
<b>Resolution Time</b>	$\frac{\text{Total Inquiry Response Time}}{\text{Total \# Service Inquiries}} = \text{Resolution Time}$
<b>Satisfaction Score</b>	$\frac{\text{Customer Feedback (input A, B, C...n)}}{\text{All Customer Feedback}} = \text{Satisfaction Score}$

Figure 15: Innovation KPI calculations.

<b>Topic Trends</b>	$\frac{\text{\# of Specific Topic Mentions}}{\text{All Topic Mentions}} = \text{Topic Trends}$
<b>Sentiment Ratio</b>	$\frac{\text{Positive: Neutral: Negative Brand Mentions}}{\text{All Brand Mentions}} = \text{Sentiment Ratio}$
<b>Idea Impact</b>	$\frac{\text{\# of Positive Conversations, Shares, Mentions}}{\text{Total Idea Conversations, Shares, Mentions}} = \text{Idea Impact}$

**Figure 16:** Demonstration of the initial work on the Social Marketing Tool Worksheet using Luxembourg's Jobelo programme as an example.

## Social Marketing Tool Worksheet

Use this worksheet to organise and plan your approach to social marketing. Add or remove social marketing and specific objectives as appropriate.

Communication objective (see communication planning worksheet)	Social Marketing objective	Specific objective	Communication channel	Measurement plan
To sign-up 75% of target group to the Jobelo programme (18 – 25)	Foster Dialogue	Share of Voice Audience Engagement Conversation Reach	Website, flyers, public engagement, magazines	Enrolment to Jobelo programme
	Promote Advocacy	Active Advocates Advocate Influence Advocacy Impact		
	Facilitate Support	Resolution Rate Resolution Time Satisfaction Score		
	Spur Innovation	Topic Trends Sentiment Ratio Idea Impact		

ers, or jobseekers themselves offering feedback for ways to help them improve employability.

There are three approaches to innovation in the social marketing tool. First, gathering stakeholder insights focusing on identifying stakeholder needs and PES service opportunities – put simply, it's a listening tool that could be implemented by scanning social media to identify and evaluate what topics were trending or discussing employment-related issues. Likewise it could be more complex by engaging PES stakeholders across different platforms (online or face-to-face) about employment-related issues affecting the stakeholders and, most importantly, what PES could do to better meet their needs.

The second approach is to use active stakeholder feedback on ideas that drive service development and programme adaptation. However, this means that PES would have to be prepared to address ideas meaningfully. For example, if PES were asking (as a part of its support evaluation) how they could improve, there would need to be follow-up information provided identifying how PES had followed up on the 'innovation' recommendations from stakeholders.

Third, when ideas come from stakeholders, it is important that PES gives credit to those stakeholders for their feedback.

In order to determine PES success in innovation, there are typically three KPIs.

1. Paying attention to **topic trends**. If a topic relevant to PES goes viral, or trends on social

media, paying attention to how the organisation is related to that topic matters. Social media represents an important listening tool for public organisations like PES to gather information about worries, concerns, and interests of critical stakeholders.

2. **Sentiment matters**. Sentiment focuses on the valence (positive, negative, neutral) of stakeholder attitudes about issues. Just because people are discussing a topic either in general, or in relation to PES does not mean that the topic is a positive one for PES. Identifying positive, neutral, and negative brand mentions is vital.
3. **Idea impact** examines the positive mentions, and investigates the scope of conversations that people are having, including how the topic is shared, and how it is discussed.

While these three measures focus on electronic forms of engagement, they can be adapted to other platforms (e.g., face-to-face). Moreover, PES should critically evaluate its existing tools and feedback mechanisms to investigate the most straight-forward ways it can systematically gather stakeholder feedback, develop innovations, and connect those innovations with feedback from stakeholders.

In order to prepare for using the social marketing tool, we have provided the social marketing tool worksheet which guides PES users through the brainstorming process. Below (see Figure 16) is a partially completed version of it as a sample of how it can be approached during the step 2 design strategy process.

### Step 3 – Creating messages summary

In step 3, the focus is on developing and testing specific messaging to support the objectives and the communications and branding strategy. The worksheets and supporting materials are designed to improve the development of stakeholder-centered message strategy and ensure the success of the resources allocated to the campaign. The findings from the benchmarking report (see Figure 17) demonstrate that while some PES are broad and diverse in creating topics to drive both internal and external brand identification, there is an opportunity to better develop these messages to target specific stakeholder groups.

As such, the **central objective for step 3** is to help PES to apply the information from steps 1 and 2 in order to produce effective, action-oriented messaging that appeals to targeted stakeholder groups.

It is recommended that PES use the following tools to ultimately craft messages with impact:

- ▶ **Message framework worksheet**
- ▶ **Creative brief**
- ▶ **Communications & branding plan checklist**
- ▶ **Crafting messages that matter worksheet**

At present, few PES have organised communications strategy documents. To help PES build consistency and accountability, these – and the other strategy development documents – can help to provide PES a more consistent and replicable approach to its communication and brand strategy.

**Step 3** helps PES develop internal and external communications and branding activities that are present to some extent, such as:

- ▶ Personnel News
- ▶ Information about PES
- ▶ Comparisons of PES to other organisations
- ▶ Activities, results, and participation in the PES Network
- ▶ Government and regulatory funding actions affecting PES
- ▶ Changes in PES
- ▶ PES effectiveness

**MESSAGE FRAMEWORK** – process used to determine the value (tangible and intangible) of a product or service for targeted stakeholders. These elements are then used to tailor messages that are adapted to target stakeholders.

**CREATIVE BRIEF** – a document created that guides all work throughout the campaign process. This is typically used to ensure that all people involved in the campaign agree on actions taken, targets, objectives, and core messaging.

**COMMUNICATIONS PLAN** – a document providing information about the project. The plan identifies all main parts of the campaign. This is used in tandem with the creative brief to ensure accountability and transparency in campaign development and implementation.

**CAMPAIGN ACTIVITIES** – a series of coordinated activities designed to achieve the measurable objectives of any campaign.

#### Step 3 additional resources

- Rice, R. E., & Atkin, C. K. (Eds.). (2012). *Public Communication Campaigns*. Sage.
- Punjaisri, K., Evanschitzky, H., & Wilson, A. (2009). Internal branding: An enabler of employees' brand-supporting behaviours. *Journal of Service Management*, 20(2), 209–226.
- Asbury, L. D., Wong, F. L., Price, S. M., & Nolin, M. J. (2008) The VERB campaign: Applying a branding strategy in public health. *American Journal of Preventative Medicine*, 34(6), S183–S187.

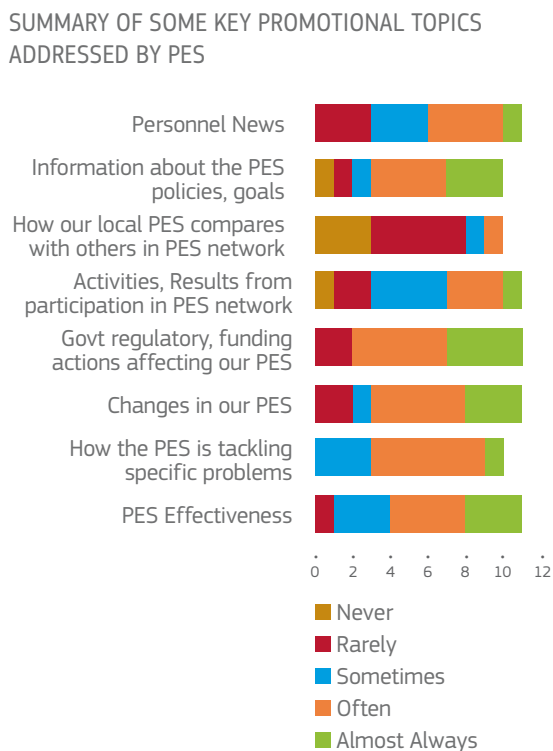
#### Multi-media resources and podcasts

- Introduction to different persuasion theories for message design
  - Theory of Reasoned Action: [https://youtu.be/h\\_\\_rzG5uAmU](https://youtu.be/h__rzG5uAmU)
  - Theory of Planned Behaviour: <https://youtu.be/FSR8UT3cD5A>
  - Extended Parallel Process Model: <https://youtu.be/qy9SHNvGRdU>
  - Elaboration Likelihood Model: <https://youtu.be/400TC0uWhXc>

### Step 3 – Creating messages conceptual background

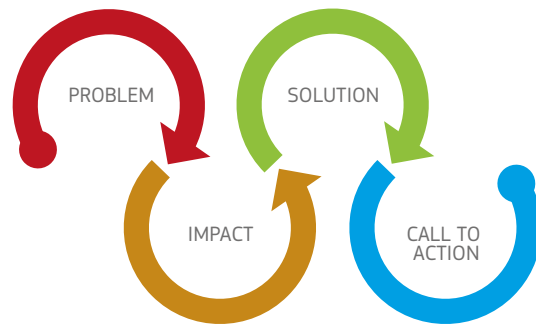
In order to create effective messaging to support, enhance, or re-develop the PES brand, it is important to approach message creation with an aligned and theoretically grounded view. To some extent, PES are already working to promote their brand. For example, Figure 17 (see below) summarises some of the key promotional topics already implemented by PES, based on feedback from the PES Survey in August 2017.

**Figure 17:** Examples of topics to build PES's brand.



An organisation's brand is built on its identity and what it does. Therefore, these topic areas represent the most sensible basis for PES to highlight its successes, challenges, and opportunities. Effective branding brings together information about PES to highlight their successes. For example, VDAB have internal champions in place to advocate for technology changes within organisations. When these are paired with positive success stories from an outcome perspective (e.g., a new technology system leads to greater jobseeker access to information), then these give strategic and brand communications the content to build and develop their reputa-

**Figure 18:** Summary of the structure of persuasion to develop an effective message framework for PES.



tion. Sometimes the brand focus may be internal, and sometimes external. This is because brand development – like strategic communication objectives – is an inside-out proposition. By building a strong and positive brand among employees and partners, PES can build a strong reputation to its purely external stakeholders. The same stories, with modifications to adapt to stakeholder interests, can be used – it just has to be positioned to appeal to different stakeholders.

These findings also demonstrate that while some PES are broad and diverse in creating topics that develop both internal and external brand identification, these approaches are not consistent. For example, relatively few PES report consistently building their brand identification internally with topics like personnel news, information about PES successes, and how the local PES performs, or by celebrating the activities and successes from local endeavours. As has been mentioned before, an inside-out strategy will help PES develop a stronger brand and strategic engagement approach by ensuring that employees are more likely become 'brand champions'<sup>(xv)</sup>.

Therefore, the recommendations for step 3 build on previous steps by supporting the development of a strategic message framework, creative brief, and communication plan checklist, as well as a tool to help PES create messages that matter.

#### Message framework

A message framework is designed to help organisations translate the objectives created in step 2 into crafted messages suitable for the target audiences by working through the problem, impact, solution, and action considerations. As such, it applies more of the stakeholder intelligence devel-



# Message Framework Worksheet

Use this worksheet to craft the core pieces of your message. Remember, you can only have one key message per sheet. This helps you really focus on the needs of the target audiences. Each target audience should have a different message framework created for them. Overlaps can be considered later.

PES Objective: To inform employees facing redundancies of opportunities within the Italian PES

<p><b>Problem Specification:</b> What fact or real-life example, and values will catch the audience's attention?</p>	<p><b>Examples of redundancies and what help was available from PES in the past</b></p>
<p><b>Illustrate the current landscape (why it matters):</b> Personalize/humanize (children, families, etc.)</p>	<p>Pharmaceutical industry in Italy is going through a major restricting and this is causing redundancies, and thus the potential for negative effect on the job market (rise of unemployment rate) and the quality of peoples' lives</p>
<p><b>Describe the solution:</b> Provide a sense of hope. Make the solution achievable.</p>	<p>Variety of activities designed to help in a way that suits everyone, including financial assistance to potential entrepreneurs.</p> <p>(Round tables, wage guarantee fund, training vouchers (EUR 2 000), assessment of needs, counselling and guidance, training and vocational rehabilitation, matching services, support for self-employment when applicable)</p>
<p><b>Define what the individual or groups should do:</b> Provide clear, concrete actions that stakeholder should take to alleviate the problem and enact solution.</p>	<p>Register with PES to explore opportunities, and then sign up for those opportunities most suitable for each individual</p>

**Figure 19:** Demonstration of the beginning of the message framework worksheet with the Italian Welfarma programme as the example.

oped in step 1, and focuses on a traditional problem, solution, action model of persuasion<sup>(xvi)</sup>.

Traditional models of persuasion argue that in order to engage and persuade and motivate audiences sufficiently to act, problems in the status quo must be identified. These problems should be clear and relatable to the targeted stakeholders. However, it is insufficient to merely identify the problems; reasoned arguments must be made in order to demonstrate that the problems matter. This argument has to be tailored to the particular knowledge, values, and beliefs of the targeted stakeholders. Research associated with persuasion has identified that the impact of a message is greatest when there is a problem, and the more that stakeholders believe the problem is related to them, the more likely they will be to join with the organisation to solve the problem. This underlies the relational model for stakeholder engagement discussed in step 1 (see Figure 2).

A focus on problems is meant to prepare the stakeholders to accept a change. This then requires the identification of a solution. For PES, the solution needs to be viewed as relevant to its mission. Finally, in order to activate a stakeholder, there must be suggestions as to what actions they can

take. It is important that these actions are clear and readily achievable by the stakeholder<sup>(xvii)</sup>.

The implementation of this framework brainstorming process is demonstrated in the message framework worksheet pictured below, and provided in attached worksheets.

### Creative brief

The creative brief represents a summary of a substantial amount of the background work and documents used to condense the material from steps 1 and 2 into an action plan for those creating the messages and supporting materials for the communications and branding campaigns. This helps to ensure that the materials produced are consistent with the objectives<sup>(xviii)</sup>. In PES offices, ranging from those in which a single small team will be responsible for the entire process, to larger more centralised offices where large teams are working on strategic and brand communication, creative briefs provide clarity, accountability, and focus for the team. They provide a single document that summarises the key elements of the project, the deliverables, and the expectations. These can function as approval documents, as well as organising documents depending on the particular team and

organisational structure of the PES. However, they are even more vital if the PES uses other internal or even external teams to support the development and implementation of the communications and branding work.

Below is an example of the brief worksheet to assemble the creative brief (see Figure 20).

**Figure 20:** Demonstration of the beginning of a creative brief worksheet for Norway’s mentoring scheme.

### Creative Brief Worksheet

*Creative briefs offer the opportunity to bring together all the elements of the model. Use this sheet to effectively communicate ideas to others on your team who may assist in developing your communication plan.*

<b>PROJECT/DATE:</b>
<b>1. Target Audience(s)</b> Young person with mental health issues looking for employment and help in coping with work environment
<b>2. Objective(s)</b> <ul style="list-style-type: none"> <li>• That s/he can be employed and contribute to society</li> <li>• That s/he should not be discriminated against due to health issues</li> </ul>
<b>3. Obstacles</b> Lack of self-confidence, low self-esteem, and an inability to perform well in the job market.
<b>4. Key Promise</b> If an appointed mentor is a person who has already passed training for becoming a mentor and who has work experience, then the recipient of help will be able to benefit from joining the programme and obtaining employment.
<b>5. Support Statements</b> Because this person is experienced in the industry and the PES user is interested in working and because the mentor has passed training for participating in this programme, PES user will have higher chances of obtaining relevant experience and staying in long-term employment.
<b>6. Tone</b> Empathy, humorous
<b>7. Communication Channels</b> Owned media (email, social media account), 1-on-1 sessions with PES users to encourage them to join the programme
<b>8. Openings</b> 1-on-1 personal sessions, social media, email campaign
<b>9. Creative Considerations</b> Specifically tailored to this group to emphasise their distinctive needs.

### Communications and branding plan checklist

Anytime that a strategic and branding communications plan is developed, it is useful to ensure that all of the components have been developed and delivered before launching the engagement strategy. The checklist pictured here (and included in the worksheets) provides the team with a checklist to

ensure that all materials are assembled and ready to deliver. The purpose of such a checklist is two-fold. First, it provides accountability in the delivery of an effective document. Second, and more importantly, it is designed to help PES to ensure that all aspects of the campaign have been aligned, so that any resources allocated can have maximum impact for PES.

### Crafting messages that matter

Ultimately, all effective strategic and brand **communications activities** must appeal to the stakeholders if they are to be successful. While the message framework helps PES to focus on stakeholder motivations to act, the final component is to ensure that the messages developed appeal directly to the stakeholders. This is through their beliefs and values in relation to PES and the issues surrounding employment, through to the particular words that will trigger a positive response and the PES messaging<sup>(XIX)</sup>.

Fortunately, when time is taken to develop the background research in step 1, this material can be effectively used in order to systematically consider stakeholders’ beliefs and values, as well as what will resonate or appeal to them.

**Figure 21:** Communication and branding plan checklist.

### Communication Plan Checklist

- Background and justification**  
*Including SWOT, PESTLE, risk register, and literature reviews, as needed*
- Program Objectives**
- Communication objectives**  
*Related to overall goals and program objectives*
- Audiences**  
*Including key findings from audience research (primary and secondary)*
- Messages**  
*Pre and post tested*
- Settings and channels**  
*Places you will use to get your message(s) out*
- Activities**  
*Including tactics, materials, and other methods*
- Tracking and evaluation plans**
- Available/needed partners and resources**
- Tasks and timeline**  
*Including persons responsible for each task, date for completion, resources required to deliver each task, and points at which progress will be checked. By topic, detail your activities by medium (paid, earned, and web) in a timeline.*
- Budget**  
*Overlay timeline with communication budget (€ and %) by month or quarter to help assess match between strategies and spend.*

**Figure 22:** Beginning of crafting messages that matter for UK PES users.

## Crafting Messages That Matter Worksheet

It's important that the core messages (see the message framework worksheet) are effectively adapted to the key audiences. For each audience that you intend on reaching out to with your campaign, you need to take the core message objective and talking points you have already created in the framework worksheet and consider the critical factors for adapting that message to the audience(s). Replicate this worksheet for each of your message objectives. Add additional rows for audiences.

Core Message Objective:

Audience	Audience Needs	Audience Priorities	Core Audience Beliefs	Core Audience Values	Words That Resonate	What Appeals to the Audience	How should you talk about your project with each audience?
<b>PES users</b>	employment	Finding employment while keeping benefits	PES is an extended hand of the Government and does not aim to help its users	Living wage for every job	Living wage	Help in finding employment (e.g. writing CVs, concrete advice on where to look and how to write applications)	Explain in one to one sessions when signing up for benefits and job seeker allowance what support is available, how the online system works and direct to training as per personnel needs

### Step 4 – Mobilising and monitoring summary

Step 4 focuses on implementing the communication plan and evaluating its success with appropriate **measurement tools**. It involves applying the design and message strategies and evaluation techniques developed in steps 2, 3 and 4 and tracking them throughout the communications campaign (this can be broad organisational communications campaign or applied to a specific initiative). Mobilising and monitoring are vital components of any strategic campaign and approaching it systematically better allows PES to systematically monitor the progress of the communications initiative to identify any strategic changes that need to be made, demonstrate return on the investment of resources, and direct (or re-direct) resources throughout the campaign. These activities allow PES to definitively know and demonstrate whether it has met its

For **step 4**, there is some evidence of mobilising and monitoring practices outside of the communications domain in PES activities like Luxembourg's Jobelo! programme, Norway's mentoring scheme, Bulgaria's support for the retirement programme, and Austria's programme to support older jobseekers, where the progress of jobseekers is monitored in order to better support them.

This step takes these principles, vital to public service programme approval and accountability, and applies them in a communications and branding context.

**MEASUREMENT TOOLS** – a set of data collection and analysis practices and tools used to measure the progress and success of the campaign against its measurable objectives. For example, a questionnaire of attitudes, retweets of messages, or document downloads could all be measures of a campaign's objectives.

**SUCCESS THRESHOLD** – in setting measurable objectives, the developers of strategic and brand communication plans should identify specific delineations of campaign success. Thresholds will be set based on evidence-based evaluations of reasonable and realistic levels of measurable objective achievement. These are measured and evaluated with the measurement tools. The threshold is, therefore, an evaluation of a campaign's measurable success.

**MEDIA RELATIONS** – refers to the organisational and personal relationships that an organisation and its representatives are able to develop with specific journalists and media outlets. It is both a process as well as a type of relationship.

**success threshold.** It also provides guidance for regular monitoring and sharing campaign best practices.

As such, the **central objective for step 4** is to establish an accessible and simple objective tracking and monitoring scheme.

It is recommended that PES use the objective tracking and monitoring worksheet discussed and provided in the worksheet files. This worksheet provides the basis for not only mobilising and monitoring the communication and branding activities for each PES, but it provides the groundwork for the evaluation of each initiative to enable a focus on transferable lessons. More directly, the worksheets themselves provide effective and transparent measures for strategic and brand communications planners to use, and for different levels of PES management (local, national, and EU-wide) to be able to evaluate programmatic success.

#### **Step 4 – Mobilising and monitoring conceptual background**

Step 4 focuses on implementing the communication plan and evaluating its success. As such, this step builds on the previous work. However, it also represents a distinctive and systematic appraisal, allowing PES to monitor the progress of the communications initiative, identifying any strategic changes that need to be made, demonstrating return on the investment of resources, and directing (or re-directing) resources throughout the campaign. It also provides guidance for

There is already good evidence of mobilising and monitoring in PES activities, such as Luxembourg's Jobelo! programme, Norway's mentoring scheme, Bulgaria's support for retirement programme, and Austria's programme for supporting older jobseekers. In these programmes, the progress of the jobseeker is monitored in order to provide better support. This step takes mobilising and monitoring principles, and applies them in a communications context. However, as Figures 3 and 17 demonstrate, there is limited evidence of this explicit level of mobilising and monitoring for communications activities in PES.

the regular monitoring and sharing of campaign best practices. In particular, for a government organisation that must gain approvals and show accountability at multiple levels, an effective mobilisation and monitoring approach provides this information 'at a glance'.

In the context of government communications, effective communication and monitoring functions as a policy tool for government organisations to promote their mission and justify the work they have done<sup>(xx)</sup>. However, such efforts should not take more time than the development and implementation of the campaign – they should provide information 'at a glance', in order to monitor and evaluate the programme. For this reason, we recommend using a monitoring worksheet (see Figure 23) to ground the monitoring effort.

#### **Step 4 additional resources**

- Rice, R. E., & Atkin, C. K. (Eds.). (2012). *Public Communication Campaigns*. Sage.
- Howett, M. (2009). Government communication as a policy tool: A framework for analysis. *Canadian Political Science Review*, 3(2), 23-37.
- Grier, S., & Bryant, C. A. (2005). Social marketing in public health. *Annual Review of Public Health*, 26, 319-339.
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. *American Journal of Community Psychology*, 13(6), 693-713.
- Wright, B. E. (2007). Public service and motivation: Does mission matter? *Public Administration Review*, 67(1), 54-64.



# Objective Tracking, Monitoring Worksheet

**Figure 23:** Objective tracking and monitoring worksheet.

For each critical audience, complete the worksheet to be able to document the campaign's development.

Campaign Elements	Planned Activity(ies)	Mid-Course Corrections
<b>Target Audience</b>	Summarise the key audience	Did you narrow the audience at all?
<b>Measurable Objectives for the Audience</b>	Specify the measurable objective(s) for the audience (see the guidance on the previous page).	Identify any modifications made to your MO's as a result of activities.
<b>Measurement Tools</b>	For each measurable objective identified, specify measurement tools or methods. <ul style="list-style-type: none"> <li>Indicate appropriate pre-campaign measures relevant to each objective.</li> </ul>	Identify any modifications made to your measurement approach as a result of activities. <ul style="list-style-type: none"> <li>Indicate mid-campaign measures relevant to each objective</li> </ul>
<b>Success Thresholds</b>	For each measurable objective identified, specify specific success thresholds based on measurement tools identified.	Identify any modifications made to your success thresholds as a result of activities.
<b>Direct Stakeholder Engagement Plan</b> <small>This should be aligned with your MOs</small>	<ul style="list-style-type: none"> <li>Identify any platforms (any type of media, f-t-f, mediated, or social media methods used)</li> <li>Identify who's responsible for what platforms</li> <li>Identify frequency of engagement activities</li> </ul>	Identify any modifications made to your engagement plan.
<b>Media Relations Plan</b> <small>This should be aligned with your MOs and relevant to your particular audience.</small>	<ul style="list-style-type: none"> <li>Identify any particular influencers you plan to contact and the method and materials you'll use to reach out to them</li> <li>Identify any promotional outlets that you're going to approach for coverage and the method and materials you'll use to reach out to them</li> </ul>	Identify any modifications made to your media relations plan.
<b>Materials Development Plan</b>	<ul style="list-style-type: none"> <li>Identify the materials you're going to produce.</li> <li>Identify who will be responsible for producing each piece.</li> <li>Identify how materials will be reviewed internally before submitting/publishing them.</li> </ul>	Identify any modifications made to your materials development plan.
<b>Timeline</b>	<ul style="list-style-type: none"> <li>Outline the specific timeline that you will use to execute all aspects of your campaign.</li> </ul>	Identify any modifications made to your timeline after the start of the campaign.

## Step 5 – Evaluating and evolving summary

At the conclusion of any strategic and brand communication initiative, the **summative evaluation** of the initiative's success is evaluated so that it loops back to the needs assessment/identification as illustrated in the figure in Appendix A (see Figure 30). The central purpose of the process is to introduce and/or take an auditing approach, similar to that used in other domains by the PES Network. This allows PES to share best practices and apply them to the strategic and brand communication and reputation building efforts. This also enables PES to improve their own communication outcomes and provide each other support and guidance based on experiences.

For **step 5**, during the survey of the PES Network, the following PES offered feedback identifying best practices – and the development of their own practices – Croatia, Denmark, France, Spain, Luxembourg, Romania, Slovenia, Slovakia, the Netherlands, Lithuania, Hungary, Ireland, Greece, Germany, the Czech Republic, Austria, Bulgaria, Cyprus, Iceland, Malta, Norway, and Poland. See Figures 3, 17, 25-29, 31-32 for summaries of this information.

While this reflective exercise may not be commonplace in PES, this kind of knowledge exchange can be developed with consistent tool application and information sharing practices.

**SUMMATIVE EVALUATION** – represents the final assessment of a campaign's outcomes, relative to its intended and unintended effects. Its intended effects focuses on the assessment of how effectively the campaign was able to meet its measurable objectives based on the thresholds established before the campaign (and potentially adjusted during the campaign). Its unintended effects recognizes that often campaigns may result in outcomes (both positive and negative) that were not foreseen. Summative evaluation is used as a way for organisations to critically reflect on the campaign in order to determine action-steps and future campaign development.

At the this stage, PES should not be introducing new mechanisms and new tools, but using existing documentation, based on the work already produced, in order to provide evidence for the outcomes of the communication and branding efforts. This allows PES to critically reflect on the appropriateness of the objectives, methods for engagement, and factors affecting the outcomes.

As such, the **central objective for step 5** is to provide evidence of the campaign's outcomes relative to its needs identification in step 1, as well as its specific communication and/or branding objectives. This provides the basis for organisational learning within and between PES. It also provides accountability and demonstrates best practice.

It is recommended that PES use the Campaign Evaluation Worksheet (figure 24) provided to standardise and routinise evaluation as a normative practice.

## Step 5 – Evaluating and evolving conceptual background

The last stage should include a reassessment of the SWOT, PESTLE, and/or Risk Registers produced in step 1 to re-evaluate the PES position. This is why the evaluation and evolution step directly connects back to step 1, because the concluding activity for all communications and branding activities is a re-assessment of the same concepts. From a practical perspective, the question of whether a weakness has been counteracted or shifted into an organisational strength can be answered by critically evaluating the thresholds for success established in creating measurable objectives. In a business context, this is discussed as the evaluation of the return on investment. However, in a public sector context the same language and perspective is often even more important because accountability for public funds spent must be demonstrated. The campaign evaluation worksheet provides PES with a structured method for analysing the relative success of the strategic and brand communications initiative in meeting the needs established by step 1.

Moreover, targeted stakeholders should be re-mapped based on the campaign activities, and any changes in connected stakeholders should be noted following the same procedures as initially used in step 1. These provide PES with critical intelligence about the effectiveness of the campaign, as well as identifying lessons learned. For campaigns focused on internal brand development, organisational learning is one of the most critical outcomes; it is how the organisation can take the information from employee engagement and adapt it in order to improve<sup>(xxi)</sup>. Likewise, for externally-focused branding and strategic communication development, evaluation activities should help the organisations better respond to their operational environments<sup>(xxii)</sup>.

### Step 5 Additional Resources

- Rice, R. E., & Atkin, C. K. (Eds.). (2012). *Public Communication Campaigns*. Sage.
- Valente, T. W., & Kwan, P. P. (2001). Evaluating communication campaigns. *Public Communication Campaigns*, 4, 105-124.
- Noble, P. (1999). Towards an inclusive evaluation methodology. *Corporate Communications: An International Journal*, 4(1), 14-23.
- Brown, J. D., & Einsiedel, E. F. (1990). Public health campaigns: Mass media strategies. *Communication and Health: Systems and Applications*, 153-170.
- Tsang, E. W., (1997). Organizational learning and the learning organization: A dichotomy between descriptive and prescriptive research. *Human Relations*, 50(1), 73-89.

However, as a way of closing the campaign itself, the objective tracking and monitoring procedure, using a formal summative campaign evaluation and the lessons learned, provides clear and consistent documentation for PES strategic and brand communications initiatives. Essentially, this provides a reflective document that can be used for PES campaign development at all levels in the future. Summative evaluation is a standard procedure in communication and branding campaign execution<sup>(xxiii)</sup>.

As such, the worksheet imaged below (see Figure 24) draws together the data from step 4 and the communication planning from step 2, in order to identify the campaign’s successes and shortcomings, and focus on providing an evidence-based method for evaluating the campaign.

**Concluding remarks**

From the review of PES practices, documentation, and feedback from the PES members it has been possible to integrate this understanding with contemporary insights of strategic and brand communication theory and practice. At this point, each PES should critically reflect on its existing strategic and brand communications practices to evaluate whether existing practices can be adapted to this

process and for each PES to diagnose its most appropriate first steps. For most, it would be to compare its practices against the recommendations, evaluate its resources, and prioritise what is possible and practical for moving forward.

From this knowledge base, the customised toolkit has been developed to support the PES Network membership in improving their internal and external communications. Further information and resources can be accessed from a range of online resources by contacting the advisors (main contact: Professor Ralph Tench, [r.tench@leedsbeckett.ac.uk](mailto:r.tench@leedsbeckett.ac.uk)), or through open resources and information about communication from representative bodies and research associations:

EUPRERA (European Public Relations Research and Education Association) [www.euprera.eu](http://www.euprera.eu)

European Association of Communication Directors [www.eacd-online.eu](http://www.eacd-online.eu)

ECREA (European Communication Research and Education Association) <http://www.ecrea.eu/>

Links to national associations for communications across Europe: <https://www.cipr.co.uk/content/european-public-relations-association-websites>

**Figure 24: Campaign evaluation worksheet.**

## Campaign Evaluation Worksheet

Copy and paste the planned activities and mid-course corrections information from your objective tracking and monitoring worksheet into this document and then complete the last two columns.

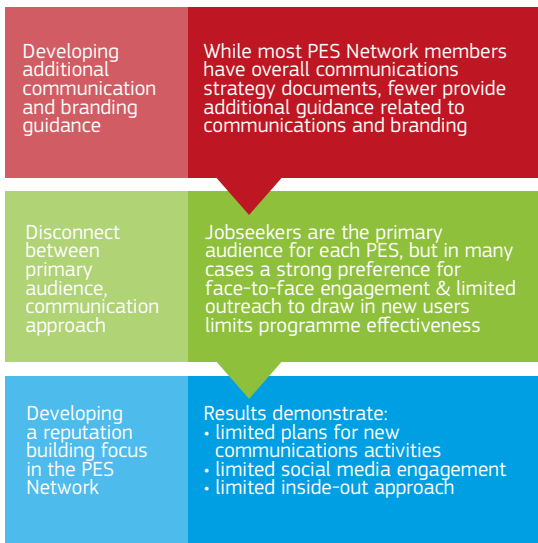
Campaign elements	Planned activity(ies)	Mid-course corrections	Summative evaluation	Lessons learned, adaptations required
<b>Target audience</b>	Summarise the key audience	Did you narrow the audience at all?	What was the final audience focus for the campaign?	For each row, identify lessons learned, adaptations for
<b>Measurable objectives for the audience</b>	Specify the measurable objective(s) for the audience (see the guidance on the previous page).	Identify any modifications made to your MO's as a result of activities.	What were the final objectives for the campaign?	future campaigns that should be enacted.
<b>Measurement tools</b>	For each measurable objective identified, specify measurement tools or methods. <ul style="list-style-type: none"> <li>Indicate appropriate pre-campaign measures relevant to each objective.</li> </ul>	Identify any modifications made to your measurement approach as a result of activities. <ul style="list-style-type: none"> <li>Indicate mid-campaign measures relevant to each objective</li> </ul>	Identify final measurement tools/ methods used. <ul style="list-style-type: none"> <li>Indicate final measures relevant to each objective</li> </ul>	
<b>Success thresholds</b>	For each measurable objective identified, specify specific success thresholds based on measurement tools identified.	Identify any modifications made to your success thresholds as a result of activities.	Were success thresholds met for each measurable objective?	
<b>Direct stakeholder engagement plan</b> <small>This should be aligned with your MOs</small>	<ul style="list-style-type: none"> <li>Identify any platforms (any type of media, f-t-f, mediated, or social media methods used)</li> <li>Identify who's responsible for what platforms</li> <li>Identify frequency of engagement activities</li> </ul>	Identify any modifications made to your engagement plan.	Provide final summary of platforms used and brief narrative summarising measures from above.	
<b>Media relations plan</b> <small>This should be aligned with your MOs and relevant to your particular audience.</small>	<ul style="list-style-type: none"> <li>Identify any particular influencers you plan to contact and the method and materials you'll use to reach out to them</li> <li>Identify any promotional outlets that you're going to approach for coverage and the method and materials you'll use to reach out to them</li> </ul>	Identify any modifications made to your media relations plan.	Identify final influencers and outcomes of media relations plan.	

# Appendix A

## What do PES do and say in 2017?

As part of a benchmarking report, all PES Network members were invited to participate in a brief survey about their strategic communications practices, stakeholders, and priorities. Nearly half of PES Network Member States responded to the questionnaire. The PES Network members who responded include those from Austria, Denmark, Belgium, Estonia, Germany, Hungary, Iceland, Italy, Poland, Portugal, Slovakia, Slovenia, and Spain.

Based on these findings there are three actionable conclusions:



**Figure A1:** Summary of key findings from questionnaire

**Figure A2:** Open-ended question, respondents indicated the types of additional communication and branding materials used in their nation's PES.

### ADDITIONAL PES MEMBER GUIDANCE DOCUMENTS RELATED TO COMMUNICATIONS AND BRANDING



These results are meant to provide an initial barometer for reflection by those PES members who responded, as well as those who did not respond. The degree to which each of these is applicable to any particular PES should be a matter for local reflection and discussion; however, these represent the most common themes emerging across the responses to the initial questionnaire.

Overall, responses from PES members indicate that most have a strategic and/or brand communications document. However, what also emerges is that there is limited additional documentation and guidance for PES members developing their own campaigns.

In part, this suggests that the development of communications and branding resources for PES members is appropriate. But also, in part, this data suggests that the PES Network should be building a best practice framework to facilitate sharing best practices among PES Network members.

This framework would be feasible given that the majority of PES Network members have some level of central coordination and/or support for communication activities.

Of the nations feeding back, only one indicated that the communication function was completely devolved to the regions with little guidance or support from the central PES agency in the nation.



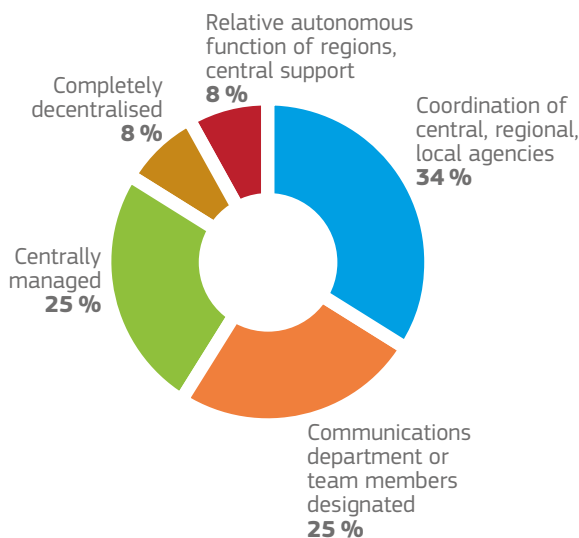


This suggests that for most PES Network members, a cohesive set of communication and branding activities can be readily developed.

Feedback from PES Network members clearly demonstrates that jobseekers are, of course, viewed as PES’s primary stakeholders. Yet, in analysing the channels of communication used, all PES report universal use of direct communications channels (e.g., face-to-face, email, telephone) and regular website updates, while active engagement on social media and the use of multi-media were less universal. Only three respondents identified active engagement on social media as one of the best channels for communicating with their stakeholders. While most members report having at least one social media outlet (usually Facebook), fewer reported using multiple social media outlets, and only Spain identified a strong focus on social media engagement to target its critical stakeholders. This suggests that while PES Network members are most likely to have excellent information resources available on their own websites and intranet sites, from a strategic and branding communications perspective, the defacto strategy is probably not effectively building relationships with new users, developing PES’s reputation, or improving PES’s brand familiarity.

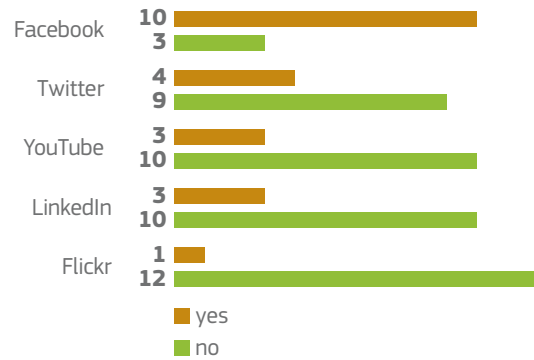
**Figure A3:** Open-ended question, respondents indicated the overall way that communication activities are managed within their nation’s PES.

OVERALL ORGANISATION OF COMMUNICATION AND BRANDING IN PES NETWORK MEMBERS



**Figure A4:** Open-ended question, respondents included official social media outlets for their PES

SOCIAL MEDIA OUTLETS USED BY PES MEMBERS



Feedback from PES Network members about their communication activities indicates that nearly half of those responding had no specific plans to expand their existing communications strategy or develop new particular activities. In addition, one PES is focusing its communications efforts on developing technologies supporting PES activities and not specifically targeting strategic and brand communication initiatives. Certainly, there are some great examples of PES Network members looking to continually improve and update their communication plans, expand their social media engagement, or even develop a communications strategy and campaigns for the first time.

Second, there are certainly opportunities to improve most PES’s social media engagement as a way to more effectively target their critical stakeholders as previously discussed. These data indicate that only one PES had no social media platforms used and all others had, at least, Facebook. While Facebook is the most important social media outlet, based on European usage rates, it still only covers – at most – 48% of the total population<sup>(xxiv)</sup>, suggesting that a multi-channel method of engagement remains best practice.

Third, this data also suggests that the PES Network has an opportunity to develop a stronger inside-out approach to their strategic communications initiatives. Any organisation’s members are its best brand ambassadors. Employees are the face of the organisation for the users, especially so in the case of a PES, where much of the service provided relies on strong direct communication with different stakeholder groups ranging from jobseekers to members of the media, government, and community groups, to

name just a few. This means that building reputation and branding initiatives should begin internally.

While there are some weaknesses in the PES Network’s communication, reputation, and branding efforts, there are also opportunities to develop PES capacity as well. Aside from targeting engagement activities to channels that invite new users to use PES resources, reassuring existing users that the PES is responsive to their needs, and responding to any criticisms of the PES as they happen, we have identified three areas to better develop reputation and branding activities:

- ▶ Identifying specific plans for new communications activities
- ▶ Improving social media engagement
- ▶ Developing a stronger inside-out approach to communications and branding

PES respondents also highlight some of the topics that the PES Network could talk about in order to build a strong, transparent and positive brand. However, in most cases, these are insufficiently developed in the typical PES (see Figure A5). In addition, while PES members may rely strongly on direct interactions at the Network, national, regional, and local levels, this data also suggests that there were areas for leaders to improve in communicating about PES activities. These areas ranged from its goals, its approaches in coordinating with its employees, the larger PES Network, and mission-essential people and organisations outside their PES (see Figure A6 below). That is not to say there were negative evaluations; simply areas for improvement.

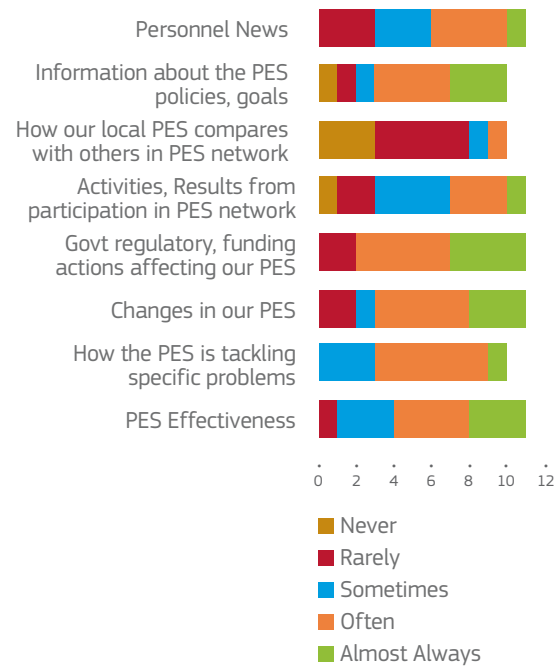
**Figure A5:** Open-ended questions, respondents indicated what, if any, specific communications-related plans were upcoming for their PES.

PES PLANS FOR ADDITIONAL/NEW COMMUNICATIONS ACTIVITIES



**Figure A6:** Topics were provided to respondents and they were asked to rate the frequency with which their PES ‘typically’ addressed them in communications.

SUMMARY OF SOME KEY PROMOTIONAL TOPICS ADDRESSED BY PES



Likewise, the summary of PES Network strategic and branding communication efforts also suggests that while the PES Network members feel their present communication efforts have improved key reputational outcomes for them, there was also room for improvement in the outcomes as well, particularly with regards to successfully developing PES participation amongst diverse groups (e.g. community, professionals) representing their target populations.

Upon reflection of the PES strategic and brand communications, there are clear strengths and weaknesses. Moreover, to produce this toolkit, more than 22<sup>(xxv)</sup> communications toolkits from across a range of public sector institutions (e.g., healthcare, charity, non-governmental organisations, security, police, and community services) from 12 nations (US, UK, EU nations, and Africa) and major international organisations like the UN and World Bank, along with 13 designed for corporations in five different countries have been reviewed. Finally, PES documentation since 2007 on strategic communications has been reviewed. These are reflected in our best practice recommendations as well as the process orientation

that may guide PES practitioners through basic communication and promotion strategy development.

Additionally, in a review of PES documentation on communication practices and policies, we found no strategic communications toolkit; however, from 2007 to 2016<sup>(xxvi)</sup> there have been a number of policy documents and recommendations supporting the interest in and need for a more formalised

**Figure A7:** Summary of critical PES policy documents, recommendations regarding communications

<p><b>2007</b> Action Programme Review for Communication &amp; Networking in PES</p>	<ul style="list-style-type: none"> <li>• Improve political learning process, knowledge transfer</li> <li>• Improve recognition for EU's role in employment, social affairs</li> <li>• Improve communication deficits between EU, citizens</li> </ul>
<p><b>2008</b> Gellis Report on Communication in PES in Europe</p>	<ul style="list-style-type: none"> <li>• Evaluation of communication strategy</li> <li>• Findings:               <ul style="list-style-type: none"> <li>• Comm Strategy doesn't support policy goals</li> <li>• Tools, activities don't deliver</li> <li>• Organisational arrangements don't effectively use resources</li> </ul> </li> </ul>
<p><b>2015</b> Youth Outreach Project</p>	<ul style="list-style-type: none"> <li>• Best practice recommendations for communicating with younger stakeholders</li> <li>• Focusing on a multi-channel strategy</li> <li>• Customising communication strategies for different groups</li> </ul>

and guided process to improving PES Network members' local, national, and EU-wide brand communication efforts (see also Figure A7).

There are three additional documents that help to establish a framework within PES for customisation and development of a communications toolkit. These documents include:

- ▶ A 2014/15 document that sets out an operational premise to focus on central steering in PES, but with local autonomy. This provides a clear direction for developing localised communications strategies based on some central organisation/ branding.
- ▶ A 2015 benchmarking exercise in Flanders focusing on an external assessment of the site location focusing on its ability to meet its mission – in particular focusing on development of services for vulnerable groups.
- ▶ A 2016 paper measuring customer satisfaction with PES that is a very comprehensive analysis of PES users measuring effectiveness, efficiency, and satisfaction across PES EU-wide. While this focuses on core organisational objectives, its application to understanding branding and promotion strategies is rich.



# Appendix B

## PES case study: good, existing practice

An important question to ask concerns what PES is already doing that can help to drive strategic communication innovations. One of the benefits of developing a toolkit for PES that includes small samples from PES's work across the EU is highlighting applicable practice. This second appendix represents the start of a case study series of outreach efforts so that other PES organisations might identify opportunities for strategic brand communication development. These have not been included in the main text, but are a resource for future collaboration and sharing of best practices.

### Targeting specific groups: 'Expeditie Work' (NL)

On 9 October 2012, the Dutch Public Employment Service UWV launched the website 'Expeditie Work'<sup>1</sup>

(Expedition Work). This is an online gaming website specifically targeted at younger unemployed job-seekers with lower and average education levels. The game aims to aid these jobseekers improve their job-seeking skills and ultimately find employment.

In terms of positioning the online game, UWV made several important branding related decisions:

1. The game is hosted at its own web address (URL), rather than as a domain within the general PES website.
2. The site is designed in a very distinct visual style, rather than following UWV's corporate identity guidelines.
3. UWV specifically choose to launch an online game, rather than creating a more traditional website with information, guides and 'how-to's'.

These choices stem from a number of factors. The first is that younger generations of jobseekers tend to be less inclined to use UWV's regular website<sup>2</sup>. This obstacle created the need to target this group differently from other target groups. The second was the finding from UWV's internal research indicating that 90% of the target group plays online games, creating an opportunity to connect to younger people's behaviours. The third was the sharp increase in youth unemployment during the recent economic crisis, creating a threat for the

Figure A8: Expedition Work website (left) versus regular UWV website (right).



**Figure A9:** Expedite work from 2013<sup>3</sup>, 2014<sup>4</sup>, 2015<sup>5</sup>, 2016<sup>6</sup>. Not pictured, 2017: 14,000 (Jan-Apr)<sup>7</sup>

#### PROGRAMME USERS



UWV in its ability to successfully guide jobseekers towards new employment.

Expedition Work proved to be an immediate success. All jobseekers under 30 were pointed to the website and large numbers of youth jobseekers used the site to improve their skills and thus increase their changes to find employment. In the first (full) year of deployment, Expedition Work attracted 55 000 unique users (see below for the unique users between 2013 and 2017). While the number of users has declined after the initial success, the online game continues to be used by over 40 000 jobseekers annually.

- 1 <https://www.uwv.nl/overuwv/pers/persberichten/2012/uwv-lanceert-online-sollicitatiegame.aspx>, see <http://www.expeditiwerk.nl>
- 2 <http://www.binnenlandsbestuur.nl/digitaal/nieuws/online-sollicitatiegame-uwv-voor-jongeren.8503395.lynkx>
- 3 Source: annual report UWV 2013
- 4 Source: annual report UWV 2014
- 5 [http://2015.uwvjaarverslag.nl/jaarverslag/werkvinden/a1103\\_Aanpak-jeugdwerkloosheid](http://2015.uwvjaarverslag.nl/jaarverslag/werkvinden/a1103_Aanpak-jeugdwerkloosheid)
- 6 Source: annual report UWV 2016
- 7 [https://jaarverslag.uwv.nl/FbContent.ashx/pub\\_1001/downloads/v1707201349/UWV\\_Viermaandenverslag\\_2017.pdf](https://jaarverslag.uwv.nl/FbContent.ashx/pub_1001/downloads/v1707201349/UWV_Viermaandenverslag_2017.pdf)

## Sources

- I Olsson, E. K. (2014). Crisis communication in public organisations: Dimensions of crisis communication revisited. *Journal of Contingencies and Crisis Management*, 22(2), 113-125.
- II Wukich, C., & Mergel, I. (2015). Closing the Citizen-Government communication gap: Content, audience, and network analysis of government tweets. *Journal of Homeland Security and Emergency Management*, 12(3), 707-735.
- III Vendelo, M. T. (1998). Narrative corporate reputation: Becoming legitimate through storytelling. *International Studies of Management and Organization*, 28(3), 120-139.
- IV Diers AR: Reconstructing stakeholder relationships using 'corporate social responsibility' as a response strategy to cases of corporate irresponsibility: The case of the 2010 BP spill in the Gulf of Mexico. In: *Corporate Social Irresponsibility: A Challenging Concept*. Edited by Tench R, Sun W, Jones B, vol. 4. United Kingdom: Emerald; 2012: 177-206.
- V Diers AR: Reconstructing stakeholder relationships using 'corporate social responsibility' as a response strategy to cases of corporate irresponsibility: The case of the 2010 BP spill in the Gulf of Mexico. In: *Corporate Social Irresponsibility: A Challenging Concept*. Edited by Tench R, Sun W, Jones B, vol. 4. United Kingdom: Emerald; 2012: 177-206.
- VI Heath RL: Issues management: Its past, present, and future. *Journal of Public Affairs* 2002, 2(2):209-214.
- VII Claes F, Rust RT, Dekimpe MG: The effect of consumer satisfaction on consumer spending growth. *Journal of Marketing Research* 2010, 47(1):28-35.
- VIII Uccello C: Social interest and social responsibility in contemporary corporate environments. *Journal of Individual Psychology* 2009, 65(4):412-419.
- IX Hong S, Yang S, Rim H: The influence of corporate social responsibility and customer-company identification on publics' dialogic communication intentions. *Public Relations Review* 2010, 36(2):196-198.
- X Roper, S., & Fill, C. (2012). *Corporate Reputation: Branding and Communication*. London: Pearson Education Limited.
- Fischer, M., Volckner, F., & Sattler, H. (2010). How important are brands? A cross-category, cross-country study. *Journal of Marketing Research*, 47, 823-839.
- XI Nowak, G. J., & Siska, M. J. (1995). Using research to inform campaign development and message design: Examples from the 'America Responds to AIDS' campaign. In E. M. R. L. Parrott (Ed.), *Designing health messages: Approaches from communication theory and public health practice* (pp. 169-185). Thousand Oaks, CA: Sage.
- Malekafzali, H., Eftekhari, M., Hejazi, F., Khojasteh, T., Noot, R., Falahat, K., & Faridi, T. (2010). The effectiveness of educational intervention in the health promotion in elderly people. *Iranian Journal of Public Health*, 39(2), 18-23.
- Mannetti, L., Biacomantonia, M., Higgins, E., Pierro, A., & Kruglanski, A. W. (2010). Tailoring visual images to fit: Value creation in persuasive messages. *European Journal of Social Psychology*, 40(2), 206-215.
- XII Liu, B. F., Jin, Y., & Austin, L. L. (2013). The tendency to tell: Understanding publics' communicative responses to crisis information form and source. *Journal of Public Relations Research*, 25(1), 51-67.
- Nyffenegger, B., Krohmer, H., Hoyer, W. D., & Malaer, L. (2015). Service brand relationship quality: Hot or cold? *Journal of Service Research*, 18(1), 90-106.
- XIII Einwiller, S. A., & Steilen, S. (2015). Handling complaints on social network sites—An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies. *Public Relations Review*, 41(2), 195-204.
- XIV Pilz, D., & Gewalt, H. (2013). Does Money Matter? Motivational Factors for Participation in Paid-and Non-Profit-Crowdsourcing Communities. In *Wirtschaftsinformatik*, Leipzig, Germany (p. 37).
- Kärkkäinen, H., Jussila, J., & Multasuo, J. (2012, October). Can crowdsourcing really be used in B2B innovation?. In *Proceeding of the 16th International Academic MindTrek Conference* (pp. 134-141). ACM.
- Mergel, I., & Desouza, K. C. (2013). Implementing open innovation in the public sector: The case of Challenge. gov. *Public administration review*, 73(6), 882-890.
- XV Lohndorf, B., & Diamantopoulos, A. (2014). Internal branding: Social identity and social exchange perspectives on turning employees into brand champions. *Journal of Service Research*, 17(3), 310-325.
- XVI Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *The Journal of Marketing*, 3-12.
- Kim, J. N., & Grunig, J. E. (2011). Problem solving and communicative action: A situational theory of problem solving. *Journal of Communication*, 61(1), 120-149.

- Cho, K. L., & Jonassen, D. H. (2002). The effects of argumentation scaffolds on argumentation and problem solving. *Educational Technology Research and Development*, 50(3), 5-22.
- xvii Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.
- xviii Hill, R., & Johnson, L. W. (2003). When creativity is a must: professional 'applied creative' services. *Creativity and innovation management*, 12(4), 221-229.
- Hill, R., & Johnson, L. W. (2004). Understanding creative service: a qualitative study of the advertising problem delineation, communication and response (APDCR) process. *International Journal of Advertising*, 23(3), 285-307.
- Blakeman, R. (2014). *Integrated marketing communication: creative strategy from idea to implementation*. London: Rowman & Littlefield.
- xix Hurley, R. F., Gillespie, N., Ferrin, D. L., & Dietz, G. (2013). Designing trustworthy organizations. *MIT Sloan Management Review*, 54(4), 75.
- Aizen, I. (2005). *Explaining intentions and behavior: Attitudes, personality, and behavior* (Vol. 2nd). Berkshire, England: McGraw-Hill Education.
- Folkes, V. S., & Karmins, M. A. (1999). Effects of information about firms' ethical and unethical actions on consumers' attitudes. *Journal of Consumer Psychology*, 8(3), 243-259.
- xx Howlett, M. (2009). Government communication as a policy tool: A framework for analysis. *Canadian Political Science Review*, 3(2), 23-37.
- Grier, S., & Bryant, C. A. (2005). Social marketing in public health. *Annu. Rev. Public Health*, 26, 319-339.
- xxi Barker, R. T., & Camarata, M. R. (1998). The role of communication in creating and maintaining a learning organization: Preconditions, indicators, and disciplines. *The Journal of Business Communication* (1973), 35(4), 443-467.
- Serrat, O. (2017). Building a learning organization. In *Knowledge solutions* (pp. 57-67). Springer Singapore.
- xxii Burke, W. W., & Noumair, D. A. (2015). *Organization development: A process of learning and changing*. Upper Saddle River, NJ: FT Press.
- Carroll, C. E. (Ed.). (2015). *The handbook of communication and corporate reputation* (Vol. 49). Oxford, England: John Wiley & Sons.
- Lenhart, J., Bouteligier, S., Mol, A. P., & Kern, K. (2014). Cities as learning organisations in climate policy: the case of Malmö. *International Journal of Urban Sustainable Development*, 6(1), 89-106.
- xxiii McHugh, P., McHugh, P., Domegan, C., & Domegan, C. (2017). Evaluate development! Develop evaluation! Answering the call for a reflexive turn in social marketing. *Journal of Social Marketing*, 7(2), 135-155.
- Glass, J. (2017). 'Advocates Change the World; Evaluation Can Help': A Literature Review and Key Insights from the Practice of Advocacy Evaluation. *Canadian Journal of Program Evaluation*, 32(1).
- xxiv <https://wearesocial.com/uk/special-reports/digital-in-2016>
- xxv Examples of communication toolkits reviewed include:
- ▶ <http://www.healthcaregeorgia.org/communication-toolkit/communication-101/introduction-to-communication.cfm>,
  - ▶ <http://www.thehealthcompass.org/sbcc-tools/p-process>,
  - ▶ <http://documents.worldbank.org/curated/en/973841468149672588/Strategic-communication-for-development-projects-a-toolkit-for-task-team-leaders>,
  - ▶ & <http://www.interact-eu.net/download/file/fid/5047>
- xxvi Relevant PES documents included:
- ▶ 2007 Aktionsprogramm der gemeinschaft im bereich Beschäftigung und soziale Solidarität: Kommunikatiionsaktivitäten und Netzarbeit im Rahmen von Progress.
  - ▶ 2008 Gellis Recommendations on a CN Strategy for Progress
  - ▶ 2008 Gellis: Evaluation of the Communication of the Employment in Europe Report
  - ▶ 2008 Gellis: Improving Information and Communication on the Social Inclusion Process
  - ▶ 2013: Open invitation to tender: Pilot project for improving the communication between deaf and hard of hearing persons and the EU institutions
  - ▶ 2014: Central Steering and Local Autonomy in Public Employment Services: Analytical Paper
  - ▶ 2015: PES practices for the outreach and activation of NEETs
  - ▶ 2015: Benchmarking initiative external assessment: PES of Flanders
  - ▶ 2015: Piloting Youth Guarantee partnerships on the ground: Learning from the pilot projects on effective communication with young people
  - ▶ 2016: Practitioner's Toolkit to assist PES with the development of customer satisfaction measurement systems





## HOW TO OBTAIN EU PUBLICATIONS

### **Free publications:**

- one copy:  
via EU Bookshop (<http://bookshop.europa.eu>)
- more than one copy or posters/maps:  
from the European Union's representations ([http://ec.europa.eu/represent\\_en.htm](http://ec.europa.eu/represent_en.htm));  
from the delegations in non-EU countries ([http://eeas.europa.eu/delegations/index\\_en.htm](http://eeas.europa.eu/delegations/index_en.htm));  
by contacting the Europe Direct service ([http://europa.eu/europedirect/index\\_en.htm](http://europa.eu/europedirect/index_en.htm)) or  
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (\*).

(\* The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

### **Priced publications:**

- via EU Bookshop (<http://bookshop.europa.eu>).

