

## Message Maps

### Overview

This tool helps to refine message delivery for important meetings and decisions that require buy-in from various parties. Individuals can use part one to brainstorm how each group will react to new information and what each group needs to do after receiving this new information. Part two of the tool can be used in conjunction with part one to refine the message or argument ('pitch') that an individual will deliver.

### Types of tool provided

Worksheet templates.

### Tool contents and intended audience

This tool consists of two worksheets: *Audience Segmentation & Messaging* and *Elevator Pitch*. These message maps can be used by anyone that needs to deliver an important message or get buy-in for a decision.

### *Tool Implementation Guide*

#### **Audience Segmentation & Messaging**

Fill in each box according to the categories described at the top of the document. Use each row for a distinct group that you need to influence. The first group of categories describes your audience, and the second group describes the outcome you desire. **Note:** the first row has been filled out as an example.

#### **Elevator Pitch**

Fill in each section according to the categories described on the side of the document. Start at the top with your topline message and work down through the various layers - try to have two points for each category. This outline may not be the extent of your planning for a meeting, but should help determine the most important parts of what you want to tell your audience.

# Message Maps: Audience Segmentation & Messaging

	Audience	Challenges	Opportunities	Know	Feel	Do
	What is the target group of people? Ex: Faculty, administrators	What barriers or concerns would this group raise?	What would this group view as a positive outcome?	What information does this group need to know?	What do you want this group to feel about this information?	What action does this group need to take?
1	Faculty	Resistant to adopting a homework rating system	Expectations clarified for faculty, students	This practice creates dialogue without decreasing rigor	Interested, willing to solicit feedback from students	Reexamine time demands of assignments to avoid overloading
2						
3						
4						

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6						
7						
8						

# Message Maps: Elevator Pitch

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## 1 Key Message

If you only had 15 seconds to convey your main point, what would it be?

## 2 Supporting Messages

Describe your key message in more detail.

## 3 Proof Points

If someone demanded proof for your message, how would you prove it?

## 4 Stories & Images

Choose one or two stories or images to use to create an emotional connection to your message.

