What I learnt from working with a content strategist

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UX Camp Brighton 2016

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Phase 1 - Immersion and Strategies

- Stakeholder interviews

- User archetype development

- Brand strategy

- Brand language, tone of voice and messaging guidelines

- Content inventory and gap analysis

- Overall information architecture and navigation scheme

- Design principles

- Content topology (taxonomy, content types, etc)

- Determine requirements for CMS and campaign software

- Content strategy recommendations

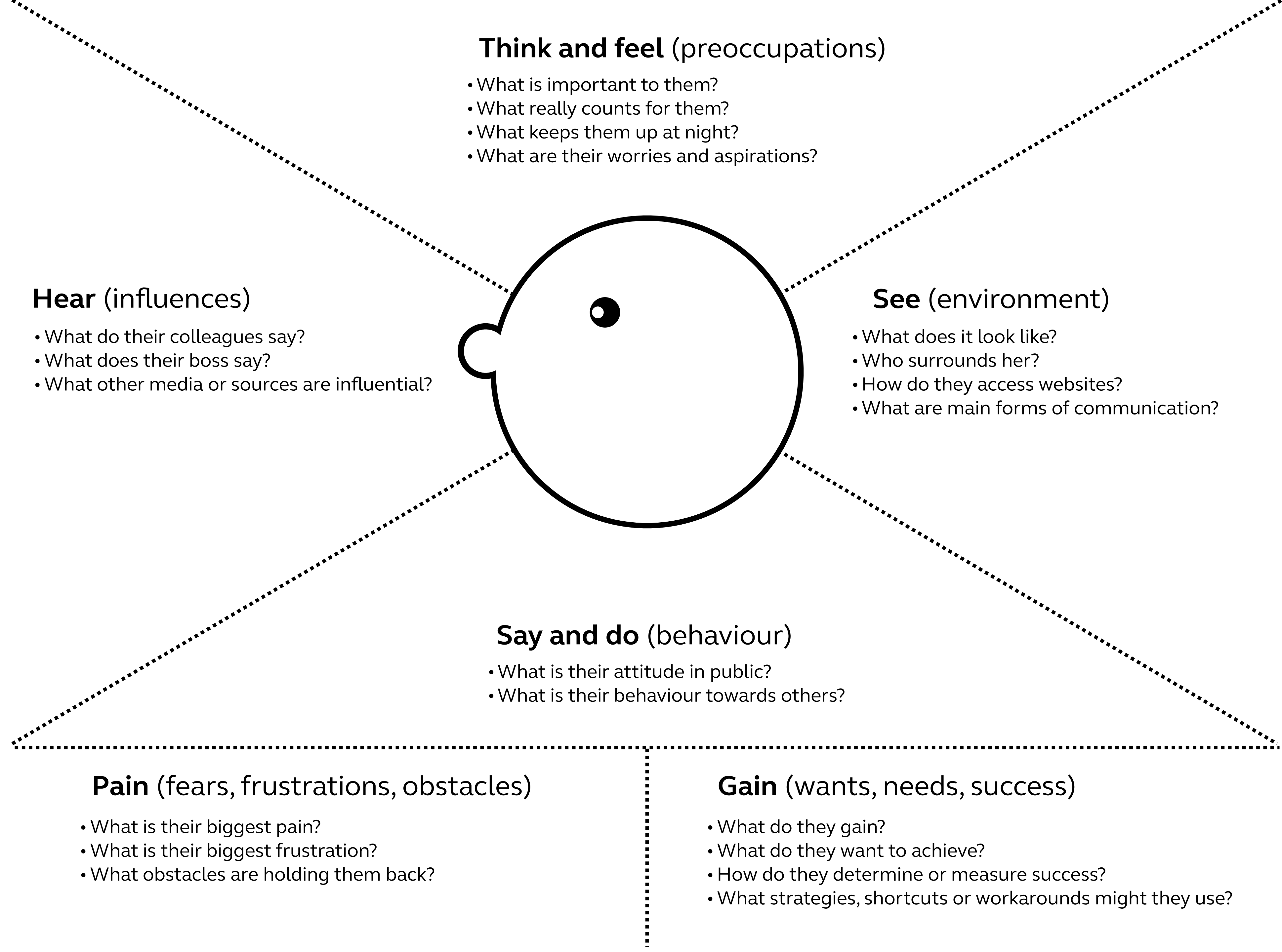## Phase 2 - Production and Development

- Navigation mechanisms

- Page structures

- Detailed page content tables

- Page and component layouts

- Visual design

- Possible prototype and usability testing

- Front-end development

- CMS configuration, integration, testing and deployment

- Post-delivery support

User archetype development

(proto-personas)

Think and feel (preoccupations)

• What is important to them?
• What really counts for them?
• What keeps them up at night?
• What are their worries and aspirations?

Hear (influences)

• What do their colleagues say?
• What does their boss say?
• What other media or sources are influential?

See (environment)

• What does it look like?
• Who surrounds her?
• How do they access websites?
• What are main forms of communication?

Say and do (behaviour)

• What is their attitude in public?
• What is their behaviour towards others?

Pain (fears, frustrations, obstacles)

• What is their biggest pain?
• What is their biggest frustration?
• What obstacles are holding them back?

Gain (wants, needs, success)

• What do they gain?
• What do they want to achieve?
• How do they determine or measure success?
• What strategies, shortcuts or workarounds might they use?

- Gaining empathy leads to developing messaging for the personas

- Knowing more about the tone of voice for each audience group

- What pieces of website or other content do they need to help

- Knowing more about the tone of voice for each audience group

Joy Ademwumi

19 YRS OLD

Nigeria, Semi-rural city suburb

City college, International business

ACCESS REQUIREMENTS

Mobile phone (basic smartphone) but with patchy signal. Has access to laptops at college.

About Joy

Joy Ademwumi lives with her parents in the rural outskirts of Ibadan, the third largest city in Nigeria. She lives with her family, and her younger brother who is 18 and repairs cars for a living.

Both her parents were poorly educated, and she is the first in her family to go through Higher Education. Her mother and father would like her to be married by now, as most of her friends in her community are.

She needs access to resources for her workshops, including a printer.

Activities

- She **works with** to **tell** students and parents about the importance of education.

- She **talks to her peers** on Facebook and **shares articles** about 'realising your potential'.

- She **holds meetings and workshops** to spread the message of "Up for school", and organises events with an after-school club.

- She **blogs** about her experiences and successes on a tumblr blog.

- She **meets with government officials** to find ways of working together to create change.

TOP 3 REQUIREMENTS

1 Campaign resources must be easy to share on social media and as much content as possible targeted at her audience groups for motivation including; key messages, access to resources, data and success stories.

2 She needs to feel like she is part of a wider network, with success stories to motivate her from all over the world.

3 She needs clear guidelines so that she know what she can do to help her peers see the benefits of education.

Joy Ademwumi

Messages for Joy

Joy needs to know that _____ **really cares about her and her community**. She needs to recognise herself as part of A World at School and wants to feel like she is part of the movement.

Joy wants to **feel like she has agency**, and that she is being given the **right tools** to make change happen in her community.

She needs to know that she is **not putting herself in danger**, with strong advice on how to stay safe in her communications, and not make any enemies, particularly in her community.

She needs to know how being a GYA with _____ **will benefit her and her own career**.

She wants to see **evidence** that local change as well as change at government level are the main objectives of

How AWAS has an impact on her life

- Working with _____ as a GYA gives her the opportunity to **change attitudes** among her elders and peers.

- She has **increased her job prospects** with local NGOs and hopes to set up her own charity.

- She is **getting exposure** from her blog and writing for a local newspaper.

- She feels like her work has been worthwhile; **Her peers are motivated** starting to choose to go to school or college - as they want to realise their potential.

- She has a **network of new friends** and supporters, as well as contacts and friends in other countries.

File Edit View Insert Format Data Tools Add-ons Help   Last edit was made 2 days ago by Ellen de Vries

fx | CORE CONTENT FOR EACH AUDIENCE

	B	General bi weekly email newsletter	Targetted newsletter for filtered audience	Campaign email	Partner digest email	Campaign action eg. petition, send a message	Specific campaign updates	Breaking news (reaction and response to global event)	News: story so far, update, progress story	General interest news/ human story (more upbeat)	About GYAs - what are they, how do I become one, etc
CORE CONTENT FOR EACH AUDIENCE		**Email**				**Website**					
Each audience can spend 15 points on content											
		x	x	x	x	x	x	x	x	x	x
Youth supporters (passively engaged)	15			1		4		.		1	
Youth campaigners (actively engaged)	15		.	2		1	3	.	1	.	.
Non-Youth public (parents, etc)	15	.	1	.		2	.		1	2	
Education professional (e.g. teacher)	15	1	1	.		.	.	1	1	.	
Campaign target (governments, UN agencies, etc)	12	3				5	3				
Campaign target (donors, business partners, etc)	10	1				5	3				
Influencers and celebrities	15					3	1	1	2	1	
Media (journalists and press)	15										
Researchers and policy wonks	15										
Campaign partners (NGO, businesses, faiths)	15	2	1	2	1	.	2	.	.	1	.
Project partners (NGO, business project partner)	15		.	1	1	.	2	.	.	.	.
Global Youth Ambassadors	15		1	1		.	1	.	1	.	.
Education champions	0										
		14	**10**	**16**	**2**	**54**	**31**	**6**	**17**	**15**	**0**
Importance factor for each audience group											
Primary - people who join the movement	4										
Secondary - people influenced by what we do	2										
Tertiary - people we convene	1		**Key**								
		essential	5	4	3	2	1	desired			
							definite interest:	.			

Sheet 1:

1. EDUCATION + CHILD FOCUSSED
   WHO NEED HELP MOST
2. RANGE OF PEOPLE + ORGS BROUGHT
   TOGETHER
3. PRAGMATIC
4. LEVERAGING F...
5. BRINGING TOGETHE...
   MAKE CHANGE MATTER
   (ACTIVE CAT HERDING)
6. EFFECTIVE MOBILISING.
7. INNOVATIVE PROJECTS.
8. SUPPORTING CRUCIAL RESEARCH.
9. TAKING VOICES TO TOP TABLE.
10. GIVE PLATFORM TO MARGINALISED
    VOICES.
11. DEMANDING RIGHTS
    GET RECOGNISED.
+ SARAH'S ARTICLE
   ON   PEOPLE POWERED
   A NEW BEGINNING FOR CHILDREN.   MOVEMENT.

DIFFERENTIATORS

[Yellow sticky note:] EDUCATION = UNIVERSAL — SOLIDARITY.

Sheet 2:
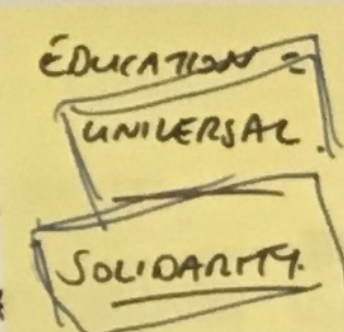
1. HOLD LEADERS TO
   ACCOUNT.
2. BRING TOGETHER DIVERSE
   ORGANISATIONS
3. LISTEN TO YOUNG PEOPLE
   (NOT DRY OR ACADEMIC)
4. STAGES OF YOUNG LIFE.
   JOURNEY
5. CAMPAIGN AT GLOBAL +
   GRASSROOTS LEVEL.
6. WE TELL THE NEWS AROUND
   THE CAUSE.
7. REPUTATION: WE HAVE
   STAFF WITH LEADERS.

DIFFERENTIATORS

Sheet 3:

1. ADVOCACY TRUMPS
   FUNDRAISING.
2. WE BRING DISPARATE ORGS
   AROUND A COMMON CAUSE.
3. MAKE A REAL WORLD
   DIFFERENCE.
4. WE ENCOURAGE + EMPOWER
   YOUTH SUPPORTERS AND
   CAMPAIGNERS.
5. SET THE AGENDA FOR INTERNATIONAL
   DEVELOPMENT COMMUNITY.
   (EDUCATION + ECD)
   (PUSHING IT UP THE AGENDA)
6. WE SEE RESULTS.
   (ADVOCACY) (& HOW)
7. THE REAL VOICE OF YOUTH
   CHILD RIGHTS

DIFFERENTIATOR

[Pink sticky note:] VALUE FOR MONEY — WE UNLOCK £×7 FOR NOT MUCH "CATALYST"

Sheet 4 (bottom right):

1. POSITIVE
2. PRACTICAL — REAL WORLD
   PROJECTS WITH REAL WORLD
   RESULTS: E.G.
3. FOCUSSED ON YOUTH + EDUCATION + CHILD BIRTH
4. OUR COMMS ISN'T PRIMARILY
   DIRECTED BY FUNDRAISING NEEDS
5. CONVENE DIVERSE GROUPS
   BRINGING BUSINESS LEADERS TOGETHER
   ...PEOPLE AT ALL LEVELS.

Archetype

STORYTELLER

ARTIST
CREATOR
ENTREPRENEUR
STORYTELLER
VISIONARY

STRENGTHS

Charisma. Dramatic expression. Keen insight. Intuitive understanding of the world. Empathy. Compassion.

CHALLENGES

Temptation to exaggerate, lie or provide misinformation or to lure in the weak for gain or profit. Need for attention. Tendency to turn toward the negative or be easily swayed by emotion or empathy.

THE STORYTELLER connects people to the shared human experience with stories that can unleash powerful emotions, build credibility and allow for difficult topics to be explored. Using this gift to relay information and knowledge, the Storyteller passes along history and insight, often with a bit of drama to make a point or add clarity. In many ways, the Storyteller is the living bridge between the conscious world and the archetypal realm of the collective unconscious. This archetype makes the covert overt, the metaphorical applicable, the separate integrated.

archetypesinbranding.com

Definition:

Campaign (to support)

A campaign supports a cause or several causes. It may also be used to advocate causes.

A campaign **is supported and promoted by partners but can sometimes just be set up by**

A campaign is **supported by** campaigners , which may include individual supporters, who may be members of the public.

A campaign has specific goals, targets, timings and key dates with associated **actions** that are planned. A campaign may evolve into a movement.
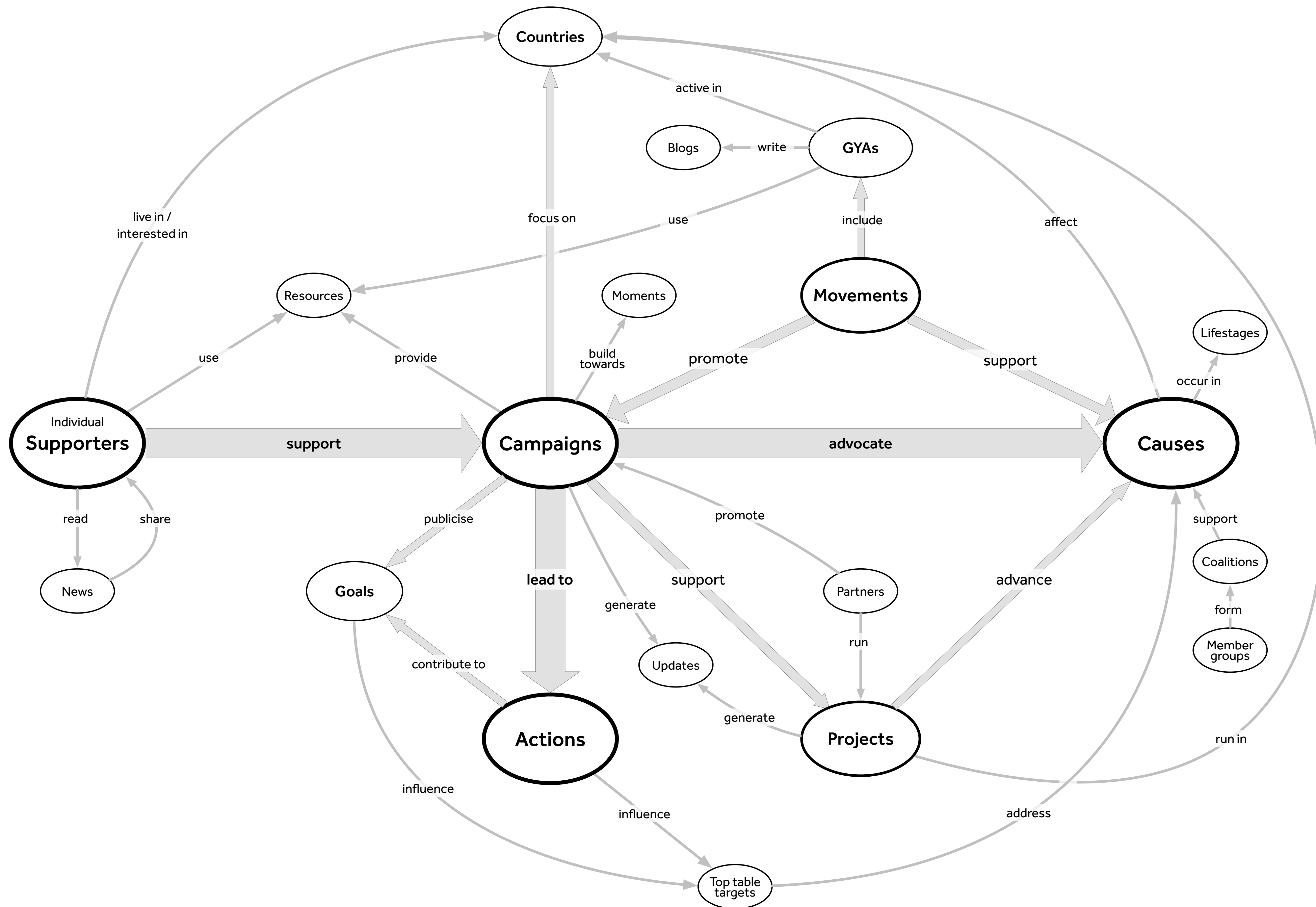
Campaign types

We use a range of tactics including digital campaigning, public mobilisation, youth mobilisation, high level advocacy etc

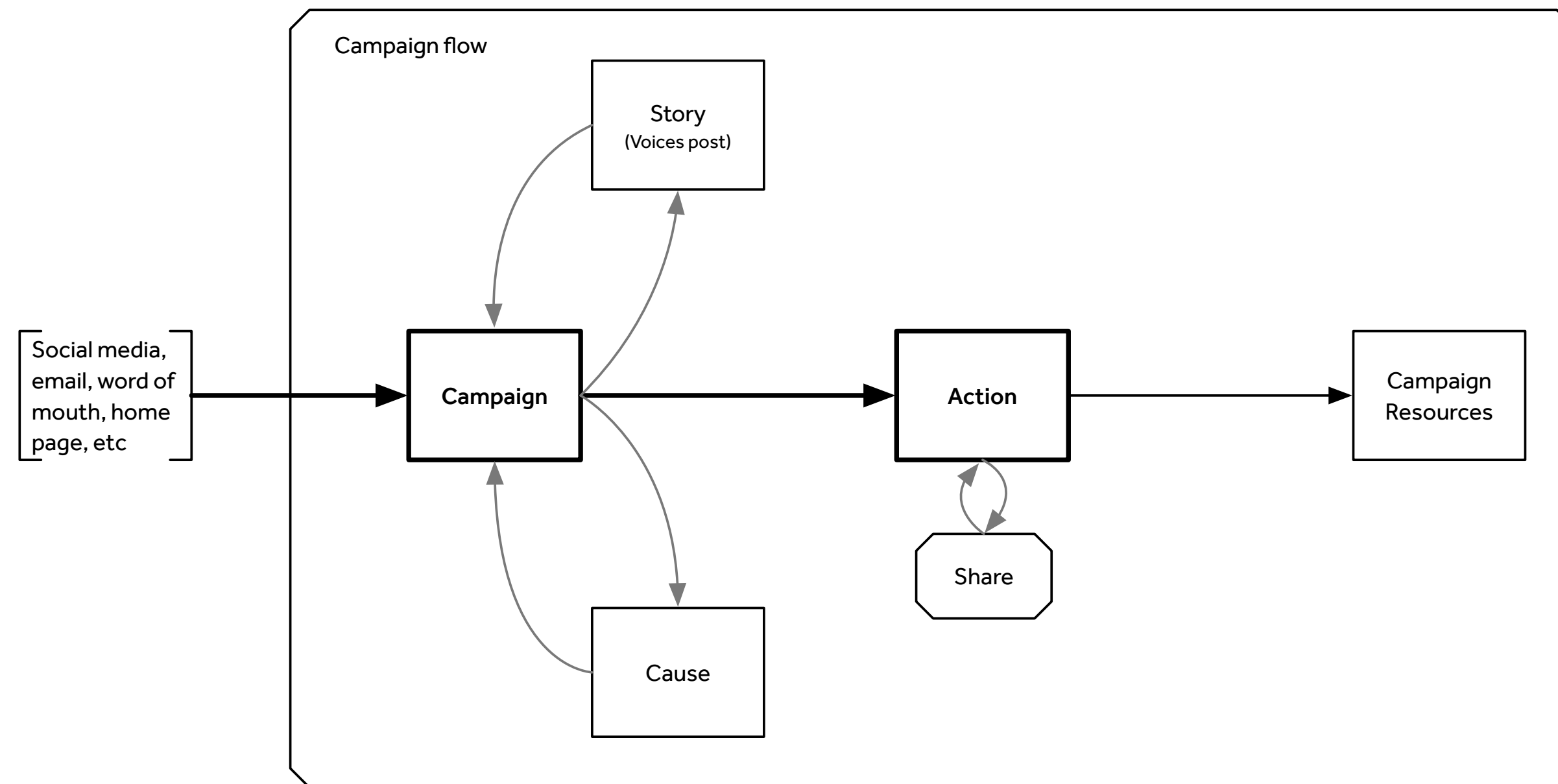A campaign may have more than one online petition associated with it as well as messaging politicians directly, crowdfunding, schools packs, high profile supporters and youth rallies,

Campaign examples

Not to be confused with...

A campaign is different from a movement because it has fixed goals, timings and can be ended. It is rigorously planned with actions in mind.

Concept Map v1.1
Richard Rutter, Clearleft

Campaign flow

Story (Voices post)

Social media, email, word of mouth, home page, etc → Campaign → Action → Campaign Resources
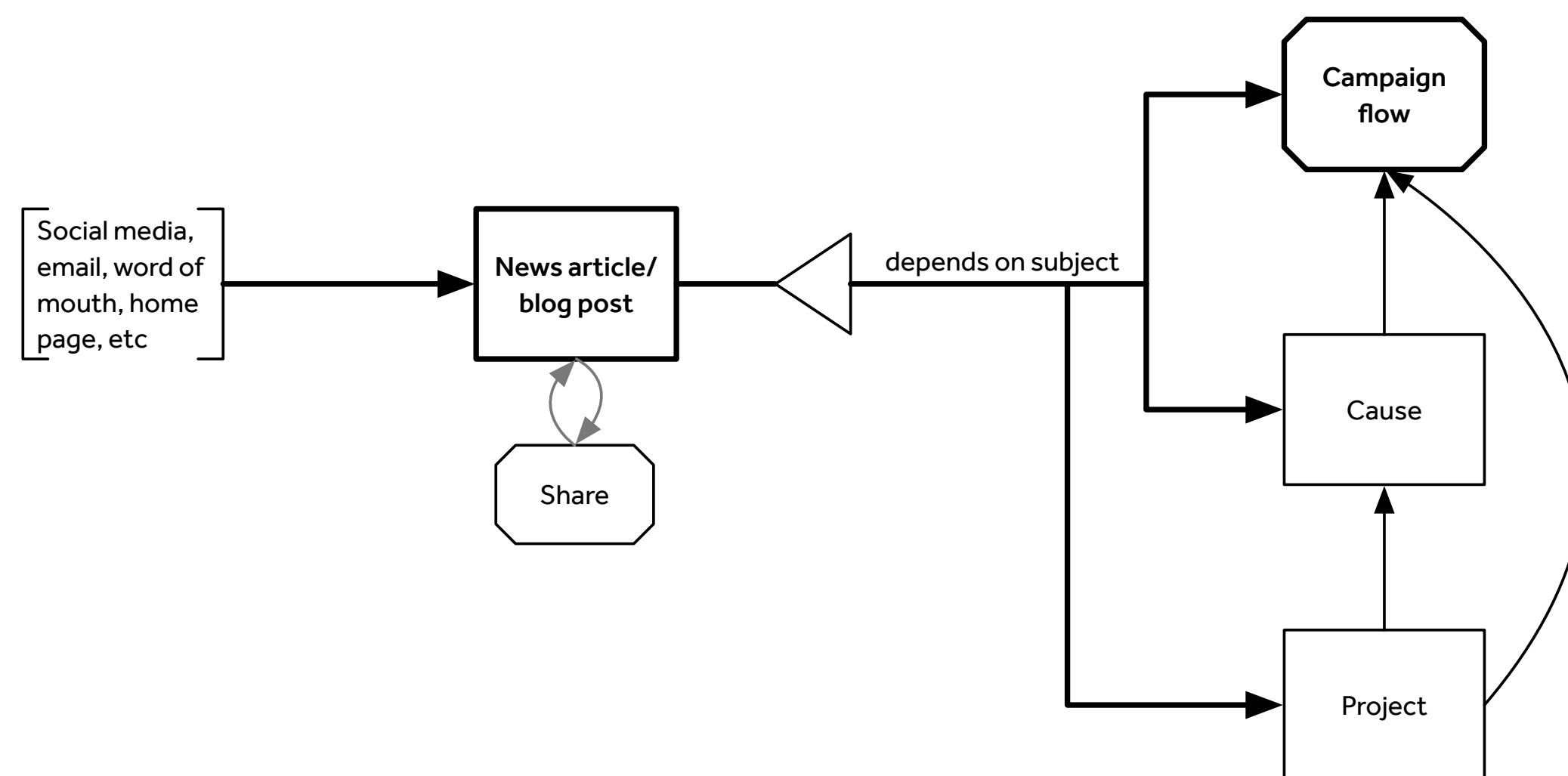
Cause

Share

A supporter clicks a link in their social media feed and lands on a Campaign page. They click to read a story on a GYA's blog about the benefits of the campaign. The blog post directs them back to Campaign where they click the call-to-action.

The supporter is directed to an Action page and completes the action (eg. signs a petition). They share the action on their social media.

They are presented with further campaigning options ('what to do next') and directed towards campaign-specific Resources.

Campaign flow

Social media, email, word of mouth, home page, etc → News article/ blog post ▷ depends on subject

Cause

Project

Share

A supporter clicks a link to a News article in their social media feed. They read the article and share it with their own social network.

The news article is about a Project and, interested, they follow the link to the Project page for more information. They see the project has a campaign behind it and follow the link to the Campaign page.

User Journeys v1.0
Richard Rutter, Clearleft

Page 1/2

Take Action*

- Campaigns
  - Campaign
    - Action
      - Cause
      - Explainer
    - Campaign Resources
    - Update
    - Voice post
    - Project
    - Movement
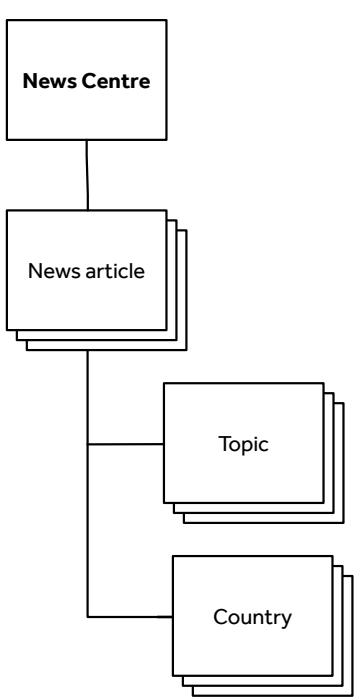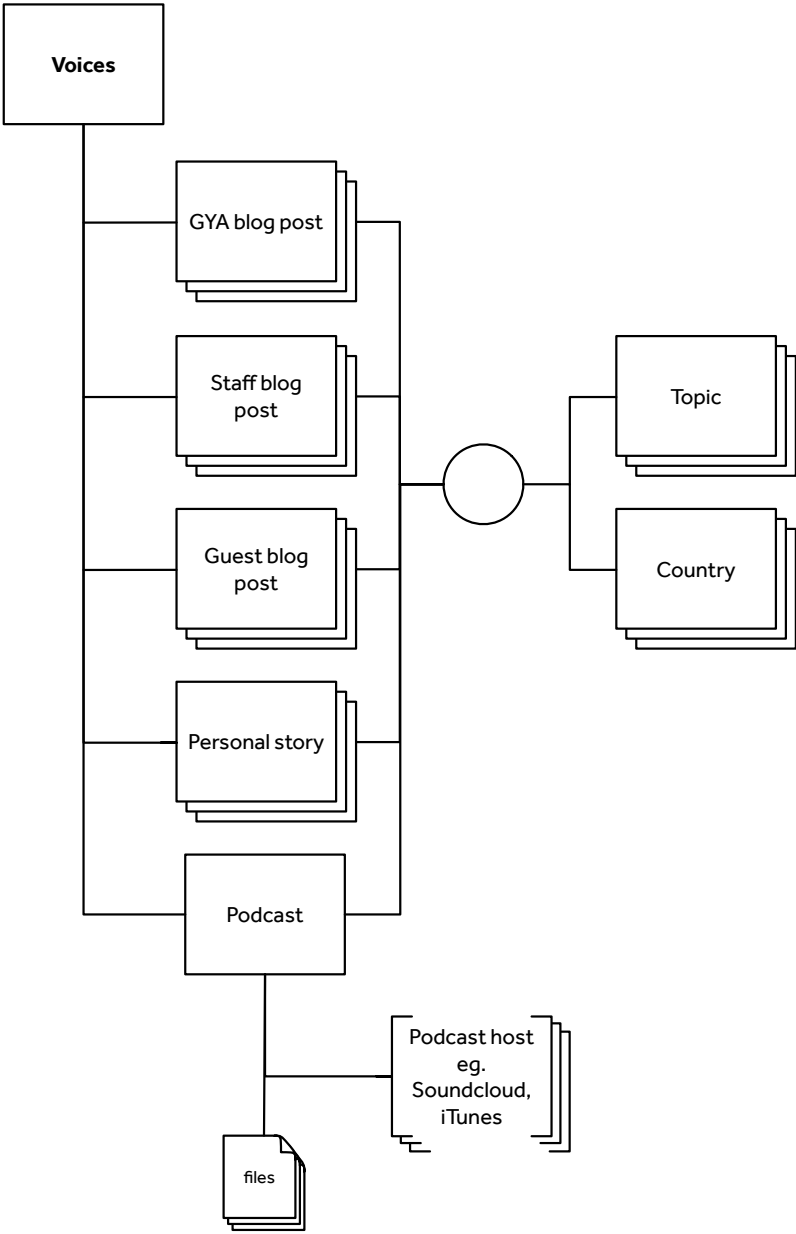- Impact (past campaigns)
- Resources
  - Teacher packs → files
  - GYA Resources → files
  - Advocacy Resources → files
  - Campaign Resources → files
- Fundraise / Donate

* Not a page in itself, just a nav item

Voices

- GYA blog post
- Staff blog post
- Guest blog post
- Personal story
- Podcast
  - files
  - Podcast host eg. Soundcloud, iTunes

(Staff blog post / Guest blog post) →
- Topic
- Country

News Centre

- News article
  - Topic
  - Country

Page 2/2

Our Community

- Movement
  - Campaign
  - Join
- GYAs
- Partners
- Coalition
- Celebrities
- Join
- Social media presence

Causes

- Cause x 4 (one per lifestage)
  - Campaign
  - Project
  - Explainer*
    - Topic
  - file

* A short to feature-length page about a theme, issue, report or any other useful information. Always associated with a Cause.

Projects

- Impact (past projects)
- Project
  - Voices post
  - News Updates

PLANNING (top section)

- WHAT EDUC IS MOTIVATION ENERGETICS
- PLAN MAINTAINING CONTROLLED VOICE.
- PROCESS FOR REQUESTS
- COMMISSIONING
- PRIORITISE CONTENT NUMBER UP OR DN
- STYLE GUIDE MAINTENANCE
- BIG TRACKER
- EDITORIAL CALENDAR
- PLOTTING PAGE TABLES DEVELOPMENT FOR SOCIAL
- CHOOSING FORMATS FOR CONTENT 2/3
- CREATING THESE INTENT 2/3
- EXPIRY + REVIEW
- SIFTING CONTENT FOR PUBLICATION
- RE-FORMAT CONTENT THAT HAS COME IN
- WRITING CONTENT
- CREATING ADAPTATIONS FOR SOCIAL CONTENT.
- G COMMISSIONING
- COMMISSION CONTENT FOR SOCIAL.
- SOURCING IMAGES
- PROVIDING IMAGES FOR SOCIAL
- CREATING IMAGES TO ORDER
- STAY IN THE LOOP
- TAILOR VOICES FOR EACH AUDIENCE.
- COMMISSION TAILORED SNIPPETS FOR EACH CHANNEL
- DISCUSS VIDEO IMAGE FORMAT FOR CHAR
- FIND CONV. TOPICS?
- SCHEDULE TIMELINE.
- CREATING RELATED CONTENT FOR CAMPAIGNS
- SUBJECT MATTER EXPERT ASSIGNED
- SOURCING VOICES + QUOTES
- INTERVIEW + CONSULT SUBJECT MATTER EXPERT

EDIT / REVIEW (top section)

- FACT CHECKING – SUBJECT MATTER EXP – SENIOR EDITOR
- SUB-EDIT – SENIOR EDITOR – PEER REVIEW
- LEARN + APPLY LESSONS.
- UPDATE.
- REVIEW
- SENSITIVITIES EDIT
- SECURITY CHECK
- PROOFREAD – PEER REVIEW – SENIOR EDITOR.
- TAGGING WRITING SUMMARIES
- PEER REVIEW
- TAGGING.
- EDIT SOCIAL CONTENT.
- CHECK WITH SMEs.
- SCHEDULE
- POST x100
- DISTRIBUTION
- MONITOR CONVERS.
- MESSAGING CHECK

Left margin personas (pink cards)

- DIGITAL SENIOR EDITOR
- COPYWRITER
- IMAGE EDITOR
- SOCIAL MEDIA CO-ORDINATOR
- SUBJECT MATTER EXPERT
- SENIOR EDITOR
- INTERNAL SUBJECT MATTER EXPERT
- IMAGE EDITOR
- SOCIAL CO-ORDINATOR
- FREELANCE COPYWRITER

PLANNING (bottom section)

- MESSAGE HIERARCHY
- PLANNING
- PITCHES
- TEMPLATE
- CONTENT TIMELINE.
- PLANNING OBJECTIVES MESSAGING FOR
- CALL TO ACTION
- THEORY OF CHANGE.
- STRICT FACE
- TARGET AUDIENCES
- SIGN OFF.
- CRE CON ASS WITH ACTIONS
- CHECK WITH CAMPAI CALCULATIONS
- PITCHES FOR EACH AUDIENCE TO MOBILISE
- RESOURCES
- COMMISSION CONTENT.
- RESEARCH
- PLANNING PACKS
- COMMISSION IMG.
- RESEARCH WRITING PACKS
- PLANNING PACKS

MANIFESTING

- CAMPAIGN TIMELINE
- UPDATES REVIEWS.
- ONGOING ACTIONS
- EMAIL BLAST
- NEWS
- REACTIVE WRITER

ITERATION + MAINTENANCE

- NEW CAMPAIGN ACTIONS
- SOCIAL MEDIA POSTS
- MILESTONES
- ONGOING CONTENT PRODUCTION.

COMPLETION

- MEASUREMENT
- ENGLISH.
- REVIEW
- POST MORTEM INT + EXT.

4.5 Governing documents and tools > Sample content brief and page table

Page tables are essential writing briefs for any writer who is commissioned to write content. They can be designed to suit the project.

The page table is usually created by the person who co-ordinates the content writing process.

Page code:	EXPLA_THEME_CHILDMARRIAGE
Page template in CMS:	XXX
Page writer:	Ellen de Vries
Peer reviewer:	Melinda Gazelle
Subject Matter Expert	Genie Smith
Core aims of this page:	To provide an educational overview of the theme To offer 'the story so far' To act as a holding area for core data on the topic To offer shareable nuggets of information for users To tell some 'on the ground stories' To offer information about breakthroughs in the theme to date
Key questions to answer with this page	Why is child marriage an important issue? Why is it a barrier to education? Who is affected by the problem? What shifts in the political landscape have there been? What does the future look like? What can people do to support the cause?
Target audience	Educators. Youth supporters. Non-youth supporters.
Core media to be used:	IMG_101 Youtube video [Link]
Page breakdown	Intro component Individual voice component Data component Sub heading Sub heading Sub heading
Useful links	In-line signposts to: [URL] [URL]
Metadescription	
Tagging	
Recommended resources for the writer to use	Original content on for Child Marriage [URL] [URL]
Additional comments	e.g This page needs more individual voices and quotes. Chief editor to source [DONE]

Working with content strategists

- Get a content strategist from the start

- Form a close partnership

- Assign roles and ownership

- CS form intimate understandings of users and staff

- Use their research

- **Content strategists are your friends - use them or lose out**

Thank you!

Richard Rutter, Clearleft

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http://clearleft.com/is/hiring