

Session 7

Identify Target Audiences: Decision-makers and Influencers

Purpose

Clarify the definitions of target audience, decision-maker, and influencer; learn why it is important to know your primary and secondary target audiences; learn how to capture information about stakeholders in a power map; and document your target audiences' level of knowledge, support or opposition, and interest in your issue.

Objectives

By the end of this session, participants will:

- Define primary and secondary target audiences
- Describe the key elements of a power map
- Use a power map to illustrate stakeholders and their positions related to a policy advocacy objective
- List four key areas to consider when conducting a target analysis
- Apply target analysis techniques to specific target audiences

Total time: ~3.5 hours

Session Preparations

Materials Needed:

- Session7_IdentifyTargets_PowerPoint file
- Handout:
 - Target Analysis Worksheet (one for each participant and at least two for each small group)
- Flip charts and markers for each group

Set-Up:

Small groups at tables

Presentation—25 minutes

1. Use the speaker notes, questions, and probes provided below to encourage participant interaction during the presentation.

Show slide 1.

Explain: **In this session we will discuss what target audiences are in the context of advocacy, why it is important to know both your primary and secondary target audiences, how you can use a power map to depict what you know about your stakeholders in relation to your advocacy issue and goals, and what techniques and key areas to consider when conducting a target analysis.**



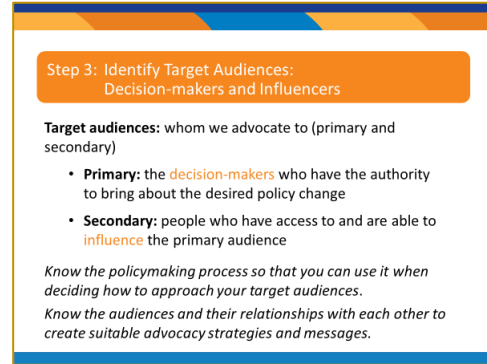
2. Show slide 2 (title and definitions).

Introduce the definitions *target audience (primary and secondary)* and remind participants that this is step 3 in the advocacy process.

Explain: *Target audiences are the people and organizations that you are trying to influence with your advocacy efforts. Primary target audiences are the decision-makers and may include the minister of health, a division’s chief of staff, the head of a health committee, or a specific parliamentarian. Secondary target audiences have some influence over the primary decision-makers and may include a well-known business or religious leader, a celebrity, or an academic.*

Advance the slide to reveal additional information.

Say: *A good understanding of the policymaking process and associated decision-makers is important so that you understand the order of the decision-making chain. It is equally important to understand the target audiences and their relationships with each other.*

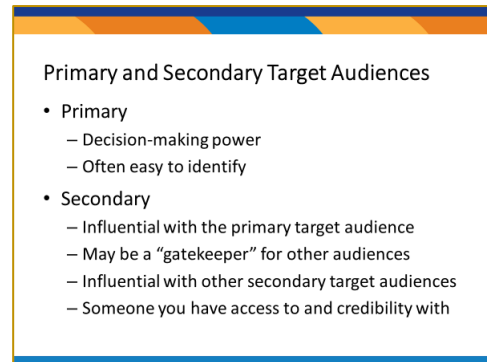


3. Show slide 3.

Say: *Primary target audiences are the decision-makers or those in the position to make the desired policy change and are often easy to identify. Secondary target audiences are those who can influence the primary target.*

Ask: *Why is it important to identify the secondary target audiences?* Probe for: Sometimes you may not have easy access to a primary decision-maker, so you will need to work through someone else (a secondary target) who can influence them. Sometimes your primary target audience may oppose your issue and you will need to use a secondary target audience to influence them.

Explain: *It can sometimes be difficult to distinguish between primary and secondary target audiences. For example, if your policy solution is to update a provider training curriculum to include issues relevant for key populations, your primary target audience would probably be the minister of health—the*



person who has ultimate authority to authorize revisions to the curriculum. Initially, you may need to advocate at the level of a technical working group (TWG) to gain their support. While the TWG does not have ultimate authority, they are the gatekeepers and could block you from taking the issue to the minister of health. Technically, they are a secondary target audience because they have influence over the success of the advocacy goal and objective, but they do not have the ultimate decision-making power.

Uncertainty about designating primary and secondary target audiences is common; what is important is careful evaluation of the range of audiences that could or should be the focus of your advocacy efforts and their relationships with each other.

Sometimes identifying a secondary target audience is almost as important as the primary. A secondary target audience should be influential both with the primary and other secondary target audiences and be someone that you can access. It is difficult to advocate when there is not a pre-existing relationship.

4. Show slide 4.

Explain: The opposition are organizations or people who are not in favor of the suggested policy change and may present barriers to passage.

There are several reasons groups may oppose a policy change.

Review the information on the slide.

Not every advocacy effort will have opponents, but most will. To manage opposition, it is important to collect as much information as possible about their motives, their arguments, their strengths, and their level of influence with the target audiences. After you have this information, you can consider how to reduce their influence. We will discuss how to analyze this type of information in the next session.

Opposition

- Opponents are those not in favor of the suggested policy change.
- May oppose due to:
 - Lack of information
 - Concerns about funding
 - Desire to maintain status quo
 - Timing
- Know the opposition and their motives, arguments, strengths, and level of influence with the target.

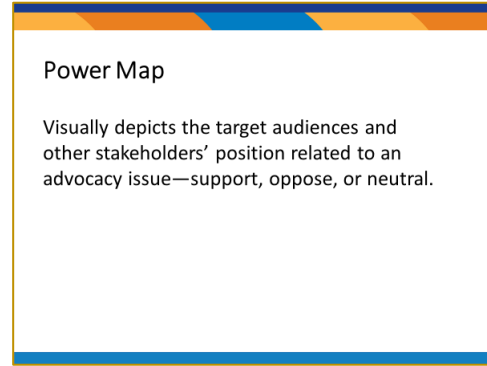
5. Show slide 5.

Introduce the definition of *power map*.

Ask: **Why do you think it might be useful to show stakeholders' positions using a drawing?**

Probe for: Creating a power map is a good, hands-on way to identify audiences (both primary and secondary) and other stakeholders and their position on an advocacy issue.

Say: **Notice that the power map identifies all potential stakeholders, including primary and secondary targets and potential allies and other groups that have an interest in this issue.**



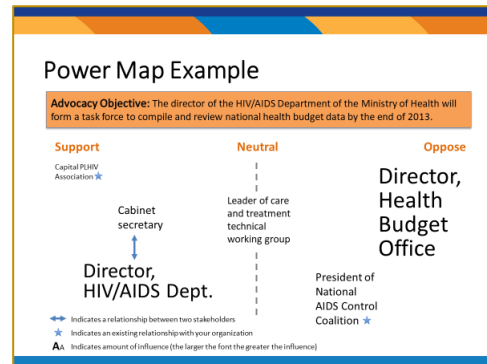
6. Show slide 6.

Describe the example power map; say: **The position on the map represents whether the stakeholder supports, is neutral, or opposes the advocacy objective/goal or policy issue. The map is a continuum—the most supportive stakeholders are on the far left; those on the far right are the most opposed; and those in the middle are neutral. The size of stakeholders' names also carries meaning—larger equals more influence over the issue, smaller equals less influence. In the example shown, the director of the HIV/AIDS Department and the director of the Health Budget Office have a lot of influence; the president of the National AIDS Control Coalition has less, and the Capital PLHIV Association even less.**

Ask: **Look at the position and size of the Capital PLHIV Association compared to the director of the Health Budget Office. What do the size and position of these two items on the map represent?**

Probe for: The association is very supportive; however, the director is far more influential and opposes the advocacy objective.

Describe: **Other information that you can capture on the map—using notes, arrows, or other symbols—includes whether stakeholders are somehow linked to each other or to your**



organization. In this example, the arrows indicate a relationship between the director of the HIV/AIDS Department and the cabinet secretary, while the star denotes that the organization creating the map has an existing relationship with two targets—the Capital PLHIV Association and the president of the National AIDS Control Coalition.

Ask: Look at the Care and Treatment TWG. Where is it placed? What does this mean?

Probe for: They are located in the middle, denoting that they are neutral about the advocacy objective.

Say: It is important to also consider neutral stakeholders who have not made up their mind on an issue. They could either be primary or secondary target audiences; in either case, you may have the opportunity to advocate for their support on your policy issue.

Summarize: It is important to identify individuals, not just institutions, and be as specific as possible about their influence and support or opposition. Ideally, your map would include the names/titles of individuals, not just the name of an organization. On this sample power map, except for the Capital PLHIV Association, we have included titles of individuals. To improve this map, we should include a specific PLHIV Association contact, like the outreach coordinator, the media relationships officer, or the executive director.

Activity (Parts 1 and 2)—1.5 hours

7. Show slide 7.

Ask the participants to break into their assigned small groups.

Give each group markers and flip chart paper.

Introduce the activity using the instructions on the slide.

Note: Sometimes power maps may address numerous objectives, or the full goal, depending on how broad or narrow the issue is. Either is fine for this exercise. See

Activity—Part 1

1. Select one advocacy objective.
2. Develop a power map (30 minutes).
 - Brainstorm stakeholders with some relationship to your advocacy objective; think of traditional and nontraditional targets, allies, and other groups with an interest in this issue (e.g., community leaders, celebrities, business leaders, relatives of the target audience).
 - Write the names of the individual stakeholders; place them on the map according to their support/opposition/neutral (if unknown, choose neutral); size of name = power.
 - Indicate relationships between organizations using arrows and other symbols.



the photo of a sample power map at the end of the session plan.

Allow the groups 30 minutes to complete their power map. Give periodic updates about the amount of time remaining. Circulate among the groups to answer questions.

8. After 30 minutes, show slide 8.

Ask participants to follow the instructions for Part 2 of the activity. Give the groups 30 minutes to identify primary and secondary target audiences and prepare to present their map to the other participants. If the power map covers more than one objective, specify for which objective this person is a target audience. Generally, there will be one audience per objective. It is also helpful to mentally note which entries on the map may become allies; this will be useful in later sessions.

Give periodic updates about the amount of time remaining. Circulate among the groups to answer questions.

Ask each group to take five to seven minutes to present their power map to the rest of the participants. They should describe how they identified stakeholders as either primary or secondary target audiences or allies, how influential they are (what size to make them), and how supportive they might be of the advocacy issue (where to place them on the continuum).

Encourage participants to ask questions and provide constructive feedback as each group presents their map.

After each group presents their map, ask the presenting group:

- Are there any additional supporters that belong on the map? Who are they?
- Are there additional opponents? Who are they?

After each group presents their map, ask all the participants:

- Does the map capture the interrelationships or connections among the different stakeholders?

Activity—Part 2

3. On your power maps, draw a square around primary targets and an oval around secondary targets (30 minutes).
4. Prepare to present your power map (presentations 5–7 minutes per group).

Activity adapted from: *Networking for Policy Change: An Advocacy Training Manual*, 1999.



- Where on the map does most of the power and influence reside?
- What does this map suggest to you about where to focus the advocacy efforts?

Repeat until all groups present and discuss their maps.

Thank the presenters and the participants for sharing their maps and ideas with each other.

Note: Remind participants to retain their maps, as these will be needed later in the workshop.

Presentation—20 minutes

9. Show slide 9 (title and bullets).

Explain: **You cannot develop suitable strategies and messages without a thorough understanding of your target audiences, including their knowledge of your advocacy issue, their support or opposition to your issue, their individual interests or organizational focus, and how they gather and process information.**

The target audience analysis provides an opportunity to discuss in greater detail the topics we touched on when developing the power map. Let’s take a few minutes to review the worksheet.

Advance the slide to show the image of worksheet.

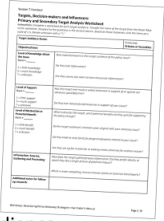
Distribute copies of the handout, Target Analysis Worksheet. Encourage participants to look at the worksheets and notice where the various pieces of information are recorded.

Explain: **Notice that the worksheet allows you to gather and consider information about a target audience; use one sheet for each target audience. You will rate some information, such as their level of knowledge about the issue and their level of support for the issue on a scale of 1–5; with 1 meaning a low level, and 5 meaning a high level. There are questions on the worksheet to help collect data to inform your rankings. Use a question mark to denote that you do not know enough about the target audience to decide on a ranking. You will also capture other information, such as the way**

Target Audience Analysis

Consider:

1. Level of knowledge about the advocacy issue
2. Level of support or opposition for the issue
3. Motivations of the target audience
4. How the target audience gathers and processes information





they gather and process information and what motivates them.

10. Show slide 10.

Explain: Consider how much the target audience might know about the issue for which you are advocating. Do they lack information or have information that is incorrect or out-of-date?

Ask: How can you determine how much the target audience knows? Probe for: Review their website (or Google them) to see what they may have written or said about the issue; conduct informational interviews with colleagues who know your target audience(s); review public voting records on the issue or similar issues; search newspapers, periodicals, and annual reports for information.

Note: These are just a few suggestions; there may be more country-appropriate strategies shared by participants.

Target Audience Analysis

1. Level of knowledge about the advocacy issue

- How much does the target audience know about the issue?
- Is the target audience well informed or do they lack accurate information?

11. Show slide 11.

Explain: Next, consider the target audience’s level of support or opposition for the issue.

To identify a target audience’s position and interests, interview people in your organization or in similar organizations; talk to other decision-makers or influencers; look in the media for any statements that a target audience may have made about your issue or a related issue; look at a decision-maker’s legislative record to see what policies they have supported or opposed.

If you cannot locate evidence of their demonstrated support or opposition, consider contextual knowledge to make an educated guess. If you do assign a score based on an assumption, make a note to gather more information to either support or nullify that assumption. It is possible that the target audience has not taken a position on the issue. In cases where you lack evidence to rank your target audience, you will need to gather more information to answer these questions.

Target Audience Analysis

2. Level of support for or opposition to the issue

- Has the target audience actively and/or publicly supported or opposed this issue?
- What is the evidence/information available?
- If no evidence, what do we assume their position to be based on our contextual knowledge?
- Are you uncertain of their position?

12. Show slide 12 (title and questions).

Explain: Consider how the target audience for your advocacy might benefit from supporting your issues and objectives.

For example, a CEO may be motivated by a reduction in overall costs. A politician may be motivated by public outcry. Or, politicians may feel that they gain support in regional forums when they are seen as taking the lead on a serious global issue such as HIV prevention.

Additionally, consider what benefits will push the target audience to take an action. For example, linking the issue to something important to the target makes the advocacy personally relevant.

Ask: What other situations can you think of where your target audience might benefit from supporting your issue?

Probe for: other appropriate examples, such as that celebrities/entertainers may believe that it will enhance their image to be publicly associated with goodwill causes such as increasing access to antiretroviral (ARVs) for PLHIV in resource-constrained settings; a politician publicly supporting an issue popular with constituents around the time of re-election may get more endorsements or votes.

Advance the slide to reveal possible examples.

Summarize: It is important to gather and document specific information as you complete the worksheet—the more you know, the better and more targeted your strategy can be.

Target Audience Analysis

3. Motivations of the target audience

- How could your target audience benefit from supporting your advocacy goal/objective?
- What motivates the target audience to act?

Examples:

- Celebrity gets enhanced image/reputation
- Politician gets good media coverage, aligns with re-election goals

13. Show slide 13.

Say: It is important to also consider how the target audience gathers and processes information. Consider where the target researches and gathers information. Potential information sources may include newspapers, the Internet, trusted advisors, scientific journals, friends and family, and community town halls. What are the main sources of information for the target audience?

Target Audience Analysis

4. How the target audience gathers/processes information

- What information sources does the audience rely on?
- How does the audience best process information?

Example:
A PhD may prefer epidemiological statistics, whereas a politician may prefer polling data.

Note: Time permitting, brainstorm sources of information for a decision-maker. Potential responses include newspapers, peer-reviewed literature, media reports, polling data, radio broadcasts, technical advisors, religious leaders, and advocacy organizations.

Explain: Next ask: what type of information does this person prefer to process? You may need to consider the literacy level of the target audience (both with reading and with numbers), level of technical expertise on the issue, and their job function.

Although you may not be able to answer all of these questions, you may still be able to make some reasonable assumptions. For example, a technical advisor to a politician with a PhD in health policy may want to see graphs, charts, and statistical information, whereas a politician with a background in policy may want simple data and anecdotal stories to use during a speech to constituents.

Activity—1 hour

14. Show slide 14.

Ask the participants to break into their assigned small groups.

Introduce the activity using the instructions on the slide.

Give each group multiple copies of the Target Analysis Worksheets to use during the activity and/or markers and flip chart paper if the group prefers to work in a larger format and then transfer the information to the worksheets.

15. Show slide 15 (title and first set of bulleted items).

Instruct the groups to consider these questions as they complete the Target Analysis Worksheet.

Advance the slide as you explain each question.

Answer these questions based on any statements the target audience has made or based on conversations you or colleagues may have had with the target audience, or to the best of your knowledge. You may not have access to concrete information today that

Activity

1. Transfer the primary and secondary target audiences from your power map to the Audience Analysis Worksheets.
2. In your groups, complete a worksheet for each target audience, alternating between primary and secondary target audiences. Complete at least one primary and one secondary target analysis in the next 45 minutes.



Considerations for Analyzing the Information

- Statements in support of or against your issue?
 - Occasional or frequent statements = high rank
 - No or infrequent statements = low rank
- Awareness of, or accuracy of, information?
 - Accurate information shared = high rank
 - Lack info or inaccurate info = low rank
- Benefits for the target audience?
 - Audience interests aligned with issue
 - Timing of events (e.g., elections, public holidays)
- Information gathering and processing?
 - Data or story driven
 - Details or big picture

illustrates a target audience's position, so use what you know about the target audience to complete the worksheet. Continue to update the worksheet as you acquire new information.

- Has this person ever made a verbal statement in *support of or against* our advocacy goal/objective?
Do they frequently make such statements? If occasional or frequent statements are made, rank the level of support or opposition as high. If there are no statements or infrequent statements, give a low rank.
- How aware is this target audience of our policy issue?
Do they *lack information*? Are they aware but have inaccurate information? If they lack information or it is inaccurate, give a low ranking. If they are aware and have accurate information, give a higher ranking.
- Can the target audience *benefit* from supporting your goal/objective? Think about these factors: do the target audience's interests seem aligned with your advocacy issue, are they up for re-election, do they need to raise funds related to your cause, is there a public holiday or commemoration event where they might speak out in support of your issue? If the target audience will benefit if the goal/objective is met, give a higher ranking; if the potential benefit to the target is mixed, give a low ranking.
- How does this person gather and process information? Do they like details, or would they like a larger picture of potential impact? Would human interest stories compel them or technical data? Is it better to provide all of the information in a detailed report, or would the person prefer graphs and charts in a two-page document?

Allow the groups 45 minutes to complete their Target Analysis Worksheets. Give periodic updates about the amount of time remaining.

Circulate among the groups to answer questions.

16. Show slide 16 (title and first question).

After 45 minutes, guide a group discussion of how the target analysis process worked by posing the questions on the slide.

Advance the slide as you discuss each question.

Solicit responses from several participants for each question. Probe for more detailed responses from participants as needed.

Ask:

- **What, if any, additional information is needed for an accurate assessment of the target audience? Where will you get the information?**
- **Why is it important to identify potential benefits to target audiences?**
- **What should we do with a target audience who is strongly opposed to our issue?**

Explore further; ask: **Do you think the target audience analysis provides a good opportunity to identify champions for your advocacy issue?**

Probe for: As you search for and locate information about your target audience, you may find that some are already true champions for your advocacy issue. In your search for information, you may also come across others who are champions for your issue who can be added to the worksheet as secondary, or even primary, target audiences.

Note: Remind participants to retain their worksheets, as these will be needed in the next session.

Wrap Up—5 minutes

17. Show slide 17.

Remind participants: **You will need to continue this process of target audience analysis for all potential target audiences and for each advocacy objective to help you make decisions about subsequent communication activities and messages. Continue collecting information to complete the worksheet—including by consulting your networks.**

Conclude the session by reviewing the learning objectives, summarizing the key concepts and definitions, and clarifying any participant questions.

Discussion Questions

- What additional information do you need for an accurate assessment?
 - Where will you get the information?
- Why do we identify potential benefits to target audiences?
- What should we do with a target audience who is strongly opposed to our issue?

Learning Objectives—Session 7

- Define primary and secondary target audiences
- Describe the key elements of a power map
- Use a power map to illustrate stakeholders and their positions related to a policy advocacy objective
- List four key areas to consider when conducting a target analysis
- Apply target analysis techniques to specific target audiences

Example of a typical flip chart created during the power mapping small group activity

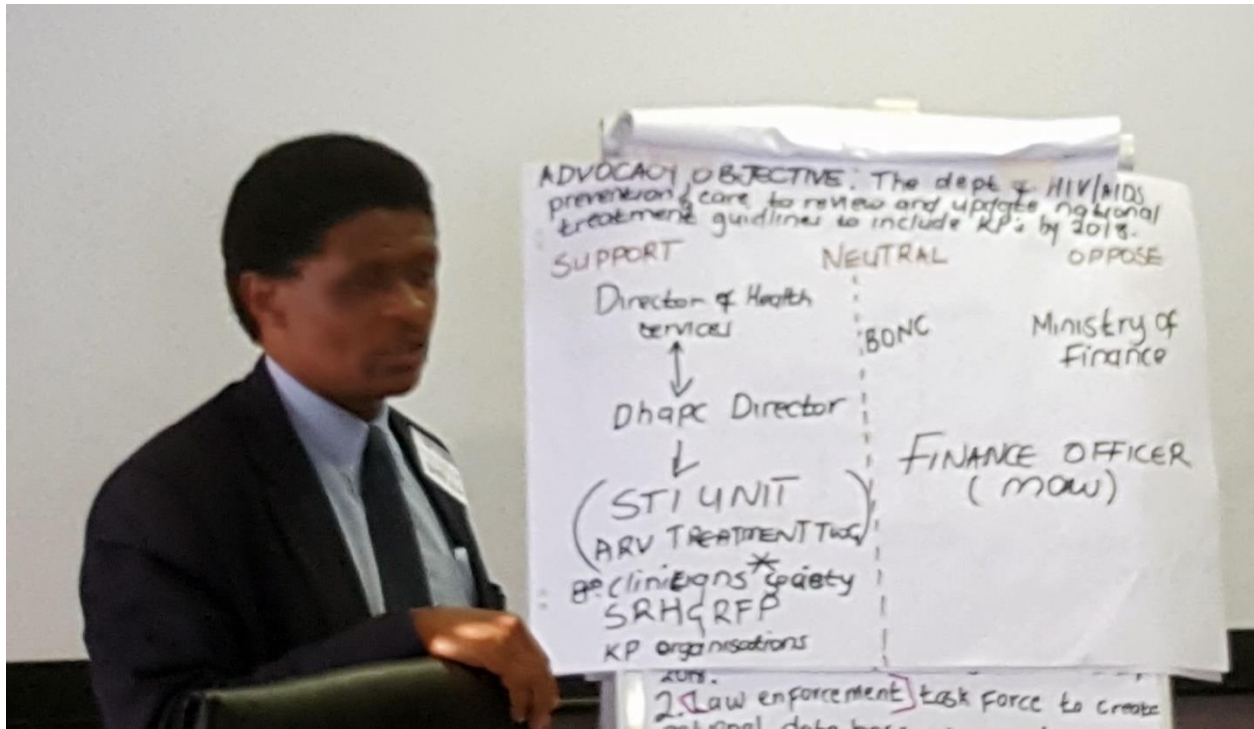


Photo Credit: Trinity Zan (FHI 360)

Identify Target Audiences: Decision-makers and Influencers Primary and Secondary Target Audience Analysis Worksheet

Instructions: Complete a worksheet for each target audience. Transfer the name of the target from the power map to the worksheet. Respond to the questions in the second column. Based on those responses, rank the items on a scale of 1–5. Denote unknown with a question mark.

Target Audience Name:		Circle one: Primary or Secondary
Objective/Issue:		
Level of knowledge about the issue Rank = _____ 1 = little knowledge 5 = much knowledge ? = unknown	How aware/unaware is this target audience of the policy issue? Do they lack information? Are they aware but seem to have inaccurate information?	
Level of support Rank = _____ 1 = little support 5 = much support ? = unknown	Has this target ever made a verbal statement in support of or against our advocacy goal/objective? Do they ever donate funds/resources in support of your cause?	
Level of motivation or potential benefit Rank = _____ 1 = little benefit 5 = much benefit ? = unknown	What motivates the target audience; what potential benefits do they gain for supporting the policy change? Do the target audience’s interests seem aligned with your advocacy issue? Do they need to raise funds for programs/projects related to your cause? Are they are up for re-election or seeking media attention for another reason?	
Information: sources, gathering, and processing	How does the target audience gather/process information? Do they prefer details, or would they like a larger picture of potential impact? Which is more compelling: human interest stories or technical data/reports?	
Additional notes for follow-up research		