



# Select and Analyze Audiences

Workbook 2



This workbook is a component of *Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech*, by Rachel Hilary Brown.





## Phase 1

Understand Context and Conflict



## Phase 2

Select and Analyze Audiences



## Phase 3

Select and Design Mediums,  
Speakers & Message Content

This section will help you understand how the people you want to reach behave, so you can set clear goals about how you want to change their behavior over time. These exercises are designed so that they can be conducted in workshops or with small groups of people.

# The journey ahead

## DON'T FORGET YOUR

 Partners

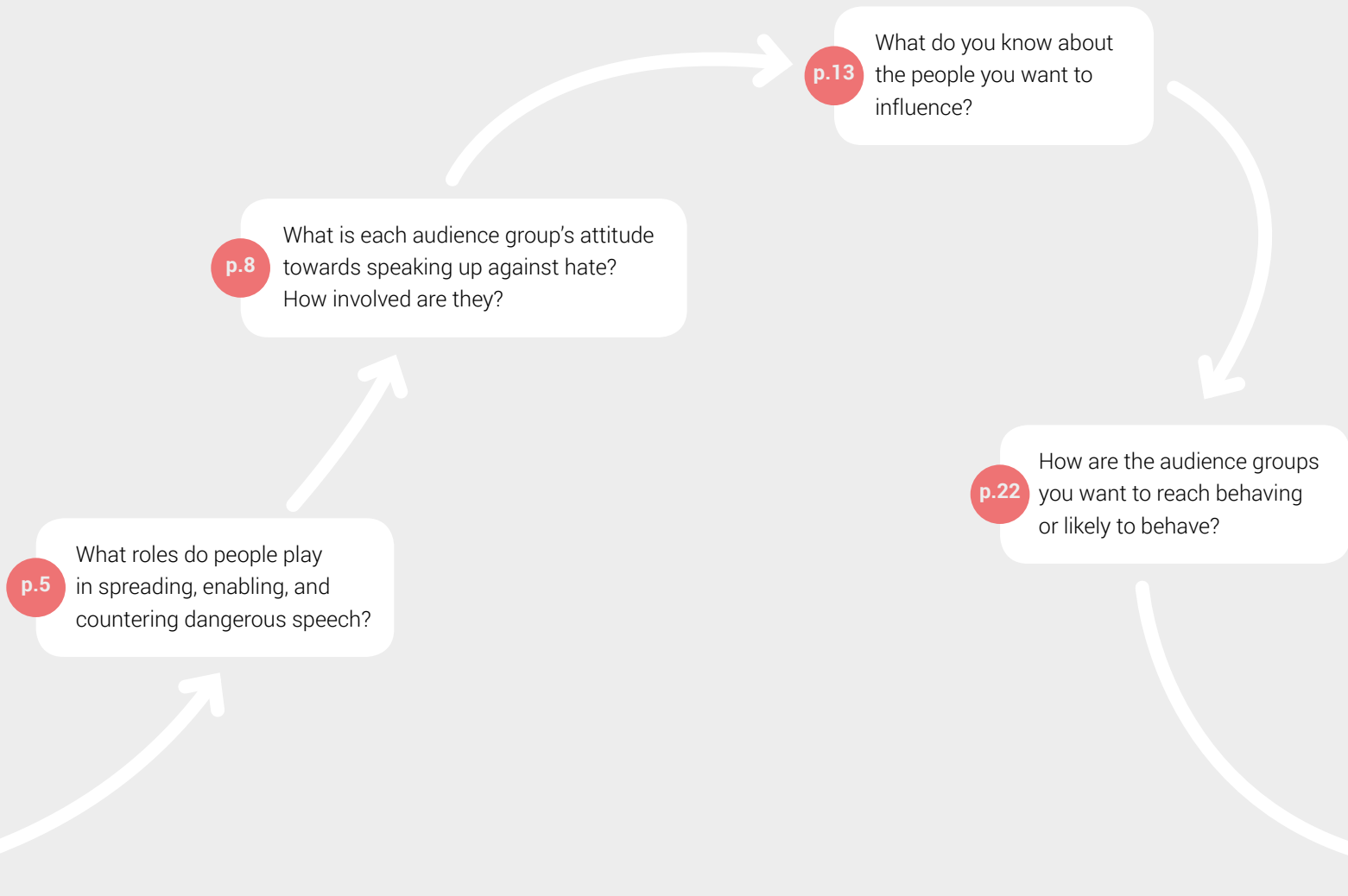
 Creativity

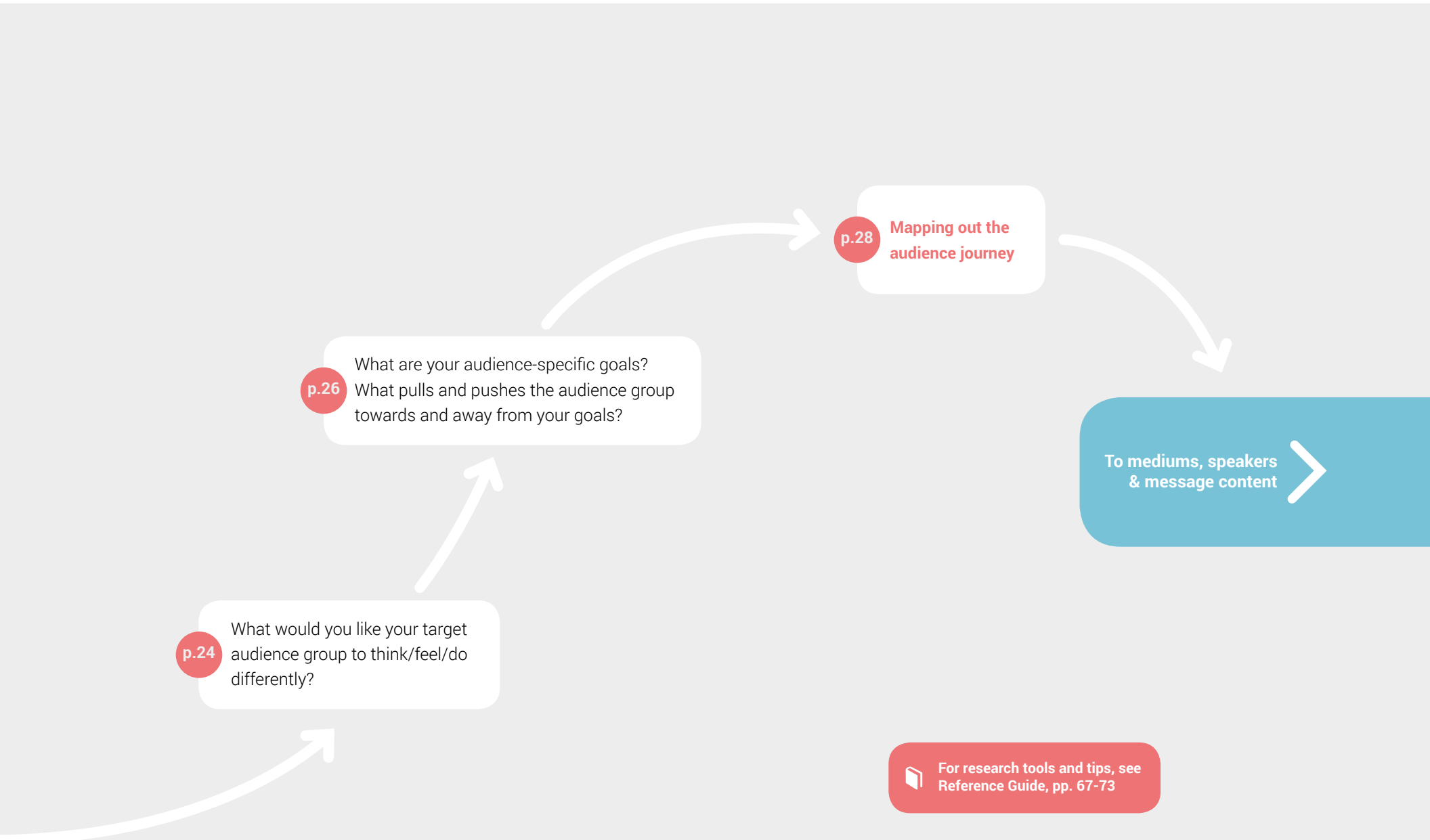
 Paper

 Post Its

 Markers

 Reference Guide





p.26

What are your audience-specific goals?  
What pulls and pushes the audience group towards and away from your goals?

p.28

Mapping out the audience journey

p.24

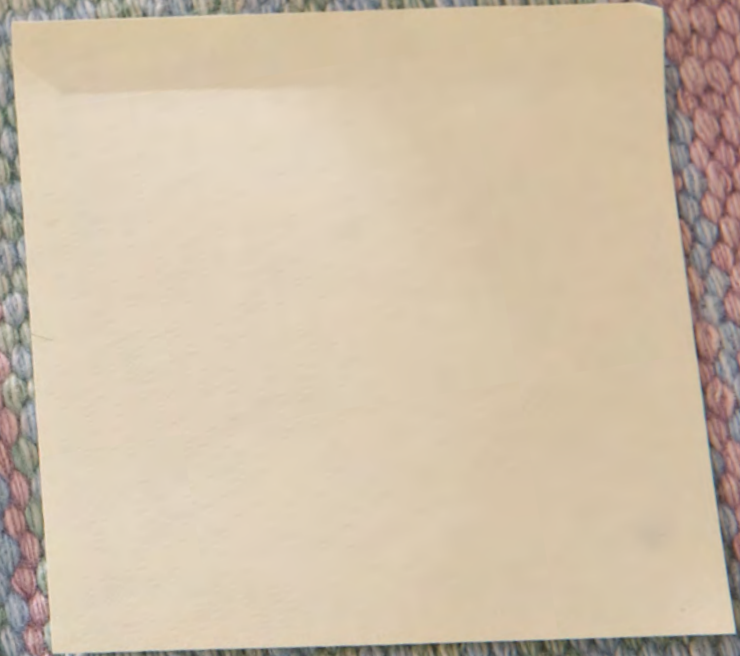
What would you like your target audience group to think/feel/do differently?

To mediums, speakers & message content >



For research tools and tips, see Reference Guide, pp. 67-73







## What roles do people play in spreading, enabling, and countering dangerous speech?

Within any audience – whether it is large and diverse (all members of a particular village) or more narrowly defined (all young women in a religious group) – people have different attitudes and play different roles. Understanding the different groups within an audience you want to reach is one of the most important pieces of an effective communication strategy: people are motivated by different things, and understanding the distinct types of audience members will let you create high impact communication strategies for each of them.

Because we are focused on how people interact with dangerous speech and group-targeted harm, we can break our audience into groups based on how they interact with spreading and countering dangerous speech.

**Use the template on the following page to list audience groups and members.**

**Remember: the categories on the following page can apply to men, women, and people of all ages.**



Reference Guide pp. 56-57

# Audience Segmentation Chart

*who are your*

## **INFLUENTIAL INDIVIDUALS?**

These are people or groups of people who have a high level of influence. This could be at the national or community level. This isn't about their relationship to dangerous speech; it's based on their influence on their community.

*who are your*

## **RELUCTANT AUDIENCE MEMBERS?**

These are people who listen to or witness dangerous speech and/or group-targeted harm, but do so reluctantly.



Discuss who falls into each of these categories. What do you know about them? Do they share demographic qualities (e.g., an occupation, age, gender)? Capture the main points in the template.

*who are your*

## **INFORMATION SPREADERS?**

These are people who spread information and are major sources of information in their communities. This isn't about their relationship to dangerous speech; it's based on their ability to spread information within their community.

*who are your*

## **ENGAGED AUDIENCE MEMBERS?**

These are people who are receptive to messages of dangerous speech and to group-targeted harm (e.g., because of a charismatic leader who makes promises), but are not hardliners.

who are your

**PEOPLE  
LIKELY TO PARTICIPATE  
DIRECTLY IN GROUP-TARGETED  
HARM (RELUCTANTLY)?**

These are people who participate, but  
reluctantly or with reservations.  
*For example, this may include young men.*

who are your

**PEOPLE  
LIKELY TO PARTICIPATE  
DIRECTLY IN GROUP-TARGETED  
HARM (WILLINGLY)?**

These are people who are likely to participate  
willingly or very willingly, with few if any  
reservations. *May include unemployed young men,  
criminal gang members, political hardliners.*

who are your

**PEOPLE  
WHO ENCOURAGE  
PARTICIPATION IN DANGEROUS  
SPEECH/GROUP-TARGETED HARM?**

These are people who spread dangerous  
speech and encourage action.

who are your

**PEOPLE  
WHO SPREAD  
DANGEROUS SPEECH?**

These are audience members who  
spread messages of dangerous speech.

who are your

**PEOPLE  
WHO COUNTER  
DANGEROUS SPEECH?**

These are people who spread messages  
that directly or indirectly counter the  
message of dangerous speech.

## What is each group's attitude towards speaking up against hate? How involved are they?

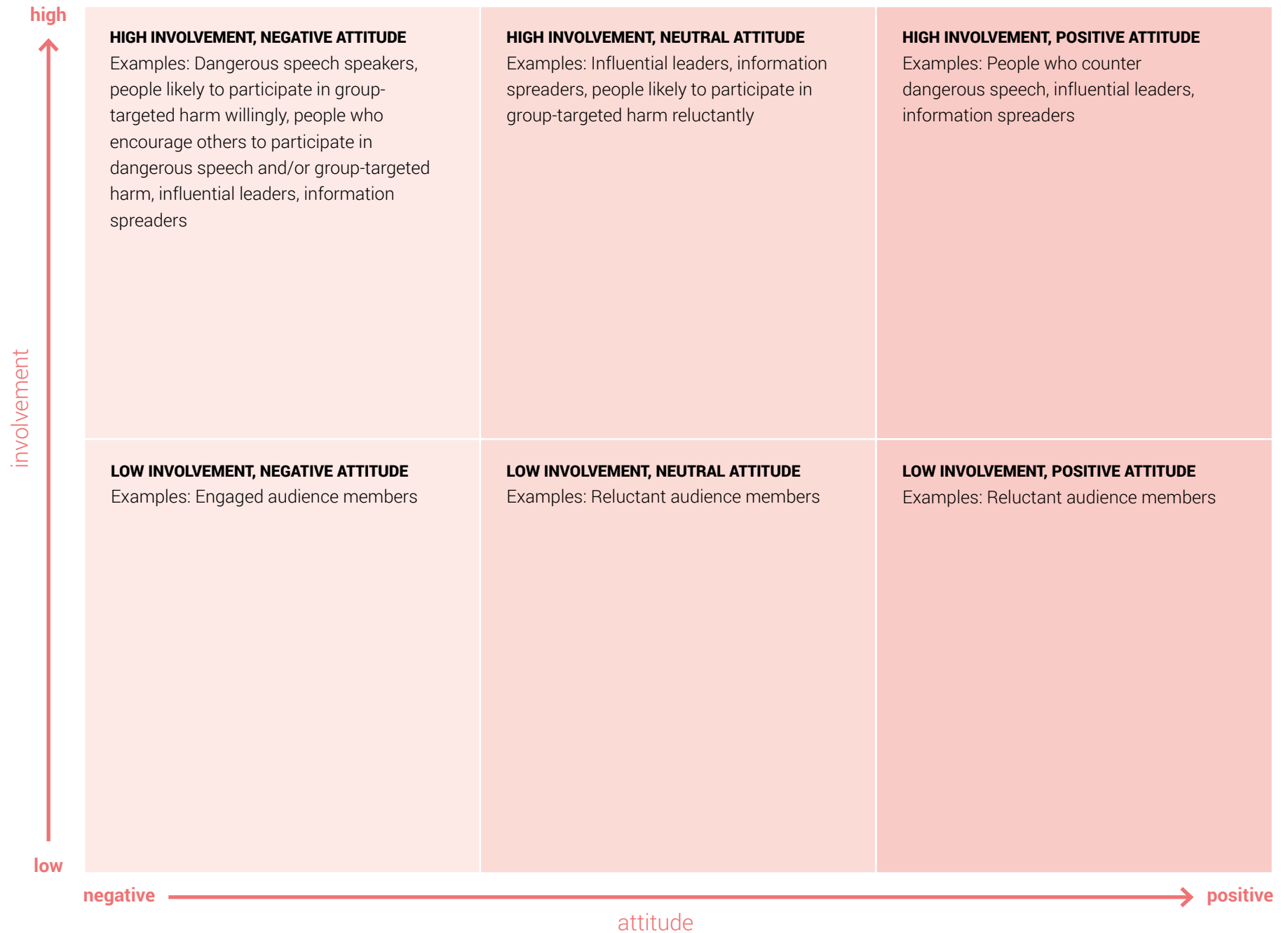
Each group you've identified in the Audience Segmentation Chart has an impact on the spread and influence of dangerous speech. To understand each group's impact, you can chart their attitude toward spreading or countering dangerous speech, and how involved they are. This will help you set goals for each group.

In the chart on p.9, "attitude" refers to how a group's members feel about dangerous speech or speech that promotes peace. They have a positive attitude if they like speech that promotes peace, a negative attitude if they like dangerous speech or hate speech, and a neutral attitude if they don't care or sometimes go either way.

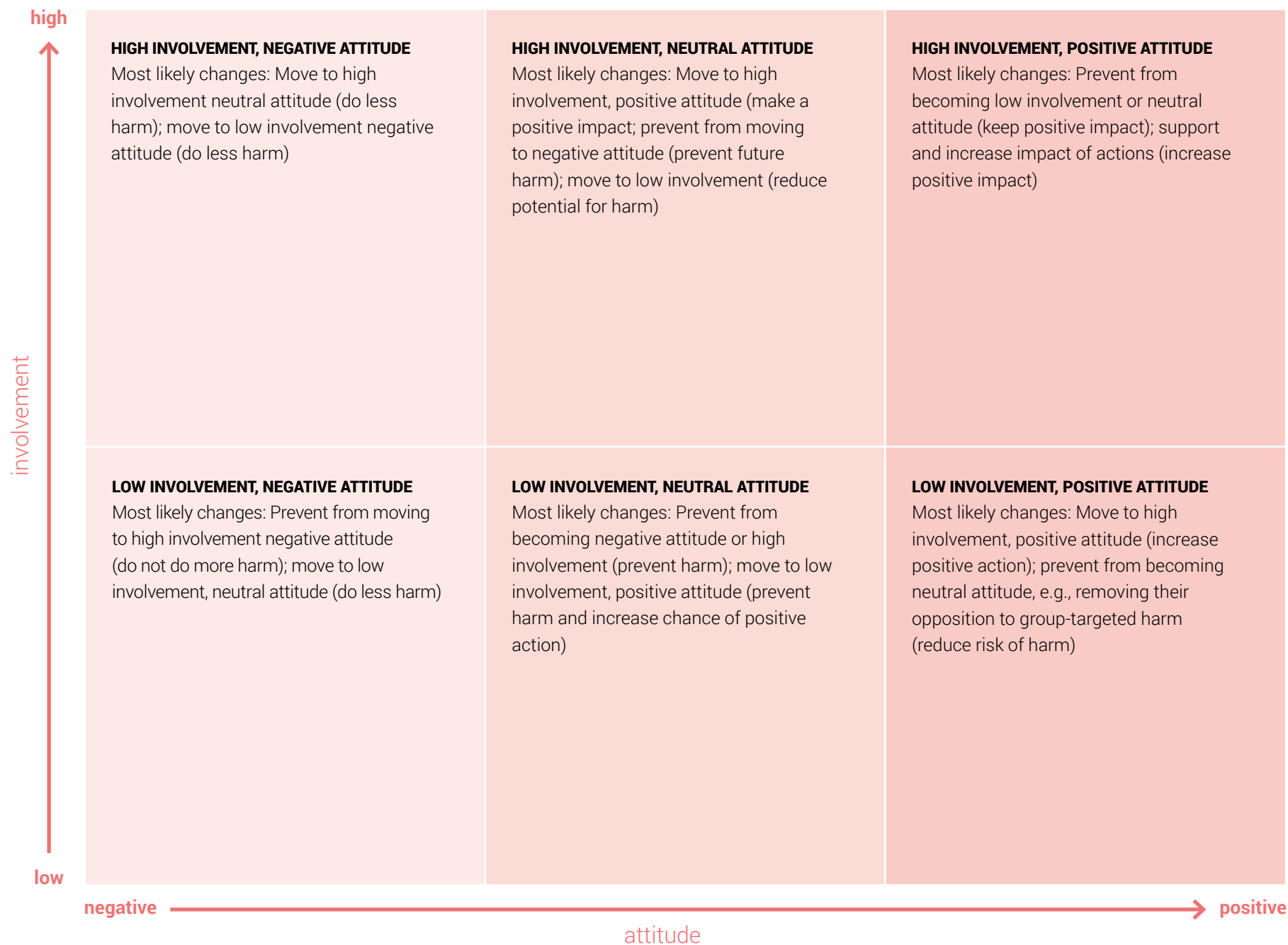
"Involvement" means how involved a group's members are (high or low) in spreading information in general. For example, someone might have a negative attitude, but if they have a low involvement, they won't have much negative impact. Likewise, someone with a positive attitude and low involvement will have less positive impact.

**Map each group you've identified on the Audience Segmentation Chart onto the Attitude & Involvement chart on the next page. Then follow the instructions on the next page to figure out how you can realistically influence each group. This will help you develop goals and decide where to target your resources for impact.**











## MY STORY

- grew up in rural area  
in order to

## What do you know about the people you want to influence?

In order to figure out the best speakers, mediums, and messages to use to influence your audience groups, you need to first gather some key information about these audience groups. Specifically, you need to understand who is influential to them, how they access information, and what drives or constrains their behavior.

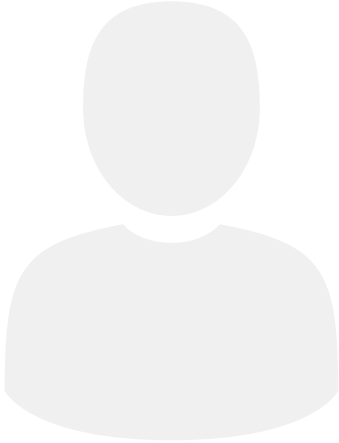
One of the best ways to do this is to develop a representative profile (or profiles) for the groups that you want to target. These profiles can be used throughout the design process to think about how each type of audience will interact with your intervention.

**Use the following templates to fill out your audience profiles.** You should develop at least one profile for each group you want to target (the groups you've decided to focus on). As you fill out the template, imagine that you are the person in the profile and write from the first person perspective, using "I" statements when possible.

Remember: be non-judgmental and don't make assumptions! The goal is to understand the people you want to influence.

Make copies of the template so that you can fill it out for each group you are focusing on.





Add picture or drawing

Where am I from?

What's my occupation?

What audience group do I belong to?

What Attitude/Involvement Category do I belong to?

My name:

---

Age:

---

Gender:

---

Ethnicity (if applicable):

---

Nationality (if applicable):

---

Religion (if applicable):

---

Story (In 2-5 sentences describe my story - who am I?):

Main Identity (Which group do I see as my main identity group? What does that identity mean to me? How do I feel about the other members of my identity group? Members of other identity groups?):

Other Identities (What other identities do I have?):

Conflict-related identity (how am I categorized by others and how do I identify with respect to dangerous speech, e.g., "people think I support discrimination but I really just want my group to be successful"):

General Interests (What topics and types of content and sources do I usually interact with in general? E.g., Facebook pages about beauty or gossip about people in the neighborhood):

**What do I do**

How do I currently interact with dangerous speech?

**How do I feel**

about the current dangerous speech/conflict situation

**What do I think**

about how other people are acting or expect me to act? What type of peer pressure do I feel around dangerous speech?



Name + picture

**What do I believe**

What values are most important to me? What pressures me to act in line with these values? What values do I reject/look down on? Use "I" statements, e.g. 'Honor is important for me.'

**Group view**

How do I view and talk about my own group? What characteristics do I think my group has (e.g., physical or personality)?

**Target view**

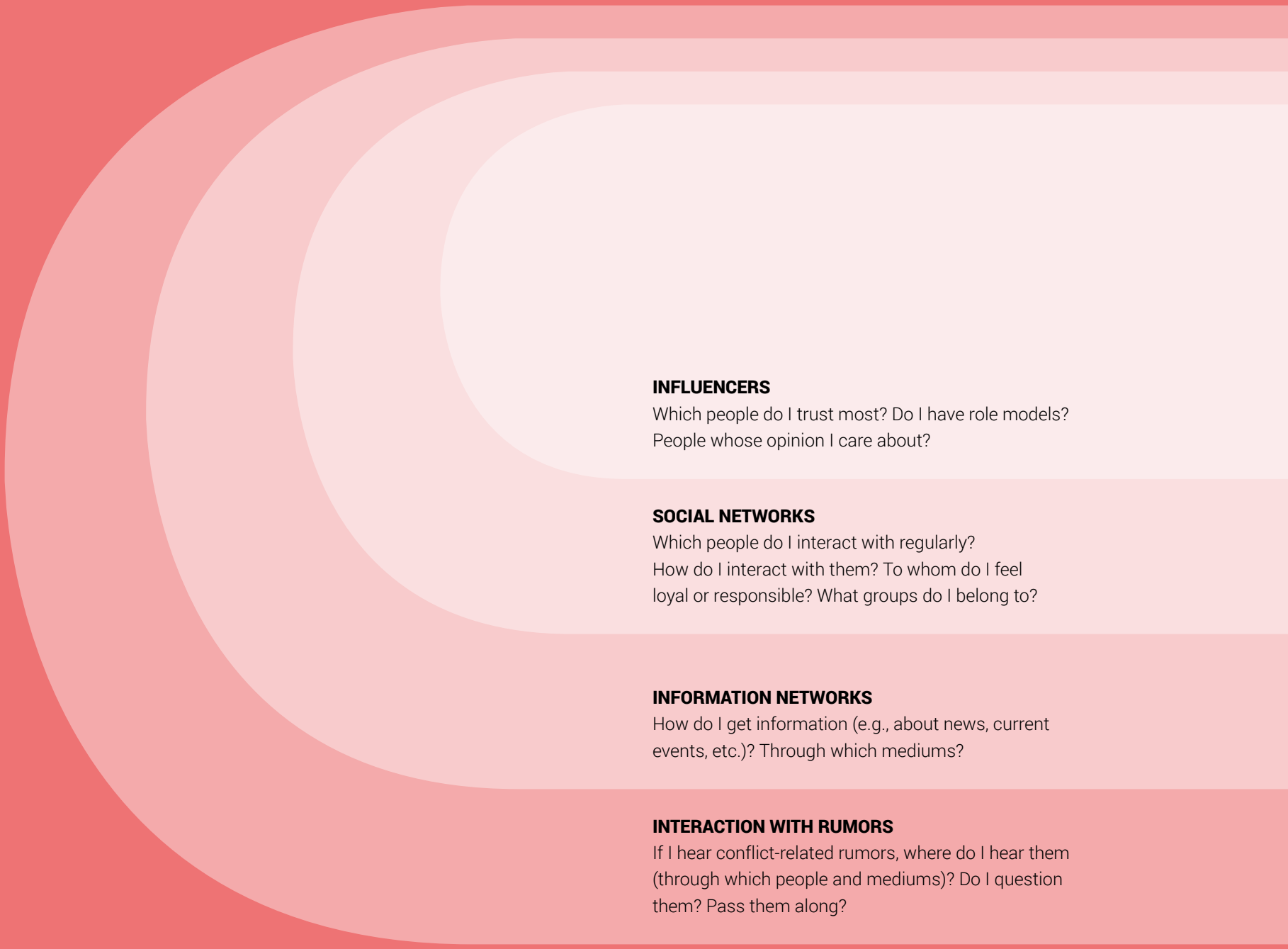
How do I view and talk about the group being targeted for harm?

**Drivers**

What motivates me to act the way I am acting in relation to dangerous speech and the current situation (e.g., social pressure, economic interest, fear)?

**Barriers**

What prevents me from acting differently (e.g., fear of being unpopular)?



### **INFLUENCERS**

Which people do I trust most? Do I have role models?  
People whose opinion I care about?

### **SOCIAL NETWORKS**

Which people do I interact with regularly?  
How do I interact with them? To whom do I feel  
loyal or responsible? What groups do I belong to?

### **INFORMATION NETWORKS**

How do I get information (e.g., about news, current  
events, etc.)? Through which mediums?

### **INTERACTION WITH RUMORS**

If I hear conflict-related rumors, where do I hear them  
(through which people and mediums)? Do I question  
them? Pass them along?





## What audiences are you focusing on?

select from the groups you highlighted

|   |               |
|---|---------------|
| Role (from Audience Segmentation Chart):  | Who are they? |
| Attitude & Involvement:   |               |
| What we can change so the group has more positive impact or less negative impact: |               |
| Key Insights (from Audience Profile):   |               |

|   |               |
|---|---------------|
| Role (from Audience Segmentation Chart):  | Who are they? |
| Attitude & Involvement:   |               |
| What we can change so the group has more positive impact or less negative impact: |               |
| Key Insights (from Audience Profile):   |               |

|   |               |
|---|---------------|
| Role (from Audience Segmentation Chart):  | Who are they? |
| Attitude & Involvement:   |               |
| What we can change so the group has more positive impact or less negative impact: |               |
| Key Insights (from Audience Profile):   |               |

|   |               |
|---|---------------|
| Role (from Audience Segmentation Chart):  | Who are they? |
| Attitude & Involvement:   |               |
| What we can change so the group has more positive impact or less negative impact: |               |
| Key Insights (from Audience Profile):   |               |

## How are the audience groups you want to reach behaving or likely to behave?

For each audience group you have decided to target, you will need to set specific goals about how you want to influence them. The first step for setting goals is to understand how each of your target groups is already acting in relation to the situations you want to prevent, or how you think they will act. Then, you will map out how you would like them to behave instead.

Using the scrap paper, post its and markers you used to map out all of the possible trajectories, add what your target audience group is doing/feeling/thinking at each point in time (during the trajectory from speech to group-targeted harm). On pp. 29-30 you will find a complete Audience Journey template to fill in according to the situation you decide to focus on.



# Audience journey

Audience:  
example: taxi drivers

**CURRENT SITUATION**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi drivers don't know much about Group X and become familiar with misinformation and rumors (e.g., that Group X are criminals).

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I care about what my passengers tell me and what I hear people talk about on the street

**GOAL**

**DEVELOPMENT #1**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver attends events by key leaders and cheers them on.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I admire key leaders, I think I should listen to them

**GOAL**

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

**DEVELOPMENT #2**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver talks to his/her friends and clients about how dangerous Group X is.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I like to feel involved and talk about problems with my friends

**GOAL**

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

...  
Add as many developments here as needed

**FEARED RESULT**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver encourages young men to get involved and protect Group Y from Group X.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I want people to see me as a leader and I feel afraid of Group X

**GOAL**

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

## **What would you like your target audience group to think/feel/do differently?**

Now that you've mapped out how the audience groups you want to reach are behaving or likely to behave in relation to the situations you are trying to prevent, you can plan how you want these audience groups to behave instead.

**Write what you would like your target audience group to think/feel/do differently. On pp. 29-30 you will find a complete Audience Journey template to fill in according to the situation you decide to focus on.**

Your specific audience goals will then be to move the audience groups from their existing or predicted behavior to the preferred behavior.

# Audience journey

Audience:  
example: taxi drivers

**CURRENT SITUATION**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi drivers don't know much about Group X and become familiar with misinformation and rumors (e.g., that Group X are criminals).

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I care about what my passengers tell me and what I hear people talk about on the street

**GOAL**

EXAMPLE: Taxi drivers become more skeptical of misinformation about Group X.

**DEVELOPMENT #1**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver attends events by key leaders and cheers them on.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I admire key leaders, I think I should listen to them

**GOAL**

EXAMPLE: Taxi driver focuses on needing to work and decides not to attend event.

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

EXAMPLE: Taxi driver doesn't attend the event by key leaders, instead just works as usual.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I need to focus on working and having income

**DEVELOPMENT #2**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver talks to his/her friends and clients about how dangerous Group X is.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I like to feel involved and talk about problems with my friends

**GOAL**

EXAMPLE: Taxi driver realizes that speech about the danger of Group X could cause trouble, and shares contradicting information.

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

EXAMPLE: Taxi driver doesn't pass along the rumors about Group X. He also shares some contradicting information to make others doubt the rumors.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I don't want to get caught up in trouble

...  
Add as many developments here as needed

**FEARED RESULT**

**AUDIENCE BEHAVIOR**  
What is the audience doing?

EXAMPLE: Taxi driver encourages young men to get involved and protect Group Y from Group X.

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I want people to see me as a leader and I feel afraid of Group X

**GOAL**

EXAMPLE: Taxi driver realizes his income will be at risk and encourages others not to get involved and lose their income.

**PREFERRED BEHAVIOR**  
What do you want the audience to be doing?

EXAMPLE: Taxi driver encourages friends, clients, not to get involved because it will be bad for business (they won't be able to drive taxis if there is violence).

**AUDIENCE DRIVERS**  
"I think/feel/am motivated by.."

EXAMPLE: I don't want to lose my income



## What are your audience-specific goals? What pulls and pushes the audience group towards and away from your goals?

Your intervention will seek to move the trajectory from the existing trajectory to your preferred trajectory. **What are your specific audience goals?**

Now that you have identified your predicted and preferred audience behaviors, you can make very specific goals about how you want to change each audience group's behaviors, feelings, thoughts, at each point in the conflict trajectory. These specific goals will help you target your intervention at concrete aims, rather than just general goals (e.g., prevent conflict).

**Use the knowledge you have from your audience analysis to think about what will motivate your audience towards your goals and what will prevent them from reaching your goals.**

**Fill in the specific action you are aiming for at the relevant trajectory point in the Audience Journey on the next spread.**

The idea is to influence the audience group to take the preferred action instead of the conflict trajectory action.

As you're filling out each goal, discuss the audience's thoughts, feelings and knowledge at each point. Add significant insights as "I" statements on behalf of the audience (e.g., I feel, I think...)

**GOAL 1:**

What barriers (thoughts, feelings, beliefs, motives, fears) might motivate this target audience to follow the conflict trajectory and what would prevent them from doing so?

What would motivate this target audience to achieve your goal? What barriers would prevent them from doing so?

Who is the audience interacting with at this point? What mediums are they accessing to get information? Who else is trying to influence them?

**GOAL 2:**

What barriers (thoughts, feelings, beliefs, motives, fears) might motivate this target audience to follow the conflict trajectory and what would prevent them from doing so?

What would motivate this target audience to achieve your goal? What barriers would prevent them from doing so?

Who is the audience interacting with at this point? What mediums are they accessing to get information? Who else is trying to influence them?

**GOAL 3:**

What barriers (thoughts, feelings, beliefs, motives, fears) might motivate this target audience to follow the conflict trajectory and what would prevent them from doing so?

What would motivate this target audience to achieve your goal? What barriers would prevent them from doing so?

Who is the audience interacting with at this point? What mediums are they accessing to get information? Who else is trying to influence them?

**GOAL 4:**

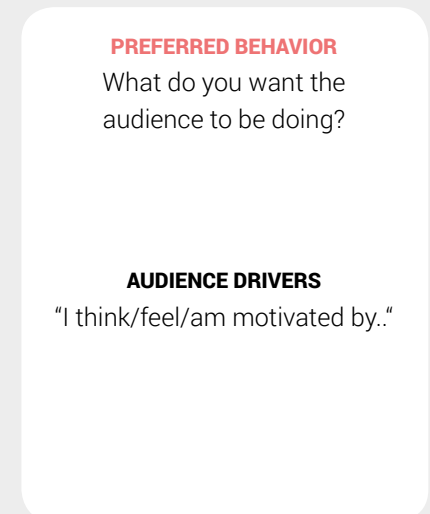
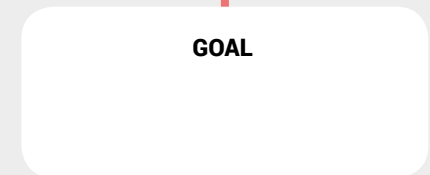
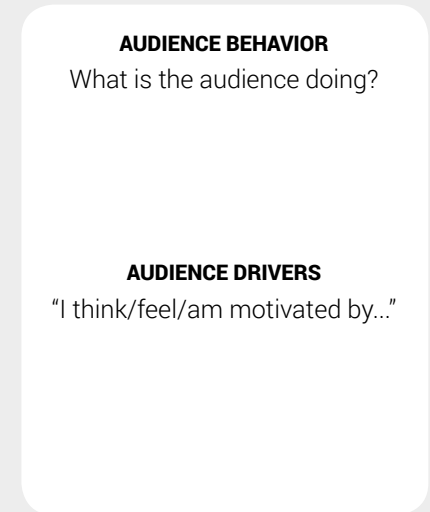
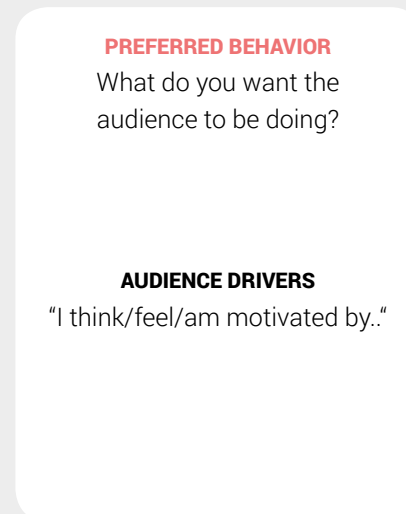
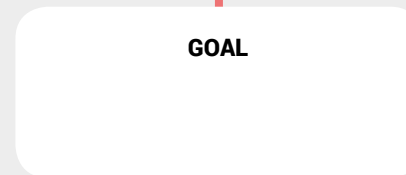
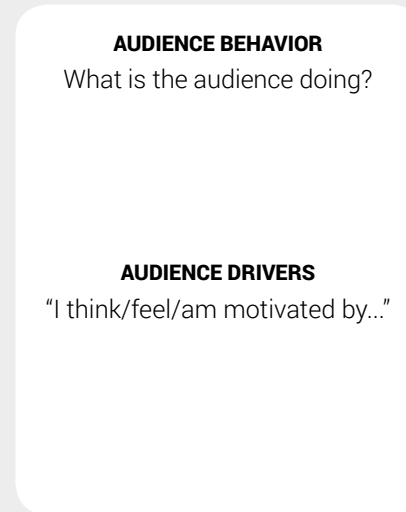
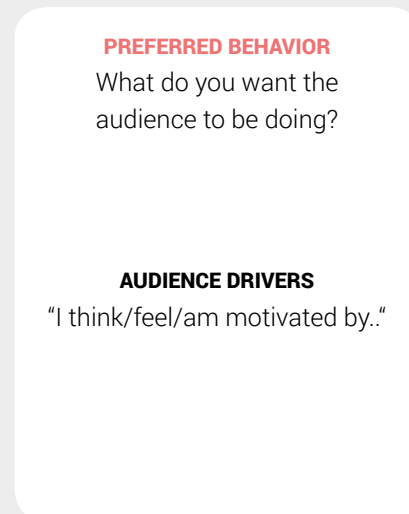
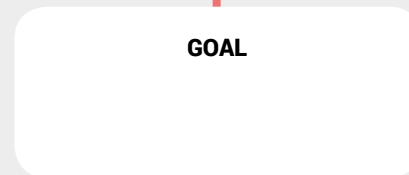
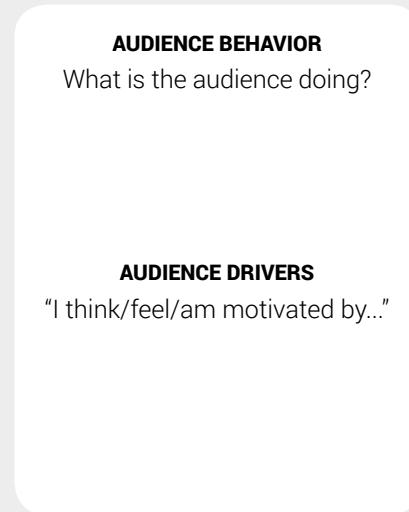
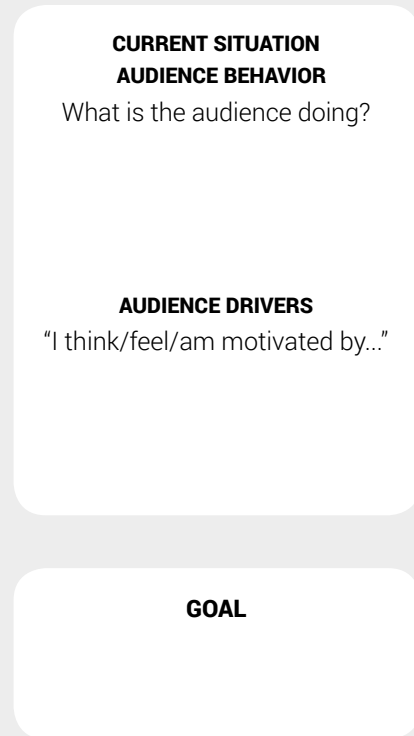
What barriers (thoughts, feelings, beliefs, motives, fears) might motivate this target audience to follow the conflict trajectory and what would prevent them from doing so?

What would motivate this target audience to achieve your goal? What barriers would prevent them from doing so?

Who is the audience interacting with at this point? What mediums are they accessing to get information? Who else is trying to influence them?

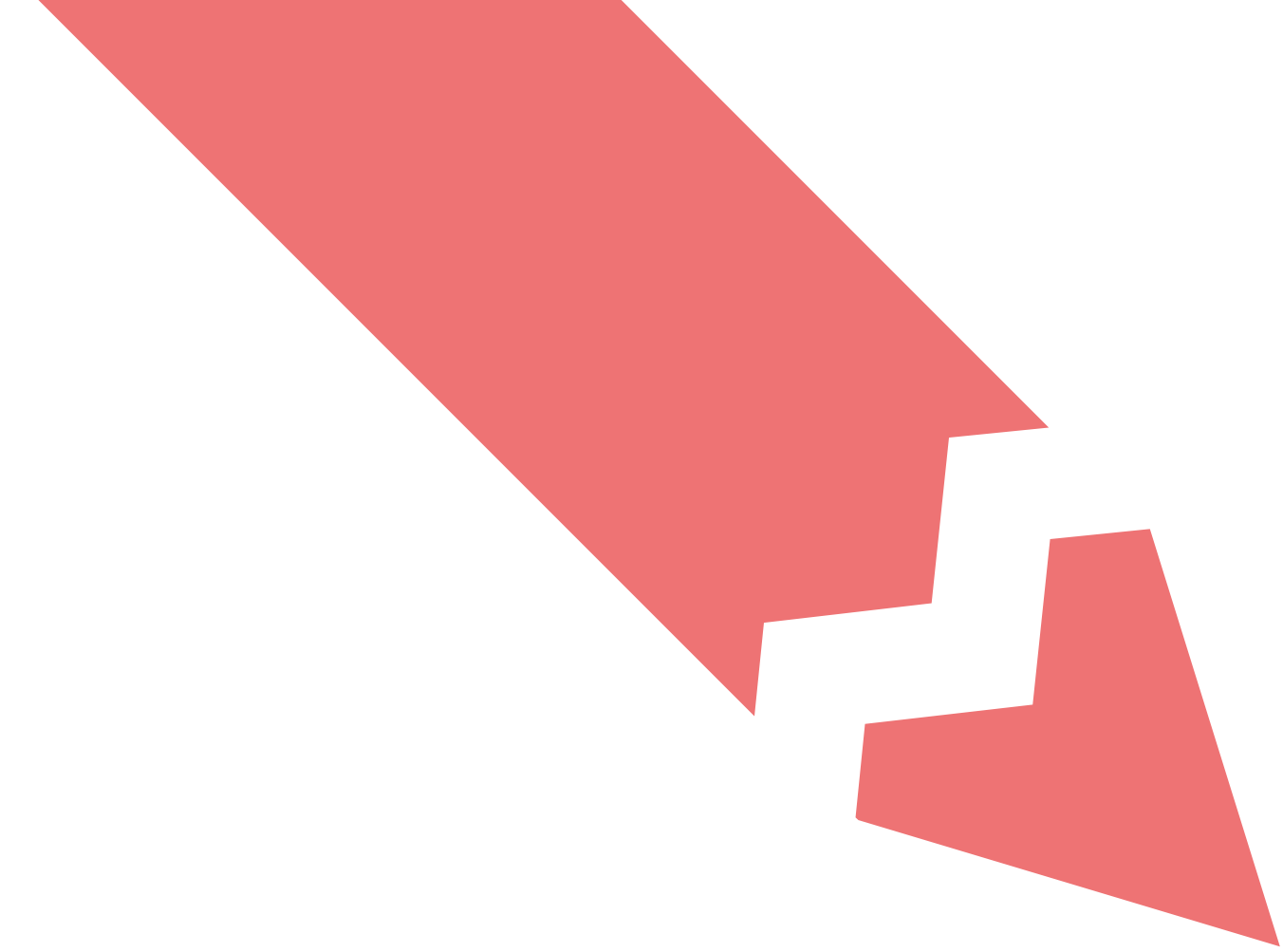
# Audience journey

Audience:



This map corresponds with the Trajectory Map in the previous workbook (Understand Context and Conflict) and the developments as you've mapped them there. Make copies of this template so that you can fill it out for each audience you are targeting.





By now, you should understand how your target audience groups are likely to behave during different conflict trajectories, and you should have clear goals for how you want to change their behavior over time.

As you continue to work, keep referencing your previous steps. Iterate as new information or insights emerge.

In the next workbook, you will design the mediums, speakers, and messages for your intervention. The goals you have created here, as well as your context and audience analyses, should guide your thinking in Phase 3.





