

2018 Communication Week Banquet: A persuasive process

University Wisconsin- Green Bay

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## Table of Contents

Executive Summary.....	3
Introduction.....	4
Issue Analysis.....	4
Interview Results.....	5
Survey Results/ Findings.....	6
Audience Analysis.....	11
Models	
Fishbein.....	15
Consistency/ELM.....	18
Rationale.....	23
Evaluation of Effectiveness.....	24
Continuous Improvements.....	26
So What?.....	26
Appendix	
A. 100 Facts.....	28
B. Agendas.....	38
C. Figures and Charts.....	41
D. Survey.....	52
E. Families.....	102

### **Executive Summary**

The first Communication Week Banquet was a success, however, our goal in this case was to increase attendance by one hundred percent and increase the level of donations. After analyzing the issue and conducting preliminary research through a survey and interview, we were able to conceptualize the shifting of goals from last year's banquet to next year. In total, there were 177 survey respondents, consisting mostly of alumni. The interview was conducted with Eli Hughes, the Director of Communication Week 2017.

With the data from the survey and interview, we were able to analyze the major audiences through the use of audience analysis and KISS charts. The audiences were current Communication students, undeclared Communication students, Communication alumni, Communication professors, and area businesses. This helped to gain more applied insight when analyzing the models.

The models used were Fishbein, Consistency Theory, and the Elaboration Likelihood Model (ELM). The beliefs of the audiences came from the survey, and then were applied to the Fishbein Model. This is where the attitude and intentions were created. Thereafter, the strategies applied reflect the behaviors. The Consistency Theory and ELM models were combined to better link strategies and tactics. Furthermore, each model was grouped into two different categories: increase in attendance and increase in donations.

After using these models to generate strategies and tactics, we were able to formulate a cohesive plan for future Communication Week Banquets. An evaluation plan and continuous improvement ideas were utilized to further assess the success of our plan.

### **Introduction**

The first annual Communication Week Banquet was a success. This week gave an overview and insight into what the communication major is about. Communication Week consisted of interactive booths, student and professor panels, games, and ended with the first Communication Week Banquet. While the banquet was a success, there are new goals set in place to make the second annual banquet outshine its predecessor. This paper explains the persuasive strategies and tactics to increase the attendance and donation for next year's Communication Week Banquet.

### **Issue Analysis**

We were presented with the case on the 2017 Communication Week Banquet. More specifically, it was our task to develop strategies and tactics to boost attendance and level of donations. Last year's banquet attracted nearly 100 people, with the goal being 200 people next year. Essentially, we had to come up with a way to raise attendance by one hundred percent. Additionally, we had to come up with persuasive goals, strategies, and tactics that were distinct from last year's plan.

After conducting initial research with Eli Hughes, the head of Communication Week 2017, it was discovered that last year's goals were very distinct and recognizable, in that this was the first banquet ever planned by a group of Communication students. Therefore, the methods used in these persuasive strategies and tactics are generally isolated from last year. We had to understand that the initial banquet served as a stepping stone and a way to set up for future years to come. Persuasion is a process, as will be reflected in the distinct strategies discussed in this paper.

### **Interview Results**

We decided that conducting an interview with Eli Hughes, the 2017 Communication Week Banquet Director, could give us better insight to help guide our persuasive strategy for next year's banquet. Our group corresponded with Eli to set up a time for us to learn about the executive team's planning process for the banquet.

In our meeting, we first asked Eli what the overall process was in planning the banquet and started off with some basic numbers. We were informed there were 96 total attendees at the banquet, and that donations were minimal, although that was not the main concern for this year's event. The main advertising methods used were e-mail, social media, digital signage, and word of mouth, mainly between students and Communication faculty. One of the goals was to have the banquet serve as a culmination of the week's events. Another goal was to provide networking opportunities for students with local businesses and create possible sponsors for the communication department to grow. Eli also stressed that they had a goal to connect alumni to the current success of the Communication department to see the growth the department has had. Culturally, they wanted to establish an identity for the Communication department for the alumni and all other attendees, thinking long term for the success of the department.

Eli continued talking and it became apparent that the goals were showcased through the fantastic Communication faculty and by the Communication students themselves as representations of the department. Consequently, this leveraged a lot of excitement among the attendees and generated the type of buzz needed for a new event to become successful and grow in the future. The less obvious and unstated goals Eli alluded to was to raise overall awareness and depict what sets Communication students apart from the rest. In order for the Communication department to grow, persuading students to become declared Communication

majors and showcase to all students what we actually “do” in the Communication department sets up the annual banquet for the future. Lastly, raising money for the department was another unstated goal for departmental improvements, but Eli stressed this was not one of the main concerns this team was tasked with.

Strategies Eli and the team used during Communication Week to generate a large turnout at the banquet was focusing on celebration and connectedness using social media and word-of-mouth as his platform. Eli noted he kept the budget in mind and tried to keep costs low as possible without compromising the banquet quality, along with keeping ticket prices affordable for students to attend.

Rounding out the interview, we asked how he and the Communication Week staff evaluated the event after it was over. Eli stated they are currently in the evaluation process and collecting behind the scenes feedback from Communication students for next year’s event. When asked of any rejected solutions, raising awareness for the 4E and having a bar type setup for alcohol refreshments had too many regulations with the time restraints to make that happen.

Overall, the interview with Eli was insightful and we were very fortunate to have had the opportunity to utilize him as a resource. This resulted in allowing us to view the event through a different lens. Our group could take this information and cross-examine with our survey results in order to initiate a more strategic plan for improvements on next years Communication Week Banquet.

### **Survey Findings**

In order to gain more information on the 2017 Communication Week Banquet, we conducted a survey through Qualtrics. Our goal was to find out why Communication students, professors and alumni chose to attend or not to attend the banquet. We also wanted to gather data

on why they chose to donate or not. When conducting this survey, a few mistakes were pointed out to us. We did change the survey after we realized our mistakes. These mistakes will be addressed later on.

We emailed the survey link to Professor Clampitt who then emailed all of the Communication students the link so they could take the survey. We also emailed all of the Communication professors. In order to email the survey link to Communication alumni, we had to contact the Director of Alumni Relations, Kari Moody. She then emailed the survey link to all of the Communication alumni.

The survey was active from April 10th to April 22nd. During this time we received 177 responses. One of the first questions we asked was whether they were a Communication student, professor, alumni, or other. From this question we gathered that 33 Communication students, ten professors, 130 alumni, and two others took the survey.

We then asked if they attended the 2017 Communication Week Banquet. From this question, eight Communication students, eight professors, eight alumni, and one other answered yes to attending the banquet. In total 25 people who took the survey attended the banquet. For the people that answered “no” to attending the banquet there were 27 Communication students, two professors, 122 alumni and one other who took the survey. This totals 152 people who did not attend the banquet.

Next we asked, “What 3 words do you think of when you hear the word banquet?”. This question gave us insight on how people view banquets and whether the 2018 Communication Week should be associated with a banquet or something else. The top three words that were used were, “food, award, and dinner.” These words helped us realize that most people viewed banquets as award ceremonies. From this, two of our main strategies surfaced being, we need to

“challenge existing beliefs” and “make the event sound fun and exciting.” Award ceremonies are a great way to recognize excellence but most people would not want to attend a ceremony if they were not receiving an award. This question was one of the reasons why we would change the event name to a Commtail Party.

Next, if they answer that they were alumni, we asked what year the alumni graduated. The years ranged from 2016 to 1974. If they answered they were a Communication student, we then asked what their projected graduation date is. Most students answered with “2017” or “2018.” From this question, we now understood that one of our audiences needed to be “potential Communication students” or undeclared Communication students. Having underclassman attend the 2018 Communication Banquet will increase the attendance.

The next question we asked was, “How did you hear about the Communication Week Banquet?” The most surprising result we found was that 63% of the alumni that took the survey did not hear about the banquet. This result was the most influential information we received from the survey. We did not realize that most of the alumni did not receive information about the 2017 Communication Week Banquet. From this, we concluded that a tactic for the 2018 Communication Week Banquet could be informing all the alumni about the event. This would also increase attendance and donations.

We want to ensure that all people wanting to attend the 2018 Communication Week Banquet will do so regardless of price. The next question asked was, “Did you feel the price of the Communication Week Banquet was reasonable?”. The results were 51 answering “yes” and 19 answering “no”. Although it was asked to all responders of the survey, the question should not have been asked to the people who did not attend the banquet. After we realized our mistake,



we added a skip logic so this question would only be asked to those who attended the banquet. These results were not used in our strategies and tactics.

Increasing donations was also a goal in this project. We wanted to know how many people donated during the Communication Banquet. We asked, “Did you donate to the Communication program at the banquet?”. Only eight people answered “yes” and 92 answered “no”. If someone answered “no,” they would then answer a series of questions about donating next year.

These next questions are on a scale from zero to ten, zero being least likely and ten being most likely. These results were all used to create tactics for receiving more donations for the 2018 Communication Week Banquet next year. The first question asked was, “I would donate at the Communication Banquet if the money went towards future Communication banquets. Five people responded with zero, eight responders answered one, eight responders answered two, eleven answered three, four answered nine, 16 answered five, seven answered six, six answered seven, five answered eight, and two answered nine. This means that over half of the people would not donate if the money went towards future banquets. From this we decided that next year's donations should not go towards future banquets. The second question was, “I would donate at the Communication Banquet if the money went towards new development in the Communication program.” One person answered zero, three people answered one, three people answered two, three people answered three, four people answered four, 16 people answered five, eleven answered six, 15 answered seven, nine answered eight, four answered nine, and eleven answered ten. Over 70% of the respondents would be more likely to donate if the money went towards development in the Communication program. We concluded that people want to see the Communication Program expand even after they have graduated. The next question we asked

was, “I would donate to the Communication Banquet if I could do so ahead of time.” One person answered zero, three people answered one, seven people answered two, two people answered three, four people answered four, 17 people answered five, ten people answered six, eight people answered seven, 14 people answered eight, two people answered nine, and eight people answered ten. Over 75% of people would donate if they could do so online. From these results, we wanted one of the tactics to be having online donations.

The next question was only asked to those who donated to the 2017 Communication Banquet. We asked, “What would encourage you to donate again next year.” Two of the responses stated that understanding what the donation was needed for would encourage them to donate again.

The next question was, “What would encourage you to attend next year’s Communication Banquet.” An overwhelming number of respondents stated that just knowing about the event would encourage them to attend. These responses were very eye opening. Just letting people know about the 2018 Communication Week Banquet would increase attendance. From these responses we developed multiple tactics to invite people to attend next year’s event.

The last question that helped us develop our strategies and tactics was, “Why didn’t you attend the Communication Week Banquet.” Once again, most people answered that they did not know about the banquet. We realized that most alumni did not hear about the banquet and that alumni should be notified of the 2018 Communication Week Banquet Party.

Unfortunately, our survey did have a few mistakes that made some questions unusable. We wanted there to be questions that only the people who attended the banquet would answer, unfortunately we did not add a skip logic to those questions, so everyone answered those questions. These responses were unusable because the people did not understand the questions.

After the mistake was pointed out to us, we added a skip logic, but we decided that the responses were still unusable. Other limitations for the survey include that there was very little response from the people who attended the banquet, and that no undergraduates took the survey.

Overall, the survey helped us understand what tactics should be used to double the attendance for the 2018 Communication Week Banquet and to receive more donations.

### **Audience Analysis**

For creating strategies and tactics for any given case, analyzing possible audiences is crucial for the process. The audiences our group chose to analyze were limited to current Communication students, undeclared Communication students, Communication alumni, Communication professors, and lastly, area businesses. Although we limited the number of audiences, many others were considered as well. One audience we did consider analyzing was Communication students' parents. Subsequently, our group decided not to analyze the parents because the parents could be addressed through the students that are attending by inviting guests. However, the select audiences were chosen based on attendance of the 2017 Communication Week Banquet. Our group insightfully analyzed the four audiences using KISS and Audience Analysis charts.

The first audience our group analyzed is current Communication students. We know the current Communication students are declared and pursuing Communication at the University of Wisconsin- Green Bay (UWGB). Without this group, there would be no Communication Week. This group of individuals will be impacted immensely by the banquet by future networking opportunities and the excitement of celebrating their major at a yearly event. The lions of the group are the executive board members running and planning the Communication Week events. Current Communication students know that banquets are a positive manner, but since it only has

happened once, there may be some flaws. Although they know this, the group is still comfortable attending the event because of their experience with the Communication department. We can infer that this group is intrigued by the banquet and are interested in knowing more about the benefits the banquet may offer. To reach these students, we can use channels such as social media, word-of-mouth, email, and website to get information out about the banquet. When keeping this group in mind, we should make the banquet practical to the majority of the group, keep them involved with planning, and relate the banquet to them. However, the current Communication students would have a few concerns regarding the banquet. Time, money, and the pressure to donate would intimidate this group, so we shouldn't undermine their knowledge and time, and only recognize a select few. The current Communication students' overall objectives are to showcase their major and have a good experience at the banquet.

For undeclared Communication students, we know they haven't declared Communication as their major yet. Our group inferred that this group is keeping their mind open by considering other majors and because of that, are not familiar with other Communication students yet. The banquet would impact this group significantly, since it will provide a learning opportunity and will help make the decision about choosing Communication as a major. The lions of the group would be students who are fully committed to declaring Communication. Once again, we can use channels such as social media, word-of-mouth, email, and website to get information out about the banquet. The communication objectives for this group is to learn about the program as a whole, meet students and professors in the program, and to showcase themselves. When taking this group into consideration, we should welcome them, provide them with exciting and beneficial information about the program, and to make it easy for them to socialize. The biggest concerns for this group would be not knowing other people at the banquet, feeling intimidating

about attend, and the professional confrontation they might encounter. So we shouldn't make it difficult for them to socialize, assume anything, and overwhelm them with information.

Our third audience we analyzed are Communication alumni. We know they went to UWGB, pursued Communication, and graduated. Our group inferred they have jobs, have Phoenix pride, want to give back to the Communication program, and want updates on changes to the program. This group will be impacted in different ways such as potential networking opportunities, sharing job experience, and being provided program updates. The lions of this group would be the alumnus most involved with the school. We can connect with this group of individuals by email, mailed letters, social media, and websites. The alumni think they will reconnect with professors, they will be admired at the banquet, and will be asked for donations. So we should provide insight on where their money is going if they donate, recognize their time, and give them an exciting reason to attend the banquet. The alumni will have concerns when attending the banquet such as, feeling obligated to donate, not knowing people, time, and travel cost. So we shouldn't forget about their contribution, overlook them, and not communicate with them about changes to the program. Overall, the objectives for the alumni would be to share career experiences and to reconnect with professors and old colleagues.

Communication professors are another audience our group analyzed. We know they teach communication classes at UWGB, they're familiar with the program, interact with many students from the Communication program, have a high level of expertise, and could possibly be past or current professors. Our group inferred that the professors want to come to the banquet because they're passionate about and invested in the program. The professors will be highly impacted by the Communication Week Banquet because of their obligation to participate and promote the events. The lions of the group would be the professors who are most involved with planning the

events. This group prefers email, social media, and face-to-face communication. The professors know they should be involved with the banquet, they'll reconnect with students and alumni, and lastly that the banquet will generate awareness for the program. The communication objectives for this group would be to promote the program in a positive manner and receive donations for the program. So tactically, we should keep the professors involved with planning, allow them to give back to the program engage them in decision making, and showcase their skills. The professors' biggest concerns would be planning, promotion, time and credibility costs. Our group agreed we shouldn't forget about their skills and shouldn't make them feel forced in decision making.

Our last audience we analyzed is area businesses. We know area businesses attending are providing time and/or monetary donation. Our group inferred they are involved in the community, could possibly be alumni of UWGB, looking for employees, and are looking to promote their business. This group could be impacted by the Communication Week Banquet by receiving potential hires, getting their business name known, and sharing work related wisdom. The lions of the group would be the large well-known companies and companies with alumni. The channel preferences are email, social media, and mailed letters. The communication objectives for the area businesses is to become more involved in the community, connect with students, and to promote their company. We should provide direct incentives and recognition, explain how contribution is helping the program, generate multiple donation methods, and provide ways for the businesses to interact and showcase themselves. The area businesses concerns would time, travel cost, donation cost, and uncertainty, so we shouldn't make them feel forced to donate, underscore their contribution, and not give them options.

### **Fishbein**

The four most common reasons why people attended or would attend the Communication Week Banquet were networking, socialization, career opportunities, and graduation/career advice. These beliefs of what the Communication Week Banquet should contain were conceptualized from the survey. We were able to begin our models once we had these survey results. We also used the audience analysis for inferences and those inferences were also used to fill in any gaps. The italicized and bolded information is what we used to complete Fishbein equation. These graphs are found in Appendix C. After Fishbein, we will go into ELM and Consistency Theory.

The beliefs provided in the Fishbein model were derived from our survey. Our group's survey showed that the surveyees would attend the next banquet to socialize, network, receive career opportunities, and gain career or graduation advice. The survey showed that current students, undeclared, and professors strongly believed that the banquet was for socializing. Alumni had the strongest belief that the banquet was for networking opportunities. These audiences will now be broken down to explain the equation for each. Areas businesses were not included in the Fishbein model due to the fact that we are not able to conduct survey data for this audience. However, this audience is analyzed in the ELM and Consistency Models.

The first audience is current Communication students. We found that the biggest belief of a current student was that the Communication Banquet should allow socialization. This was the strongest belief, and it was ranked a seven out of ten. It can be inferred that they would like to socialize with colleagues, professors, or area businesses since this audience would be the most comfortable to attend. From here, we evaluated the attitudes of their most intense belief. We determined that the intensity of the attitude was a five out of ten, and the salience was a seven

out of ten. Current Communication students feel that socializing at the banquet is important. After that, the numbers were inserted into the intention equations. The subjective norm was based on our audience analysis. As stated above, current students want to socialize with their peers, professors, and business; therefore, the subjective norm is a nine out of ten. If others were not attending the banquet, the current Communication students would not have socializing opportunities. From this equation we could create strategies for this particular audience. These strategies are highlighting the long term benefits of attending and the important people attending, and these can also be found with the ELM and Consistency models.

Undeclared Communication students also believed that socialization was the most important. This belief was ranked as an eight out of ten. This could be inferred because they are too young and not looking to network or for career advice quite yet. This audience wants to experience the Communication Banquet to understand the culture of the program. The intensity and importance of this belief became their attitude. The intensity of the undeclared students was an eight out of ten. Their attitude toward that banquet is that there should be an opportunity for socialize. They found the importance of socialization to be a nine out of ten. In order to feel comfortable in the program, socialization is an important factor. These numbers were put into the same equation as the current students for an evaluation of their intentions. The subjective norm for undeclared students is also a nine out of ten because it can be inferred that if their friends do not attend, they will not feel comfortable attending alone. Finally, their behavior is where our group implemented the strategies to highlight people that are attending and to make the banquet fun and exciting. Again, these strategies are also tied into the ELM and Consistency model.

The third audience is the professors. Their belief is that socializing with students and guests would be most important. This belief was ranked as a five out of ten. The group believes



that this is because they have jobs and they would not be looking for the amount of advice that students would be looking for. We also think that catching up with alumni is important to professors because they want to hear how they are doing, and they want to build ties with some of them. Their attitudes of this are also displayed again by salience and intensity, and they were entered into the equations to get the intention score. Both the intensity and salience score of the professors was rated a seven out of ten. It is inferred that professors find that socializing not only helps build personal ties, but that it is also beneficial to the department. That is why their attitude is so strong. The subjective norm is a ten because we thought that there was no way that a professor would not go unless they had some form of an emergency. Finally, their behavior reflects the strategies of building a new tradition and allow them to be representation of the department and its excellence.

The final audience analyzed is the alumni. From the survey, we concluded that alumni would attend the banquet to network. They want to build relationships with professors and businesses. Some of these alumni might also be looking for students to recruit to their own place of employment. Because this belief was so strong, it was given a score of six out of ten. Their attitude was also measured by intensity and salience and added into the intention equation. The intensity of the attitude was five out of ten, and the salience of the attitude was scored as a seven out of ten. These scores show that the attitude toward social networking is strong enough to get alumni to attend if they knew there would be networking opportunities for them. The subjective norm of the alumni is an 8 because we inferred that they might ask friends that used to attend the school if they were going as well. Our survey indicated that many people would go if they knew other people they knew were attending, so social norm matters to them. Finally, the strategies for the alumni would be to explain the long term benefits of attending the Communication Banquets

and challenge and existing beliefs that the Communication Banquet is only for current students. Again, these strategies are tied into the ELM and Consistency model. This is also where the tactics are implemented.

### **Consistency Theory/ELM with Strategies and Tactics**

We decided to combine the ELM and Consistency theory models because the strategies and tactics divided through these models overlap and we can easily classify each audience as either taking the fast or slow route, regarding the ELM model. It is also important to note that these models were based on perceptions from our Audience Analysis and survey research, before implementing our persuasion strategies and tactics. Essentially, they are based on perceptions after this year's banquet. We separated each audience, and then did a model for the increase in attendance, as well as for an increase in donations. We did this because different strategies and perceptions exist for these two concepts.

Starting out with the ELM portion of this model, it is shown that current Communication students are both slow and fast thinkers. While they probably want to attend the banquet for the long-term benefits (meaning they would think slow), they also are most likely attending for thinking fast reasons, such as the food being offered or friends that are attending. The current Communication students are in an unbalanced state, due to the fact that they have a positive association with the banquet and with the idea of networking, but networking and the banquet do not have a positive association. From our survey research, it was seen that many students were looking to network, however, they did not report this as a main takeaway from the banquet.

With this in mind, we have several strategies and tactics that serve a dual purpose between both the thinking fast and thinking slow route. We want to explain the long-term benefits of attending, make the banquet sound fun and exciting, and provide advantages for

attending. Tactically speaking, we would advise providing a list of employers and businesses attending, providing a fact sheet with testimonials from previous students, listing any potential job openings that employers in the area might have, hosting a cocktail party, and having raffles/prizes. We want to persuade students to come here for a long-term career benefit, but we also want it to sound exciting so that they have a short-term reason to attend.

With the ELM, it is shown that undeclared Communication students think fast. By undeclared student, we mean students who are just starting to get involved with Communication classes, but haven't declared or invested a large amount of time in the program. Because of this, they are most likely to think fast, and attend whether they see friends or students they have been in class with. Similar to the last group, these students are also in an unbalanced state. They have a positive association with socializing and with socializing at the banquet, however, they are unsure of the banquet and if it will be a positive experience. Once they have experienced it, they might believe it is a positive experience, however, they probably have the most fear and anxiety going into this event.

Keeping these factors in mind, we want to appeal to these students in an exciting manner. Strategically, we will try to make the banquet sound fun and exciting and we will make use of speakers or other students attending. This would spur their fast thinking minds and persuade them to attend based on important others. Tactically, this would mean changing the name of the banquet to a Commtail Party. After doing our survey research, we learned that there a lot of perceptions involved with the name banquet, so a change in name could be helpful. As seen in the survey word cluster, when most people hear the word "banquet", they think of food, dinner, awards, speaker, and speech. Rather than an formal and rigid event, we want this to sound like an exciting celebration that everyone can be involved in. We would also provide them with fact

sheets and testimonials from previous students to get them thinking fast and have raffles and prizes for attendance.

In the ELM, professors would typically go down the thinking slow route. They are in this to make a difference in the Communication program and in the student's' well being. They would most likely not be greatly influenced by thinking fast ideas. In comparison to the other two, they are in a balanced state. They think positively about the banquet, as well as socializing with students, and they seemed to have a positive association with the socialization that occurred at the banquet.

Strategically, it is important to establish a new tradition and allow professors to be representations of department excellence. While they will most likely attend the banquet naturally, we want them to be excited about this event. Tactically, we would highlight the benefits of them having the chance to meet more Communication students, allow them to showcase what their classes or emphases are about, and highlight their unique talents with some sort of presentation. These would allow professors to have a tangible benefit for their attendance. Additionally, this would help to persuade undeclared Communication students to attend. If they know the banquet would help them to narrow down an emphasis choice or become more informed about the professors, they are more likely to attend. It is pretty obvious why students should be attending, but now, they can use this for their direct benefit. As stated before, professors will most likely just naturally attend the banquet, since this is their program, however, we also want them to feel excitement towards the many benefits they will receive at the banquet.

Alumni are in the thinking slow category, mainly due to the fact that they would only take the time out of their week to attend if there are long-lasting and memorable experiences or benefits. They will most likely not be persuaded simply because the food is appealing, or one of

their friends is attending. Alumni are in an unbalanced state, due to the fact they have a positive association with socializing and with the expected socialization that will occur for them at the banquet, however, they do not know much about the Communication week banquet, so they might have a negative association. They never had this when they were students, so it could be questionable for them on whether there are benefits to attending.

Strategically, we would like to provide practical information about the advantages of the banquet, attempt to establish a long-lasting tradition, and challenge existing beliefs. Unlike the students who are receiving persuasive information from their professors and peers, alumni really have no other method to be directly persuaded. Therefore, we need to provide them with practical and engaging reasons for why they should attend. Tactically, we would like to compare this event to other networking events to help pinpoint the advantages and we would advise having hand-written invitations, either from professors or students. We would increase our social media presence, and reach out to all alumni. In our survey research, it was proven that not all the alumni knew about this banquet. If all of them had received an invitation, attendance would most likely increase. Additionally, if they receive hand-written invitations, they automatically will feel more connected with the program and have engaging reasons to attend.

Transitioning into the donations segment, we chose audiences to analyze based on our research and audience analysis. While we learned from Eli that donations were not a top priority for this year's banquet, it is good to start thinking about how you would target certain audiences. Area businesses are in the thinking slow category, because they are most likely going to be persuaded to attend and donate to the banquet based on long term benefits for their organization. They are either attending to network with students, donate and connect with the Communication department, or start to get more involved with the community. They are in an unbalanced state

because they have a positive association with the idea of a Communication week banquet and with the idea of donating to the program, however, there were not as many donations this year. Therefore, it can be inferred that there was a negative association between donating to the banquet.

Strategically, we want to push the long term benefits, encourage a long-term investment with the university and comm program, and allow for business recognition within the community and at the banquet. While many organizations will want to donate out of pure good will, we also need to provide tangible benefits for them. Tactically, we will provide the option to donate online, provide a video of students saying where the money will go, giving awards for high donors, and creating a visual fundraising model with specific goals in mind. These tactics would not only make it easier for them to donate, such as an online option, but there would be a higher incentive for them to invest long-term in the program. They would be recognized for their helpful contribution and they would be able to directly view where their money is going.

Professors were also in the thinking slow category because they are directly involved with the program and would be persuaded to donate in a way that makes them think more long-term. They are also in the same unbalanced state as area business are, with the negative association being donating at the banquet. This does not necessarily mean they have a negative association with the idea of donating to the program, however, it was reported that donations were not very high this year. Therefore, we can infer that each audience does not have a positive association with donating at the 2017 banquet. Strategically speaking, we would like to promote further investment in the Communication program and create incentives for donating. Tactically, we would allow for the option of online donations and have bigger prizes that could be raffled off through tickets. Providing incentives for donating, such as recognition or raffle prizes, will

help to highlight their helpful contribution.

Alumni are in the same category as professors and area business for both the consistency theory and ELM. Some of the strategies are the same as other audiences, however, we would strongly push for a memorable experience at the banquet. Because this is such a new event for them, if they are really impressed at the banquet, they are more likely to contribute to the program. Tactically, it would be the same as the previous two audiences, however, we would also create recognition for them by sending out “Thank You” cards. This would reinforce the values discussed at the banquet, even after it’s over and promote further investment in the program.

### **Rationale for Strategies and Tactics**

As compared to previous lower level courses in the Communication department, the persuasion models really helped to narrow down a focus and pinpoint large takeaways from audience analysis. With these helpful tools, we were able to create strategies and tactics that not only helped to explain our plan, but that were used in a persuasive manner. Without the models and theories, it would have been infinitely more difficult to decide a path to take with each audience. This is especially important with a persuasive case because audiences are varied: what is persuasive to one audience may not be persuasive to another.

In terms of creating our strategies and tactics, they were developed after going through each model. Upon completion of Fishbein, Consistency Theory, and ELM, it was discovered that two of the models could easily be combined to create a more solid understanding. The same audiences were used for the two models. Essentially, each audience was analyzed through the consistency theory, and then based on the audience analysis of the audience, they were either labeled as thinking slow or thinking fast. The combination of these two models, along with

Fishbein, allowed us to narrow our thinking when crafting unique strategies that would work to persuade each audience. While some of the strategies and tactics did overlap by audience, we ensured that each audience had a few strategies that differentiated themselves. It was easier to craft unique strategies because of the clear separation in thinking, from analyzing the models. Once we knew how each audience perceived the banquet, we were able to come up with methods to persuade them to think differently.

Our overall thinking process for this set of strategies and tactics was to make everyone feel welcome, while also creating long-lasting benefits. We understood that each audience had a different reason to attend, which was understood especially after conducting our audience analysis and analyzing the models. Furthermore, the business and communication goals we developed early on, helped to narrow our focus with overall strategies. Our business goals were taken straight from the case, which was to raise attendance by 100% and increase the level of donations. From these two business goals, we developed the following communication goals: To create an understanding of the long-term benefits, to minimize social anxiety, to generate positive and exciting energy, and to promote meaningful reasons to donate. These goals really helped to narrow down what we wanted to accomplish with our persuasive ideas. Each strategy and tactic that was created kept these goals in mind and attempted to achieve as many as possible.

### **Evaluation of Effectiveness**

In order to determine if the persuasion methods were successful, there has to be an evaluation of effectiveness. One way to evaluate effectiveness would be to create a survey for the “thinking slow” audiences. Again, these audiences are the alumni, professors, area businesses, and the current Communication students. This survey would have questions asking how the



audience felt the banquet went. It would also have a place for suggestions to keep everyone involved and to instill the long-term benefits of the event. In order to prove that there are long term benefits to the banquet, it is best to keep the audience's interests in mind, and using their suggestions to improve future events.

Another way to evaluate the effectiveness of the persuasion process is to create focus groups for each audience. This focus group would take questions from the survey, and reiterate them in a way that supports the evaluation. The interviewer would separate these audiences when conducting the focus groups to prevent and bias answers. This form of evaluation also instills the long-term benefits of attending the banquet. Again, asking attitudinal questions shows that the Communication Banquet Board is focused on hearing everyone's ideas.

There would also be a system implemented to track the donations and attendance up to the date of the actual banquet. This is important because some people might not attend the banquet, but they are willing to give a donation. If there is a large increase of donations from the previous year, this can infer that more people used online donation methods. Evaluating this tactic can give board members the idea to keep the online donation option open for future events.

Finally, there will be a follow up with the "thinking fast" audiences. Again, these are the current communication students and the undeclared students. This form of evaluation will determine when this audience decided to attend. For example, if there is a professor that is more persuasive to the students than others, that professor could be considered the opinion leader to the students. In order to increase attendance, that opinion leader could take time out of their schedule to go to each class explaining the banquet and encouraging attendance. This persuasiveness would then increase the attendance for the "thinking fast" audiences.

### **Continuous Improvement**

The Communication department adopts and practices continuous improvement ideas into our daily lives. Specifically, in our Communication Week Banquet presentation, there have been some notable considerations and areas of improvement. One improvement area would have the families of faculty, alumni and students considered in a target audience to include for next year's communication week banquet (see Appendix E). Also, when promoting the Communication department and students, show the areas of emphasis the department offers to help prospective students get a better understanding of the department, as well as what the department does, and has to offer. This could help clear up questions individuals may have or help reduce anxiety with uncertainty and improve the chances of increasing the communication student population in the future. Additionally, our survey results were not elaborated upon much in the initial presentation. The depth of the survey responses is discussed in more detail in this paper.

### **So What?**

When looking at the big picture of persuasion, one key concept is prevalent- persuasion is a process. Persuasion requires many preliminary and significant steps in order to be effective. One important step in the persuasion process is knowing your audience. Without carefully analyzing and recognizing the correct audiences, persuasion could be unproductive. Another crucial step when practicing persuasion, is being an analyst throughout. Stepping back as an analyst is so vital when properly persuading in any given case. It's easy to jump to conclusions and state what is easiest, but acting as an analyst gives proper reasoning skills and the ability to think critically about complex issues. Lastly, choose your biggest bang for your buck to craft strategies. By choosing accurate motives to produce strategies could develop simple, memorable,

and unpackable messages. Overall, many aspects are essential to properly conduct an effective persuasive campaign.

## Appendix A

### 100 Facts

1. Banquets are popular because they effortlessly give an event a focus, whether it's a party, a ceremony or a dinner dance.
2. Banquets offer somewhere relaxed and natural for people to network at ease.
3. Keeping to an event budget is crucial to planning success.
4. The biggest parts of the budget are used on entertainment, the venue, and food and drinks.
5. Research how much money it takes to put together the banquet that best fits your needs before you make any decisions.
6. This will provide you with a financial "blueprint" for the event. The budget should be specific, and include revenue opportunities (sponsorship, ticket sales, donations, etc.) as well as expenses such as printing, permits, insurance, speakers, food, supplies and security. Maintain good records, keeping track of all income and expenses. Also, expect the unexpected, extra expenses will come up — so plan ahead.
7. Guests are far more likely to pay to attend an event with highly appealing food and entertainment, so don't be afraid to allocate a large bulk of your budget to this.
8. Banquets are commonly thrown as a way to celebrate a key event, achievement or success. This makes them particularly popular with corporate sectors, although they're equally good at bringing people with a common theme or interest together.
9. Keep the theme or idea consistent from beginning to end in order for it to resonate with the guests.
10. The location of the event should be in a location that is familiar and close to many of the guests.
11. When organizing a banquet for profit, a well-known venue is likely to convert better in terms of ticket sales.
12. If you're running your event to create a profit, then you might need to invest in some external marketing to get people interested in attending your banquet. Spend some of your overall budget showcasing what your event has to offer in terms of venue, theme, and entertainment.
13. Use social media to target your preferred audience can have some great results, while advertising in local papers or newspapers and investing in event PR can also be a good avenue to explore.
14. Separately, you can offer external companies the opportunity to purchase tables in bulk or even get local companies to sponsor the banquet.
15. Omitting people from a grand event can drag down company morale, and it's important everyone feels the benefit of your company's success.
16. Make sure your entertainment is in-line with your theme, and work with the master of ceremony to integrate it effortlessly into the overall flow of the event.

17. If your event is corporate, encourage networking after the meal and entertainment by hosting after dinner network drinks. - 1-16:  
<http://www.senatehouseevents.co.uk/features/how-plan-perfect-banquet-event>
18. Great publicity and marketing are the key to a successful event. There are many different methods you can use to get the word out about your program. Determine who you want to attend and then target your advertising accordingly. Consider supplementing paid advertising with inexpensive fliers, handouts, email messages and word-of-mouth.
19. One of the most ignored, yet important, elements of project planning is evaluation. If you want to determine how successful an event is, you'll need to collect feedback from participants. Create an evaluation form to hand out (and, if possible, collect) at the end of the event. To encourage participation, your evaluation form should be anonymous and short.
20. Once your event is over, take time to reflect back on it. Also consider the entire planning process and the feedback provided on the evaluation forms. Reflecting back will help you improve the event for the next time.  
<http://nonprofitpeople.monster.com/training/articles/94-tips-for-successful-event-planning>
21. The first step — before you do anything else — should be to clearly define who your target audience is. From this all the other decisions will fall into place in terms of format, content, prices, location etc. This structured approach will also help you to stay focused on achieving specific goals and not allowing the scope to become too broad or watered down.
22. Before you can begin planning a successful event, be clear on why you are doing it in the first place, because every decision after that should support your main goal. Is it lead generation? Is it to create awareness of your company or a particular product? Is it to develop customer loyalty? Or do you simply want to make money (which is okay too)? And make sure the team is aware of the purpose, so that you don't have "scope creep."
23. Make sure you don't schedule your event on or too close to holidays or popular vacation times. It's just as important to check for other events that your target attendees might be going to.
24. What's the draw for attendees? You need to define WHAT you're doing at the event that will bring those target attendees in the door. For a consumer product it might be a party with entertainment and product demos and freebies. For a business crowd it might be educational content or an exciting, well-known expert speaker. Whatever it is, don't lose the connection with why you want this particular audience clamoring to get in.
25. Lay out in writing why your target market should attend – don't assume the benefits are obvious. When promoting an event be sure to tell your target market what they will learn, who they will meet and why they should be there. Don't assume your friends will tell their friends. If you are using speakers, give them advertising copy so that they can promote the event to their audiences.

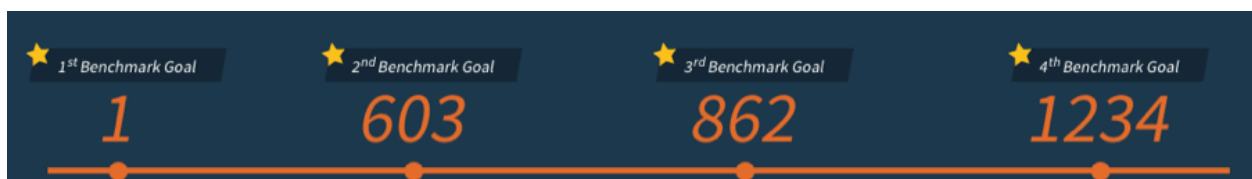
26. Use online social pre-events to promote the main event. To build interest in your event, try holding a Google Hangout or a Twitter chat a few weeks before the main event. Invite a few of your speakers to participate in the online social event. Give a preview of what's to come at the main event, by doing some discussion of what speakers will cover, or highlight the activities. It generates anticipation.
27. Buy advertising on social media networks. Buying advertising on social networks is often overlooked by small events. Social advertising platforms (Facebook, LinkedIn and Twitter above all) offer in depth targeting options that can significantly help to reach our target audience in our geographical location. The good news is that no large budgets are required and ticket sales can be easily measured.
28. Use online registration. The easier way to scare people away is by having analog registration (faxes, bank draft or at the door only). Offer online registration to secure as many attendees as soon as possible, that will help to forecast numbers and release budget soon.
29. Offer local partners incentives to promote you. Press releases sent to the relevant media outlets will help generate news buzz and you could look at getting media (online and offline) involved as partners. They get exposure at your event in return for publicizing it. If they don't want to get involved at that level, approach them with the idea of running a competition for their readers to win tickets.
30. Make it easy on your speakers to publicize to their followers. If you have any experts/speakers attending, encourage them to publicize their attendance to their social media followers/email subscribers.
31. Give early bird incentives. Early bird tickets at a cheaper rate are a great way to get early sign ups by giving people an incentive to act now rather than wait and forget.
32. Sponsors are royalty – make sure they feel like it. If you have sponsors — treat them like kings. They fund your event and enable you to do it (if that's your business model). Be very clear before the event what they will get as sponsors.
33. Always underestimate turnout, for sponsors. If you think you can get 100 attendees, base your sponsorship pitch on a lower estimate — especially if this is your first event. It's better to give sponsors a pleasant surprise than a disappointing one.
34. Look for vendors who serve your niche and are willing to get involved. The best vendors you can work with are those who are familiar with small business culture. Look for vendors who work with small businesses frequently or who would get involved on a bigger level than their role.
35. Attitude is contagious. Your guests in large part will play off your attitude and dynamics during the event. Lead by example and have a good time.
36. Always ask yourself: How is this relevant to attendees? Make sure you are offering content that is relevant to over 80% of the audience. The audience must walk away with tangible tactics to improve their business and career ... and they must feel the speaker's energy. Speaking about your business and what you do — without offering the audience

what THEY need — is a waste of time and money for all.

<https://smallbiztrends.com/2013/06/small-business-event-planning-tips.html>

37. Pick a theme or a reason for the banquet to occur
38. 96 total attendees
39. 47 were students
40. 10 were faculty or significant other
41. Only 3 non-comm students attended
42. Donations were minimal
43. Social media and word-of-mouth were biggest driving factors for alumni attendees
44. The big picture the banquet served as the culmination of the week's events, a way to bring everyone together in one place, an opportunity to network for students and others, an opportunity to impress and look for future sponsors, a way to connect alumni to what the department is currently doing, a way to establish Comm Week in the mind of alumni and other attendees, and a way to give attendees the chance to learn about a unique organizational culture.
45. Communication Week is UWGB very own week to celebrate the past, present, and future of the Communication Department
46. In 2017 the first ever Communication week kicked off on Monday, January 30th with our "Comm one Comm all" event and ended with a bang on February 2nd with the Banquet: *"Entrepreneurial Excellence Driven by Communication, Critical Thinking, and Continuous Improvement"* by the founders of Dental City. In total over 180 people came out and attended Comm Week 2017 events, helping to make the first ever UW-Green Bay Communication Week a major success!
47. Tree Symbol:
  - a. **Roots:** University of Wisconsin-Green Bay's Communication department established its roots in 1969. UWGB Communication students all share the same roots: the core values and skills they've learned here that have helped them develop their lives and careers.
  - b. **Leaves:** The leaves of the tree represent the unique individuals that have grown from the tree that is UWGB Communication. Even though all Comm alumni and students walk their own path, they're all still connected to each other through the Comm tree.
  - c. **Growth:** Just like a tree, the Communication Department is always growing. The department always strives to improve, adapt and innovate: demonstrating one of our core values of continuous improvement.
48. **FREE** food, games, events, prizes and speakers for four straight days!
49. Connect with alumni, faculty, and students to grow your future career options!
50. If you are interested in social media and want to learn more through a first class workshop!
51. Because you are passionate about communication and how it relates to your life/industry!

52. Because you are interested in communication as a field of study!
53. Most of our events DO NOT cost money.
54. The ONLY event that requires a purchase is our Thursday night banquet.
55. We encourage anyone interested in Communication Week to attend!  
<http://www.uwgbcommweek.com/>
56. Was on Facebook, Instagram, and Twitter
57. Started posting information about Comm. Week on October, 31st. Weekly or biweekly updates up to event.
58. Make donating online an option (donation page, mobile app?)-direct link on email sent to alumni
59. Make donating easy, use good imagery. Show what donations could/would be used For (having giving amount option, etc.).
60. Give people a way to stay in touch so they can see where their funds went.  
<http://npengage.com/nonprofit-fundraising/boost-donor-acquisition-online-fundraising/>
61. Create an email list of previous people who donated, as well as the new potentials. When writing emails, get to the point. "Financial gift."
62. Use appropriate SM platforms at the right times to request for donations, and have concise directions "how to." (Link it back)
63. Create better marketing strategy, something that will urge more of a sense of belonging or and impact by donating (no next level from last year).  
<https://www.theguardian.com/higher-education-network/blog/2012/apr/27/15-tips-charitable-giving-higher-education>
64. Ask for school wide student donation?
65. Develop a donation strategy.
66. Get feedback and buy-in from key stakeholders. If possible, get approval from your institution's governing body to gain support for your activities, increase awareness of your objectives and help set expectations appropriately.
67. Regularly review and revise.
68. Create a calendar of events, as to stay on task on meeting donation goal.  
[http://www.case.org/Publications\\_and\\_Products/Fundraising\\_Fundamentals\\_Intro/Fundraising\\_Fundamentals\\_section\\_6/Fundraising\\_Fundamentals\\_section\\_64.html](http://www.case.org/Publications_and_Products/Fundraising_Fundamentals_Intro/Fundraising_Fundamentals_section_6/Fundraising_Fundamentals_section_64.html)
69. Possibly create a physical (visual) fundraising milestone with the dollar amount we want to reach. Example below



70. Raffle: add online components such as tweeting the donation link to gain entries into the raffle, or creating curated YouTube playlist "mix tapes" as entries



71. URL/Hashtag for more info/ Date of campaign/How to give/ Goal (monetary)/ Focused message (Why should i care?)

<https://vtl.design.com/web-strategy/university-college-fundraising-ideas/>

72. Appealing to them with “micro-fundraising” Today’s donors prefer more choices that offer a very tangible place where their gift will have an impact. Think eCommerce mashed together with giving – but all focused around exploring specific ways to support the university. Giving to a department or program that you are connected to on campus is much more appealing to millennials than just supporting the annual fund. This type of approach has been adopted very successfully at the [University of Michigan](#) for the past 3 years where they feature thousands of ways to give and offer an easy way to split up a donation. This strategy sets up a perfect avenue for individual colleges and schools to then steward and cultivate donors in a more personal way
73. Their findings suggest that increasing the number of repeat givers by just 10 percent could yield over 60 percent more dollars donated over time. “Most people give once and never return.” When you increase the number of repeat givers, you get a multiplier effect. The people who become repeat givers tend to give more with successive donations, and they also recruit others to give. Their analysis of anonymous data provided by DonorsChoose.org, a crowdfunding site that helps educators raise money for class projects, also reveals some of the ways to increase donor retention. These include such suggestions as posting smaller requests, and how to time “thank yous” and project reports.

<http://news.stanford.edu/2015/05/18/crowdfund-donation-strategy-051815/>

<https://www.donorschoose.org>

74. Find out who last years donations were from, get in touch with them. As people who are investing money in your cause, what supporters *really* want is for you to get to know them and present your cause in a way that's personally compelling to them.
75. Alumnus- a graduate or former student, especially a male one, of a particular school., college, or university.
76. Plural form of alumnus is alumni
77. Alumna refers to a female graduate or former student
78. Alumnae is plural form of alumna
79. Alumni can be used for a group of both sexes

<http://www.dictionary.com/browse/alumni>

80. The immediate goal for a college is to quickly get graduates into the habit of giving back to the school
81. The annual percentage of alumni giving ranges from a high of 60%
82. In *The Alumni Factor*, only 37.1% of alumni Strongly Agree they developed deep friendships during their undergraduate years
83. Roughly 20% of alumni disagree to some extent they developed such friendships.
84. More than 50% of graduates would recommend their college to a prospective student.

- 85. Less than 50% of graduates agree their college education was worth the money paid.
- 86. Roughly 40% of college graduates strongly disagree that they would have gone to a different college.
- 87. Almost 50% of college graduates strongly agree their college developed them intellectually

<https://www.alumnifactor.com/>

- 88. At most public universities, only 19 percent of full-time students earn a bachelor's degree in four years.
- 89. At selective, research-intensive institutions, only 36 percent of full-time students complete their bachelor's degree on time.
- 90. At community colleges, 5 percent of full-time students earned an associate degree within two years, and 15.9 percent earned a one- to two-year certificate on time.
- 91. Education policy experts now routinely use benchmarks of six years to earn a bachelor's degree and three years for an associate degree.
- 92. Tuition borrowers who do not graduate on time take on far more debt in their extra years, the report found.

[https://www.nytimes.com/2014/12/02/education/most-college-students-dont-earn-degree-in-4-years-study-finds.html?\\_r=0](https://www.nytimes.com/2014/12/02/education/most-college-students-dont-earn-degree-in-4-years-study-finds.html?_r=0)

- 93. Alumni were involved with our "Crisis Averted!" event on Tuesday, took part in and attended the "Professors and Alumni Tell All" panel, came out to see our distinguished alumna speaker Kristy Sipiorski, enjoyed our free Social Media Workshop, helped to judge our 3x3x3 competition, and made up a large part of the Banquet on February 2nd! As you can see, Comm Week has a lot to offer alumni, from reconnecting with professors and students to building your skills.
- 94. Alumni are encouraged to attend **any** events they find interesting.
- 95. Alumni may especially find Wednesday's panel and speaker interesting. They may also enjoy Thursday's FREE social media workshop and evening banquet.
- 96. **There were 455 COMM graduates from 2012 - 2016**
- 97. **There are 4,366 COMM graduates in total. These are people who graduated with a major or minor in COMM. 844 of those individuals have given to UWGB so 19% of COMM grads have given to UWGB.**
- 98. **Our office has a database of all graduates. It's best to reach out to me to ask for graduate information. If your request is through a faculty member, I can provide you the information you need to connect. Email is the best way to connect with them.**
- 99. **Are there any programs that specifically ask alumni to come back and talk to current students? Career Services offers panels and other ways to come back to the classroom. The Alumni Office does as well but it's difficult to coordinate with faculty.**
- 100. **Is there any way to find out where Communication alumni live or work? (I will not be contacting them) I can provide this on the list request. They live all over the world.**

- 101. 5 different areas of emphasis: Public Relations (most popular), Health Communication, Journalism, Mass Media, Organizational Communication
- 102. Interdisciplinary major: minor is not required
- 103. Department's mission is to develop core competencies in oral, written, and visual communication
- 104. Critical thinking and professional applications come next: after developing core competencies, we should learn how to think strategically and use in team-based environments
- 105. Unique to UWGB: many courses involve case studies that focus on "real-world" problems
- 106. Internships are not required, but are recommended
  - a. You can gain 3 credits of elective credit for an internship
- 107. Website has 2 large columns full of skills gained with this major. Some examples include:

- 107. Website has 2 large columns full of skills gained with this major. Some examples include:
  - a. Facilitating a meeting
  - b. Properly evaluating all ideas
  - c. Analyzing audiences
  - d. Listening constructively
- 108. There is not much information on Grad school on their website, besides a few links to grad school options
- 109. While a minor is not required, some examples of suitable combinations are Business Administration, Information Sciences, Public and Environmental Affairs, Human Development or Psychology
- 110. Students must apply to the program, unlike a lot of other majors
  - e. 2.5 GPA is required, based on 30 credits taken in college
- 111. Program is modeled after how "Professionals behave"
  - f. Keeping commitments
  - g. Showing regard for other people's time
  - h. Using the proper form of address in emails, text, and classroom
  - i. Using the proper channels
  - j. Taking the initiative
  - k. Citing your sources
  - l. Learning, laughing, and moving on

112. Area of emphasis can easily be changed by filling out the e-form:

<http://www.uwgb.edu/communication/change/>

113. Overview (mission statement):

- m. The Communication Department Mission is to develop core competencies in oral, written and visual communication for our interdisciplinary program. All students should have a basic competency in each of these areas in order to enhance their effectiveness in their chosen communication area of emphasis. Students should have a conceptual grasp of the major communication theories and the impact of technology on the communication process.

114. Wide variety of careers that one can do with a Communication major: The website breaks down the different areas of emphasis and provides some examples

<http://www.uwgb.edu/communication/careers/do-with-major.asp>

115. Highest paid jobs for Communication majors include “President of PR” or “President of Corporate Communications” <http://www.payscale.com/college-salary-report/common-jobs-for-majors/communication?page=2>

116. Best WI schools for Communications, according to Niche.com include University of WI, Marquette, St. Norbert, and UW-Lacrosse <https://www.niche.com/colleges/rankings/best-colleges-for-communications/s/wisconsin/>

117. After doing a little research, it seems like we have the most variety of emphases offered. A lot of other schools, like Oshkosh, only have 3

1. Pick a theme or a reason for the banquet to occur
  2. 96 total attendees
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  5. Only 3 non-comm students attended
  6. Donations were minimal
  7. Social media and word-of-mouth were biggest driving factors for alumni attendees
  8. The big picture the banquet served as the culmination of the week's events, a way to bring everyone together in one place, an opportunity to network for students and others, an opportunity to impress and look for future sponsors, a way to connect alumni to what the department is currently doing, a way to establish Comm Week in the mind of alumni and other attendees, and a way to give attendees the chance to learn about a unique organizational culture.
- **the number of people that attended and their area of emphasis-** there were 96 total attendees to the banquet. We didn't ask for areas of emphases.
  - **the amount of people that donated-** donations were minimal from most attendees, but we will be receiving a large donation from a local business sometime soon. I don't know that exact number. 2 attendees donated outside of that. Though donations were not one of the main goals of the banquet this was definitely not what we hoped for. I can ask what

that dollar total was from the donations by attendees if you'd like but suffice to say donations were minimal.

- **the number of alumni that attended-** We know the total amount of students vs non-students to attend but we didn't distinguish between alumni and other attendees when selling tickets. This is one of the things I will have for you in a few days.
- **the total of students that attended versus the total amount of communication students-** There were only 3 non-communication students that attended that I know of (my roommates).
- **the number of alumni that attended vs. the number of alumni that were contacted-** It's impossible to say exactly how many alumni were contacted, we mostly used social media and word of mouth as our biggest driving factors for spreading the word. I can ask how many alumni were emailed directly if you'd like.
- **what were the major forms of advertising?-** email, social media, digital signage in the union, word of mouth and talking about it in classes.
- **What businesses donated?-** I'm going to hold off saying who our expected donor is until it actually happens.
- **an overview of the plan used for the banquet-** I can answer more questions in detail in person some time but big picture the banquet served as the culmination of the week's events, a way to bring everyone together in one place, an opportunity to network for students and others, an opportunity to impress and look for future sponsors, a way to connect alumni to what the department is currently doing, a way to establish Comm Week in the mind of alumni and other attendees, and a way to give attendees the chance to learn about a unique organizational culture. I'm not sure if that answers your question or not.
- Of the 96 banquet attendees, 47 were students (including the 6 members of the Comm Week student team) and the rest were non-student attendees. Notably, 10 of the non-students were Communication Faculty or their significant others.

**Appendix B****Agendas****Meeting 1**

Tuesday, March 21st at 3:30 PM in GAC Lab Room R

1. Split up facts
2. Brainstorm potential ideas
3. Start survey

**Meeting 2**

Tuesday, March 28th at 3:30 PM in Gac Lab Room R

1. Divide 100 facts
  - a. Banquet facts
  - b. Comm. Week Banquet facts
  - c. Donor information/donations- what makes them want to donate?
  - d. Communication major facts
  - e. Alumni- general
  - f. Alumni- Green Bay
2. Finish survey
3. AA

**Meeting 3**

Tuesday, April 4th at 3:30 PM in GAC Lab Room R

1. Interview Eli
2. Go over 100 facts
3. Talk about any other information found
4. Send out survey
5. AA

**Meeting 4**

Monday, April 10th at 5:30 PM in GAC Lab Room M

1. Finalize Survey
2. AA

**Meeting 5**

Tuesday, April 11th at 3:30 PM in Gac Lab Room R

1. KISS Charts
2. Start applying the models to the audiences

## 3. Business/Communication Goals

## Meeting 6

Monday, April 17th at 5:30 PM in GAC LAB Room M

1. Finalize ELM
2. Fishbein
3. Survey Results

## Meeting 7

Tuesday, April 18th at 3:30 PM in GAC Lab Room R

1. Question Alex's love life ✓
2. Finish Fishbein
3. Business/Communication Goals
4. Next set of persuasion models

## Meeting 8

Thursday, April 19th at 8 AM in Classroom

1. Ask Eli the questions
2. Finish Fishbein
3. Finish up rest of models
4. Finish up rest of presentation

## Meeting 9

Monday, April 24th at 5 PM in GAC Lab Room N

1. Finish Fishbein
2. Focus on strategies for donations
3. Organize material

## Meeting 10

Tuesday, April 25th at 3:30 PM in GAC Lab Room R

1. Organize materials
2. Evaluation tool

## Meeting 11

Monday, May 1st at 5:30 PM in GAC Lab Room P

1. Practice!

## Meeting 12

Monday, May 8th at 5 PM in GAC Lab Room

1. Executive Summary
2. Go over final edits of paper



## Appendix C

## Charts and Graphs

## 2017 Communication Banquets Results

Goals	Strategies
<ul style="list-style-type: none"> <li>★ Connect with Communication Alumni</li> <li>★ Leverage excitement</li> <li>★ Connect current students to alumni</li> <li>★ Showcase faculty</li> <li>★ Highlight what makes Comm. grads special</li> <li>★ <u>Unstated goals</u> <ul style="list-style-type: none"> <li>○ Awareness</li> <li>○ Alumni</li> <li>○ Networking</li> <li>○ Future students</li> <li>○ New tradition</li> <li>○ Raise money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ Focus on celebration and connectedness</li> <li>★ Use social media and word-of-mouth</li> <li>★ Go low budget when possible</li> <li>★ Keep price low enough for students</li> </ul>

## Word Cloud



Audience Analysis Chart 1

Audience (groups)	How will the group be impacted?	Who are the "lions" in the group?	What are the channels preferences of the group?	What do group members know or think they know?	What will be the group's likely concerns or resistance points?	Communication objectives for the group
Current Communication students	-Future networking opportunities -Looking forward to yearly event	-Executive board members	-Social media, word of mouth, email, website	-Celebrations/banquets are positive -Still a new event, flaws -Are comfortable attending	-Time -Money -Obligation to donate	-To meet people with similar interests -To showcase the Comm. program -To have a good experience
Potential Communication students	-Learning opportunity -Will help decision about Communication	-Executive board members -Current Comm. students -Committed students	-Social media, word of mouth, email, website	-Celebrations/banquets are positive -This will help them learn about Comm.	-Not knowing students -Feeling intimidated -Professional confrontation	-To learn about the program -To meet students in program -To meet professors -To narrow down emphasis -To showcase self

Audience Analysis Chart 2

Audience (groups)	How will the group be impacted?	Who are the "lions" in the group?	What are the channels preferences of the group?	What do group members know or think they know?	What will be the group's likely concerns or resistance points?	Communication objectives for the group
Alumni	-Networking opportunity -Sharing of experiences -Program updates	-Most involved/connected alumnus	-Email, mailed letters, social media, UWGB website, Alumni website	-They will reconnect with professors -They will be admired -Asked for donations	-Feeling obligated to donate -Not knowing people -Time -Travel cost	-To share career experience -To reconnect with old students
Area Businesses	-Potential hires -Getting their name known -Sharing wisdom	-Large, well-known companies -Alumni	-Email, social media, mailed letters	-Network with students -They will help students -Represent the company	-Time -Travel cost -Donation cost -Uncertainty -Questions, reputation -Personal cost for employees	-To become more involved in community -To connect with students -To promote company

Audience Analysis Chart 3

Audience (groups)	How will the group be impacted?	Who are the "lions" in the group?	What are the channels preferences of the group?	What do group members know or think they know?	What will be the group's likely concerns or resistance points?	Communication objectives for the group
Communication Professors	-Reputation -Forced to participate and promote	-Professors involved with planning -Professor Clampitt	-Email -Social Media -Meetings (At Panera!)	-They must be involved -They should donate -It'll make them/progrm look good -Active participation -Creating awareness	-Planning cost -Promotion cost -Time cost -Credibility cost: Promoting emphasis	-To promote the Comm. program in a positive manner -To promote one's emphasis -To receive donations

KISS Chart 1

KNOW	INFER	SO WHAT TO DO	SO WHAT NOT TO DO
-The are declared -They have gone through most of the lower levels -Without them there would be no Communication Week	-They are intrigued by the banquet -They want to know more. -They have knowledge about the comm department -They want opportunities	-Make it practical to the majority of the attendees -Keep them involved -Make it about them	-Undermine what they know -Only recognize a select few

KISS Chart 2

KNOW	INFER	SO WHAT TO DO	SO WHAT NOT TO DO
<ul style="list-style-type: none"> <li>-The have not declared</li> <li>-New to communication department</li> </ul>	<ul style="list-style-type: none"> <li>-Keeping their mind open, considering other options</li> <li>-Not familiar with other communication students</li> </ul>	<ul style="list-style-type: none"> <li>-Welcome them</li> <li>-Provide information</li> <li>-Make the program look exciting</li> <li>-Make it easy to socialize</li> </ul>	<ul style="list-style-type: none"> <li>-Make it difficult for them to receive information</li> <li>-Assume anything</li> <li>-Overwhelm them with information</li> </ul>

Kiss Chart 3

KNOW	INFER	SO WHAT TO DO	SO WHAT NOT TO DO
<ul style="list-style-type: none"> <li>-They went here</li> <li>-They don't go here now</li> <li>-They graduated</li> </ul>	<ul style="list-style-type: none"> <li>-Have jobs</li> <li>-Phoenix pride</li> <li>-Want to give back to the program and students</li> <li>-They want to stay up to date on program</li> </ul>	<ul style="list-style-type: none"> <li>-Show where the money is going</li> <li>-Recognize their time and monetary donation</li> <li>-Give them an exciting reason to come</li> </ul>	<ul style="list-style-type: none"> <li>-Forget about their contribution</li> <li>-Overlook them</li> <li>-Not communicate with them about changes to program</li> </ul>

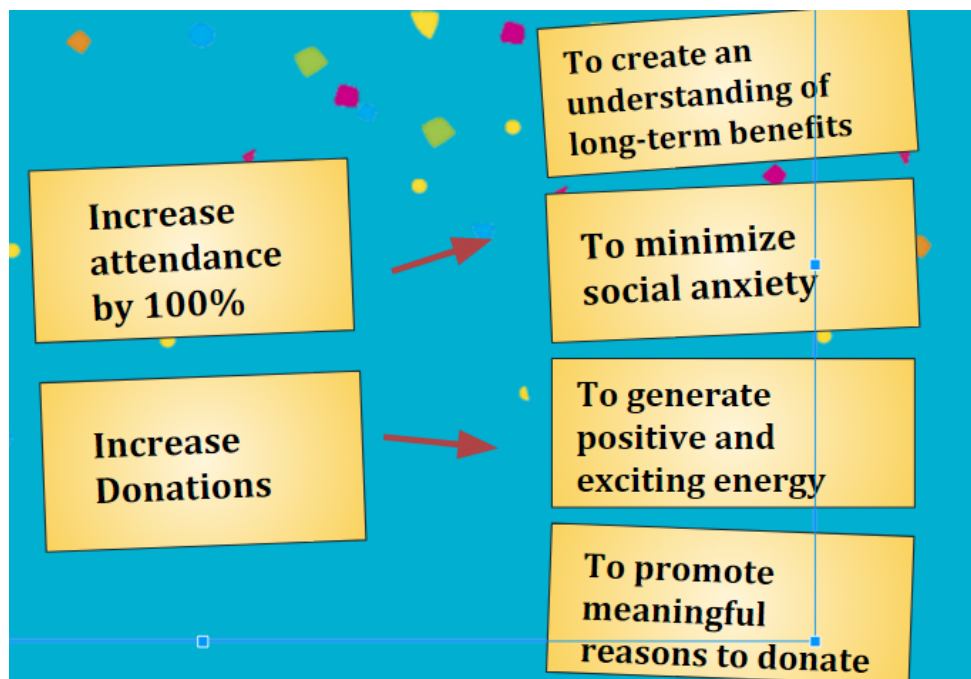
KISS Chart 4

KNOW	INFER	SO WHAT TO DO	SO WHAT NOT TO DO
<ul style="list-style-type: none"> <li>-Teach Communication classes</li> <li>-They're familiar with program</li> <li>-Interact with many communication students</li> <li>-They have a high level of expertise</li> <li>-Past and current professors</li> </ul>	<ul style="list-style-type: none"> <li>-They want to come</li> <li>-They're passionate about communication</li> <li>-They know many students</li> <li>-They're invested in the program</li> </ul>	<ul style="list-style-type: none"> <li>-Keep them involved</li> <li>-Allow them to give back to program</li> <li>-Engage them in decision making</li> <li>-Showcase their skills</li> </ul>	<ul style="list-style-type: none"> <li>-Forget about their skills in different emphases</li> <li>-Make them feel forced in decisions</li> </ul>

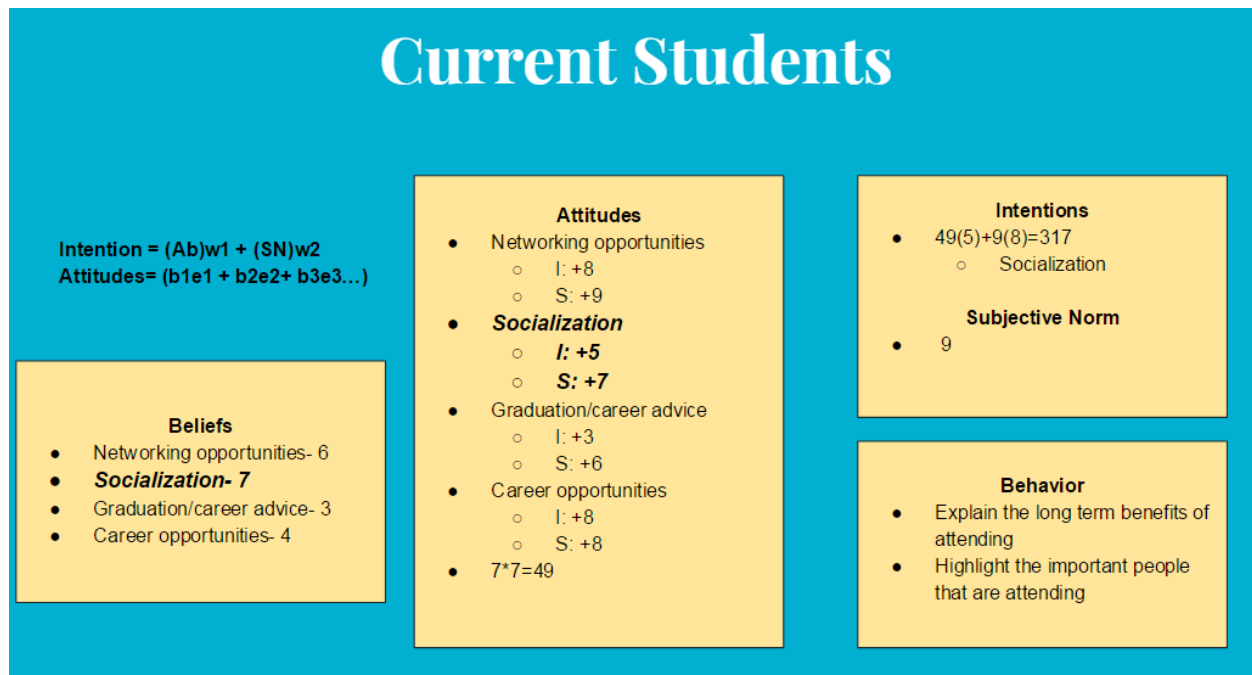
KISS Chart 5

KNOW	INFER	SO WHAT TO DO	SO WHAT NOT TO DO
-Providing time/monetary donation	-Involved in the community -Green Bay alumni -Looking for employees -Looking to promote	-Provide direct incentives -Provide recognition -Explain how contribution is helping -Optionalize donation methods/preferences -Providing ways for them to interact with us/showcase themselves (signage)	-Make them feel forced to donate -Underscore their contribution -Not give them options

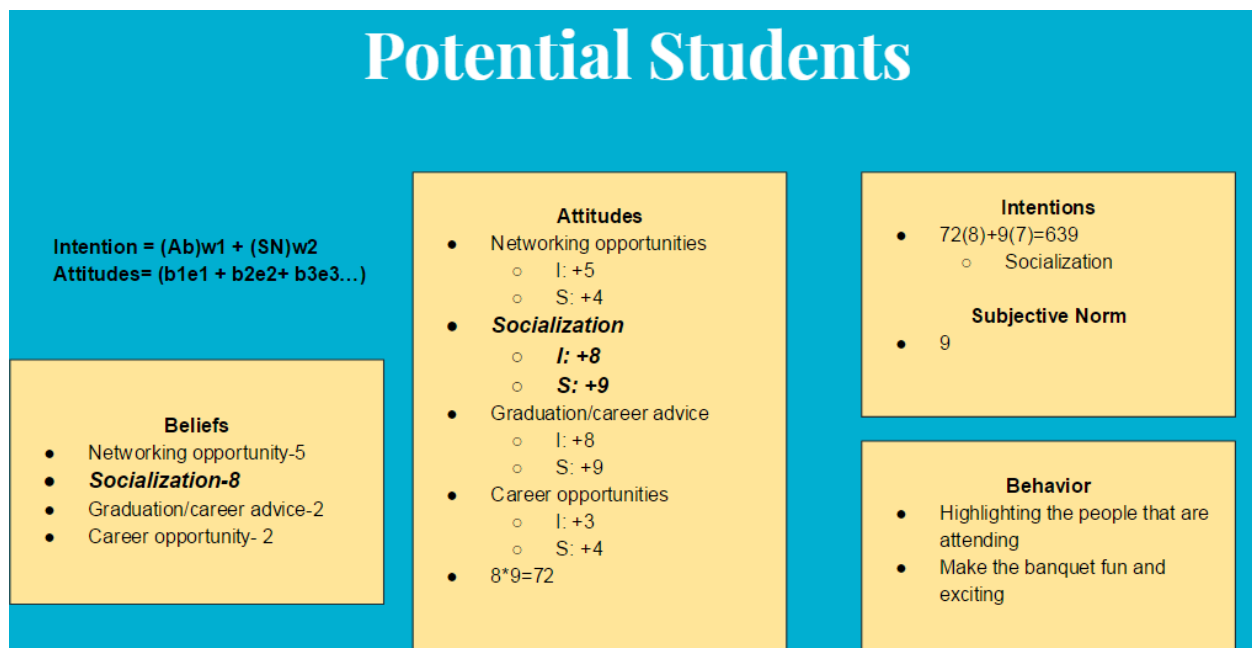
Business and Communication Goals



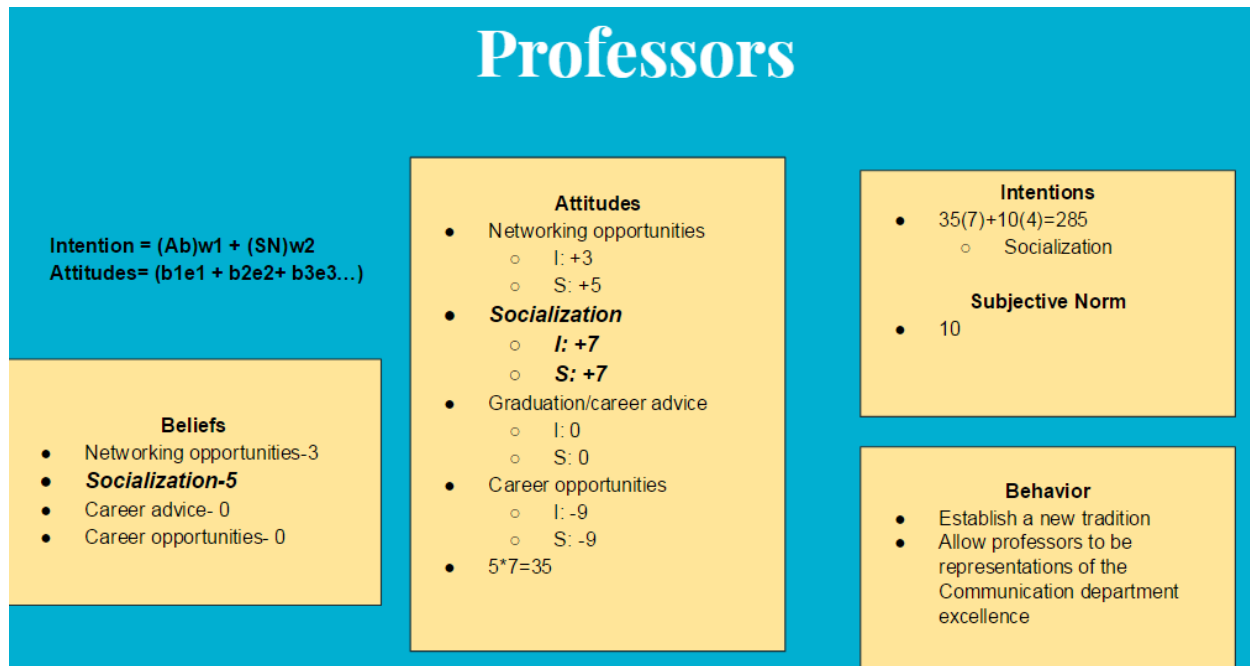
Fishbein Model 1



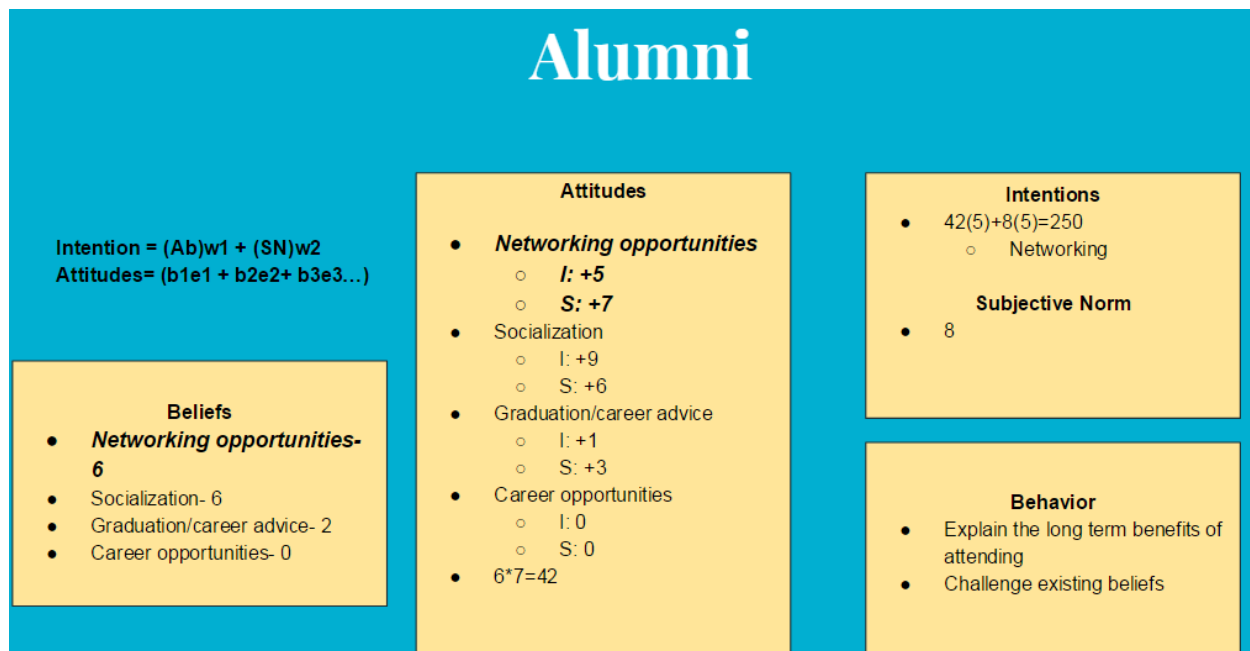
Fishbein Model 2



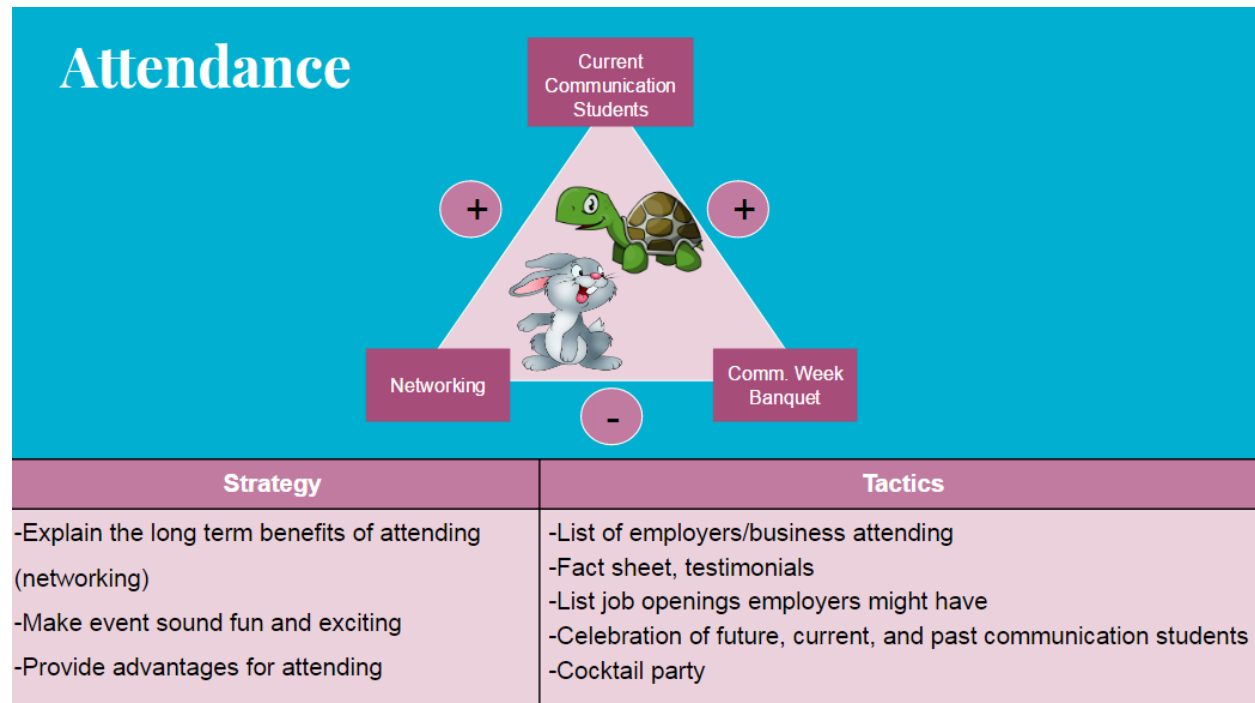
Fishbein Model 3



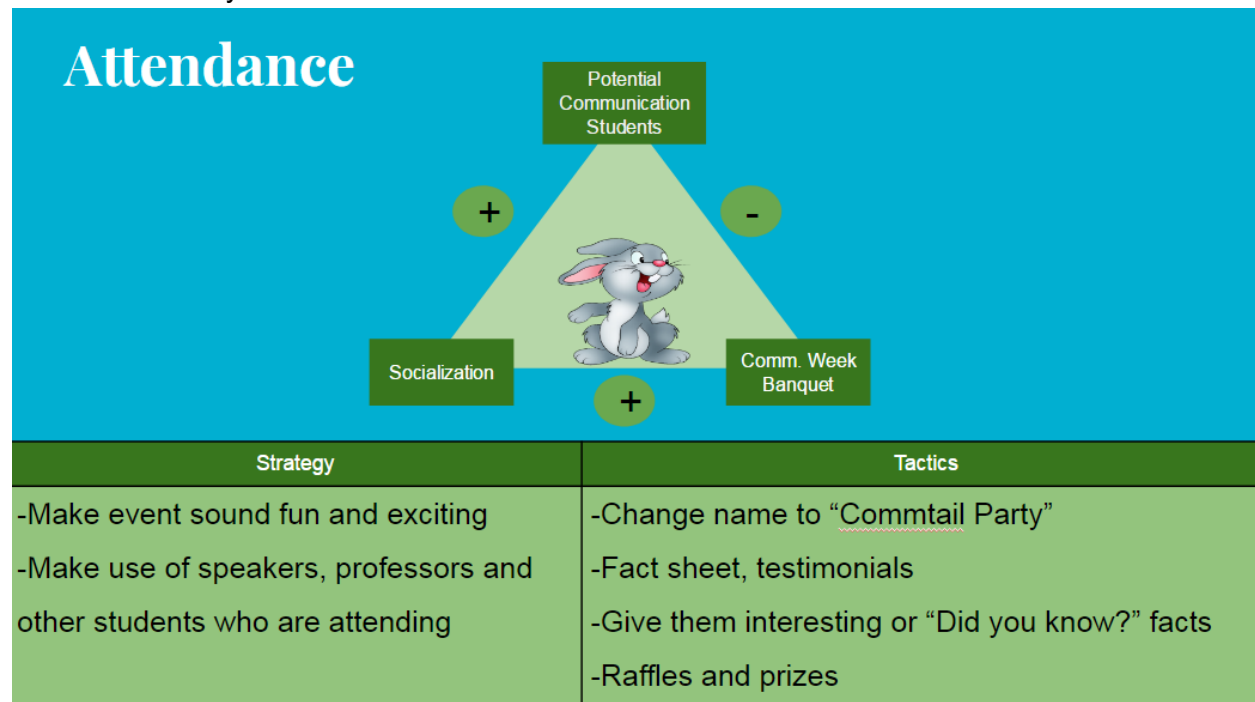
Fishbein Model 4



ELM/Consistency Model 1

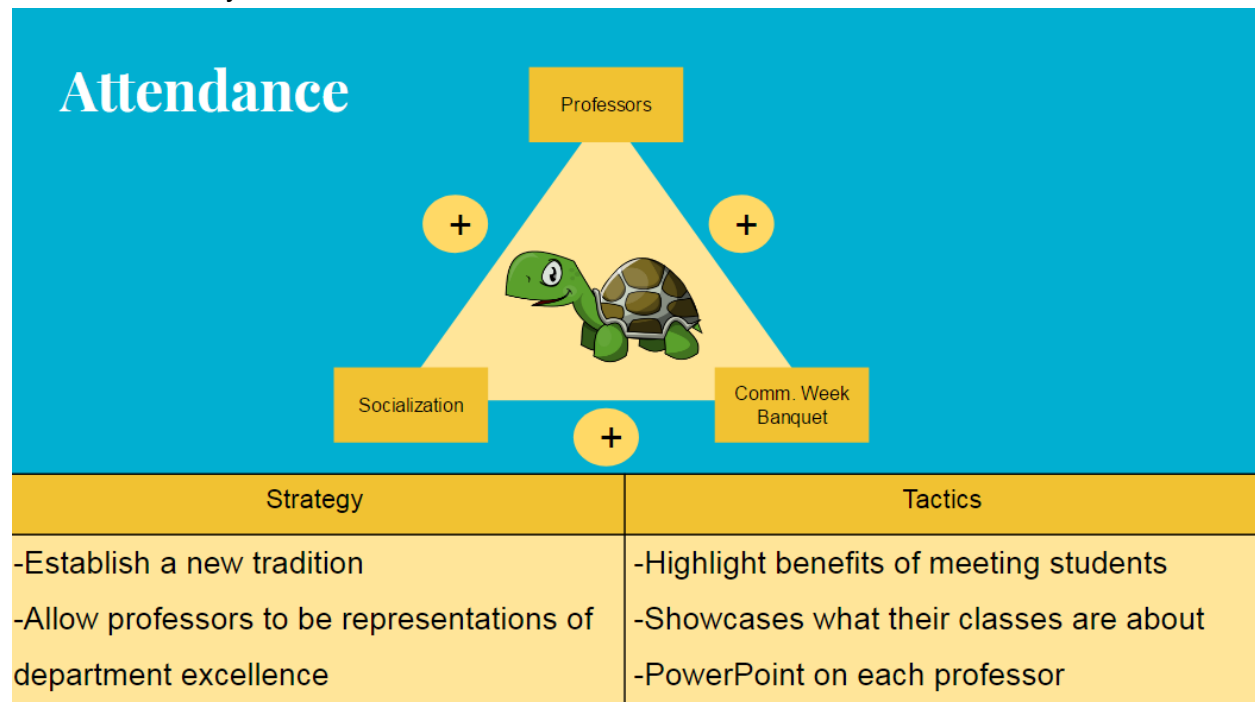


## ELM/Consistency Model 2

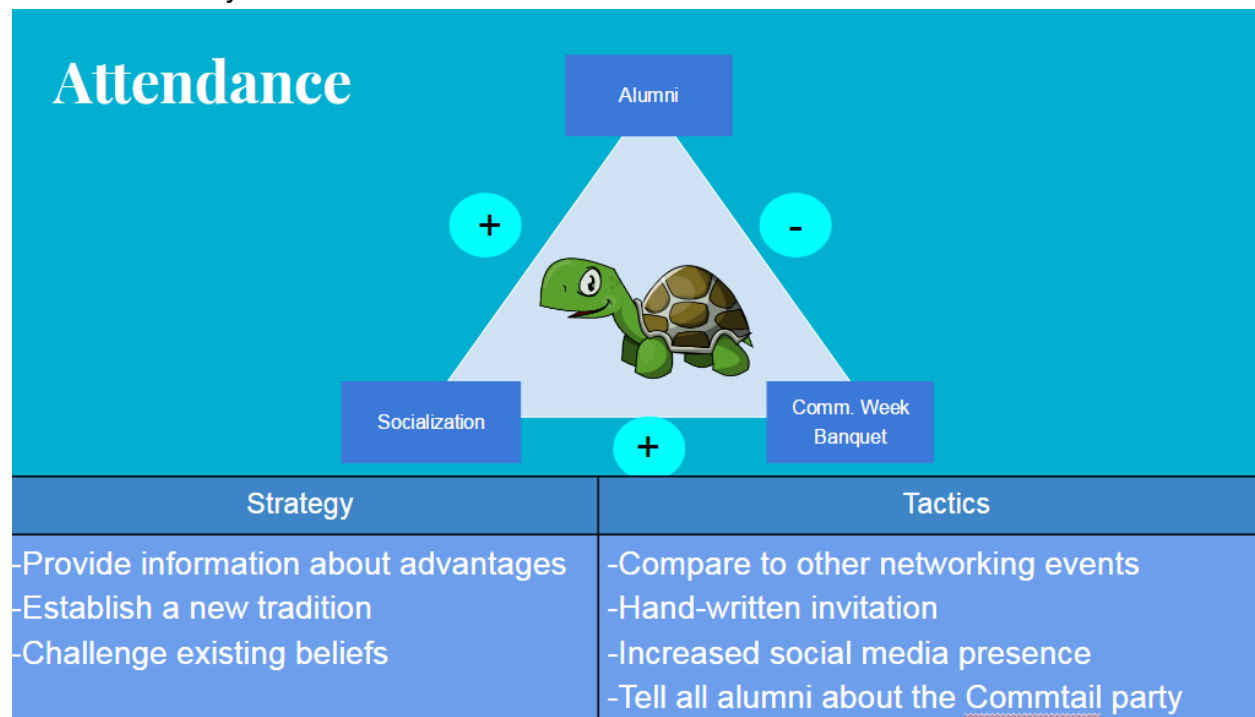




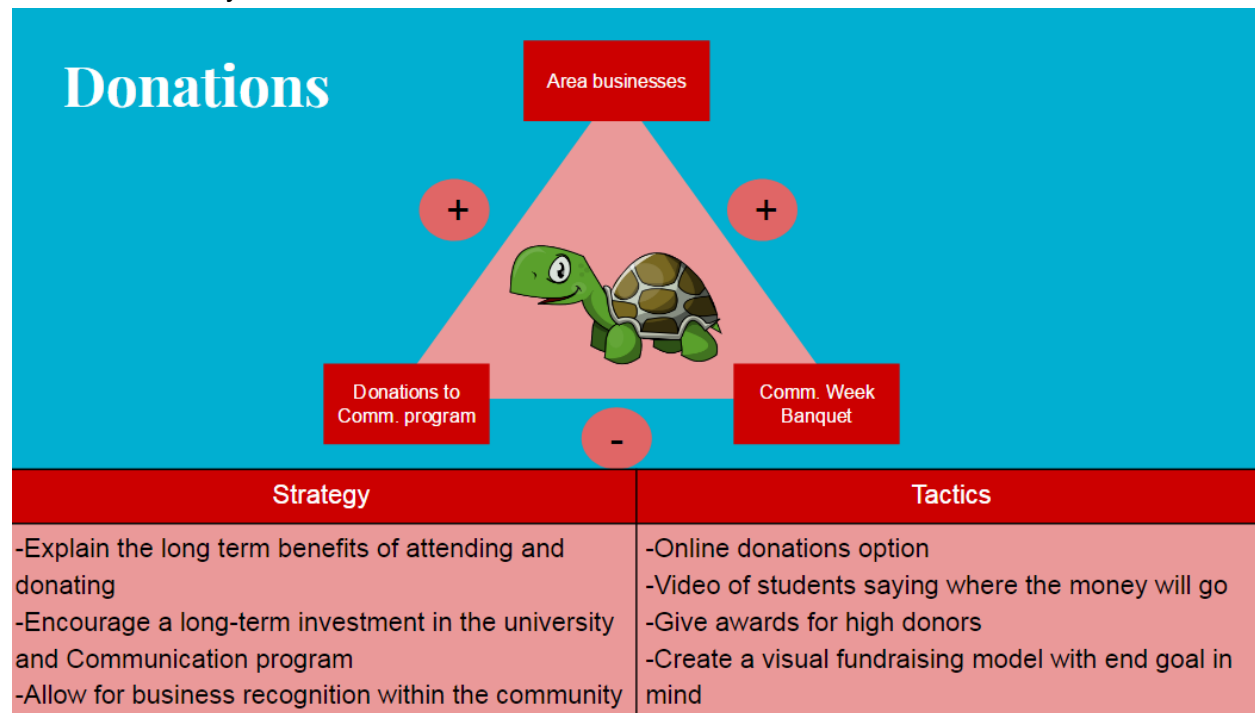
ELM/Consistency Model 3



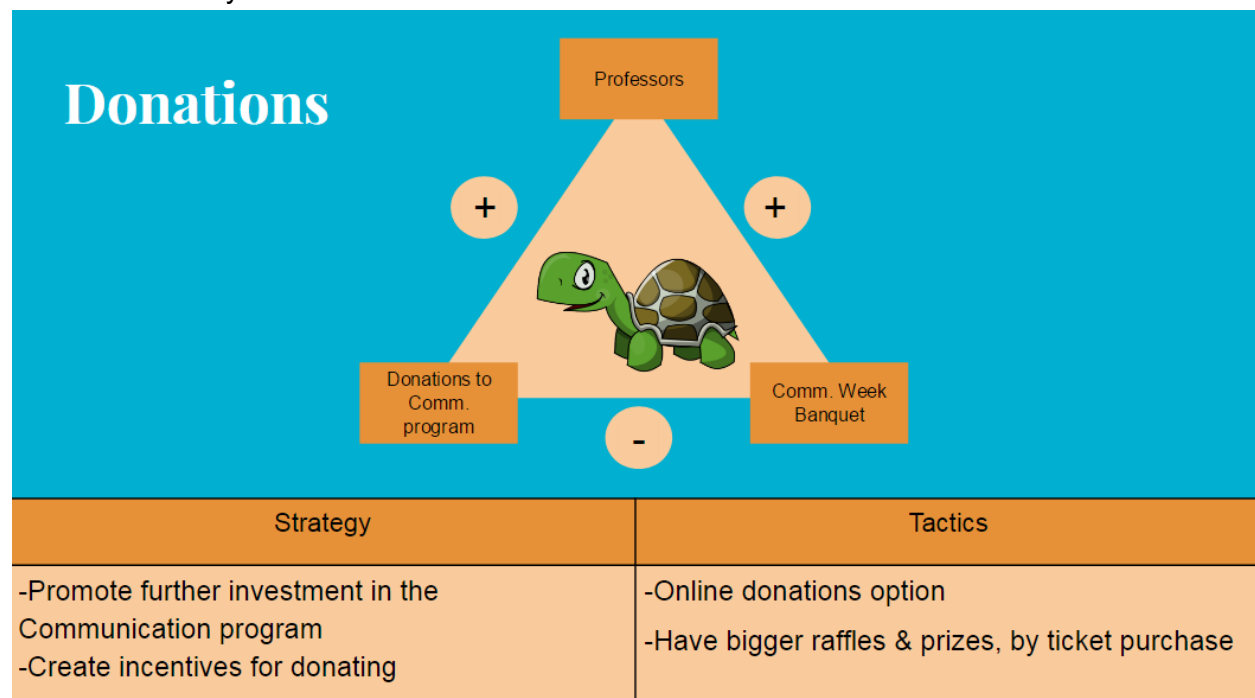
ELM/Consistency Model 4



ELM/Consistency Model 5



ELM/Consistency Model 6



ELM/Consistency Model 7

# Donations

Strategy	Tactics
<ul style="list-style-type: none"><li>-Promote further investment in the Communication program</li><li>-Create incentives for donating</li><li>-Create a memorable experience at the banquet</li></ul>	<ul style="list-style-type: none"><li>-Online donations</li><li>-Video of students saying where the money will go</li><li>-Have bigger raffles &amp; prizes, through ticket purchase</li><li>-Create a visual fundraising model with end goal</li><li>-Recognition: "Thank You" cards, names on website</li></ul>

### Appendix D

Default Report

*Comm. Week Survey*

May 8th 2017, 5:02 pm CDT

**Q29 - This study is being conducted by a group of students called the Old Fashions from the University of Wisconsin--Green Bay. You are invited to join a research study to examine reception and perception of sugar. The decision to join, or not to join, is up to you. This survey will take approximately 5 minutes.**

We foresee that this study involves very little to no risk. If you decide to participate, you will be asked about your own personal experience. It is reasonable to expect the following benefit from this research: your own evaluation of your perception of the Communication Banquet. However, we can't guarantee that you will personally experience benefits from participating in this study. Others may benefit in the future from the information we find. Your responses will be anonymous and will never be linked to you personally. We will take the following steps to keep information about you confidential and to protect it from unauthorized disclosure, tampering, or damage. Participation in this study is completely voluntary. You have the right not to participate or to exit the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits to which you are entitled, and it will not harm your relationship with anyone. If you have any questions about the study, any problems, unexpected physical or psychological discomforts, any injuries, or think that something unusual or unexpected is happening please feel free to contact us at [kronpr19@uwgb.edu](mailto:kronpr19@uwgb.edu). Are you over 18 and wish to continue?

#	Answer	%	Count
1	Yes	100.00%	193
2	No	0.00%	0
	Total	100%	193

**Q1 - Are you a Communication student, professor, or alumni?**

#	Answer	%	Count
1	Communication student	19.77%	35
2	Professor	5.65%	10
3	Alumni	73.45%	130
4	Other	1.13%	2
	Total	100%	177

**Q13 - What 3 words do you think of when you hear the word "banquet"?**

Communication student

What 3 words do you think of when you hear the word "banquet"?

boring, round tables

Food, talking, chicken

Food, organizations, and community

food, long tables, party

food, choices, over-eating

Food. Awards. Boring.

Celebration Dinner Hall

Food, conversation, night

---

Reception, indulgence, gathering

---

Fancy, rich, boring

---

Food, Company, Fun

---

Food, people, professional

---

food, fancy, dress

---

Free Food, Speeches, and honoring someones achievements

---

Comm Week, Food, talks

---

Speaker(s), food, and conversation

---

food, awards, speaker

---

Food, achievement, formal

---

food, awards, key note

---

Party, celebration, gathering

---

fancy, formal, dinner

---

fancy, food, speaker.

---

Food people fancy

---

get together, food, talking

---

Food, Awards, Formal

---

Food, Eating, awards

---

Event, food, buffet

---

Food, gathering, conversation

---

Food, networking, formal

---

Dinner, fancy, food

---

Food, speeches, raffle/prizes

---

Food, football, family

---

Food. Party. Get together

---

Fancy. Dinner. Money.

---

formal, big, food

Professor

What 3 words do you think of when you hear the word "banquet"?

---

Fun Amazing Poopy-Pants

---

formal dining experience

---

long, bowling, and trashy

---

Food; Fun; Fundraising

---

Cold food, boring speeches, awards

---

Food, speeches, tablecloths

---

Food, long, sitting

---

Food, Gathering and Celebration

Alumni

What 3 words do you think of when you hear the word "banquet"?

---

Food drinks festivities

---

food, celebration, drink

---

expensive, fund-raising, speeches

---

Recognition, Food, Awards

---

Food Networking with strangers, possibly see acquaintances Formal

---



chicken eating people

---

Food, Speeches, crowds

---

Fancy, awards, boring

---

food, people, socializing

---

A good meal shared with others and having a great dinner conversation.

---

Plenty of food

---

Turkey, tables, noise

---

Awards, mediocre food.

---

Chicken, speaker, raffle

---

Speakers, food, formal

---

feast, variety, abundance

---

Food, awards, drinks

---

Food, party, setup

---

Crowd, food, talking

---

Food, gathering, presentation

---

Food. People. Tables.

---

Celebration, food, lively

---

eating, formal, talking

---

food, drink, speeches

---

food, awards, formal

---

Dinner, group, speaker

---

Speeches, food, drinks

---

broasted chicken, awards, boring

---

Meal, gathering, meaning

---

Food, speakers, recognition

---

Chicken Awards Ceremony

---

Recognition, Food, and Awards

---

Dinner, program, recognition

---

speakers, chicken, long

---

TV dinner, conventional hall, fundraiser

---

networking boring formal

---

Food, People, Ceremony

---

formal, dinner, admission

---

Award ceremony

---

Why. Purpose. Goal.

---

Food, meeting, organization

---

Chicken, white tablecloths, ballroom

---

Food, silent auction, presentations

---

Good, boring, awards

---

Speeches, food, business casual

---

Food, full, hall

---

Food, speeches, social

---

Hall, plated meal, awards

---

Dinner

---

dinner, drinks, speaker

---

Free Food, Great.

---

People, food, program

---

Food, speaker, awards

---

food, awards, recognition

---

kljfdslkfjd

---

fancy food fun

---

fancy food fun

---

Food Celebration Awards

---

Food. Mingling. Expectations

---

chicken, meal, speaker/awards

---

food, variety, celebration

---

Food, dressy, speakers

---

Speeches, food, awards

---

Chicken dinner napkins

---

Food, Awards, Recognition

---

honor, gathering, food!

---

Awards Recognition Dinner

---

meeting, food, drink

---

Food, celebration, awards

---

Event, dinner, awards

---

Dinner and awards

---

social gathering, food, presentations

---

Party, Food, Lots-a-people

---

Food, recognition, networking

---

Honorary fancy dinner

---

Food, plentiful, chicken

---

Food, awards, networking.

---

Food, Recognition, People

---

food, speakers, awards ?

---

Celebration dinner. Awards

---

Food, group, social

---

formal, impersonal, lengthy

---

1. Guest Speaker 2. Food 3. Inform/support

---

Food, people, fancy

---

Dinner, conversation, recognition

---

Food, tables, speakers

---

Dinner, Speech, Celebration

---

Dinner, program, awards.

---

Food fun friends

---

awards, dinner, chicken

---

Speeches, food, networking

---

Food, Awards, and Formal

---

Awards, dinner, speaker

---

eating and drinking

---

Food, Finery, Speeches

---

Gathering, Food, Remincing

---

Long, drawn out gathering with awards given out.

---

Food loud boring

---

Food, Gathering, Event

---

food, community, presentation

---

feast speech music

---

Food, presentations, purpose

---

awards, dinner, speakers

---

Event Food Drinks

---

food, formality, stiffness

---

Speeches, mediocre food

---

Speakers, Food, Awards

---

Dry fried chicken

---

Dinner, formal, food

---

Dinner, conversation, awards

---

food, clothes, presentations

---

Gathering, celebration, ceremony

---

Expensive

---

Radisson, Wedding, Coors

---

Formal, Organized, Busy.

---

meeting, food, social

---

meal recognition ceremony

---

dinner, drinks, speaker

---

rubber chicken ice water strained conversation

---

fancy celebration funding

---

food, presentation, gathering

---

Networking Awards Dinner

---

Food, boring, something I don't want to do

---

buffet, awards, dress-up

---

Dinner with program



Other

What 3 words do you think of when you hear the word "banquet"?

---

Event, food, people

**Q9 - What year did you graduate?**

What year did you graduate?

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2016

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2016

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2016

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2016

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2016

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2015

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1979 I think

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1974

**Q8 - When is your projected graduation date?**

When is your projected graduation date?

---

already graduated

---

May 2018

---

12/2018

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2019

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1993

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1991

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2009

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Fall 2017

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2017

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May 2017

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2018

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Dec 2017

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May 13, 2017

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May 2020

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May 2019

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2018

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Fall of 2018

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2020

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spring 2018

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2017

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2019

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Dec 2017

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December 2018

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2018

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Dec 2017

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2017

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May, 2019

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2017

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Spring 2020

---

May 2018

---

August 2017

---

2018

2019

May 13th, 2017

2018

**Q4 - Did you attend the Communication Week Banquet?**

#	Answer	%	Count
1	Yes	13.81%	25
2	No	86.19%	156
	Total	100%	181

**Q9 - How did you hear about the Communication Week Banquet? (Select all that apply)**

#	Answer	%	Count
1	Social media	24.41%	31
2	Professors	27.56%	35
3	Flyers/written advertisements	19.69%	25
5	I did not hear about the Communication Week Banquet	45.67%	58

4	Other	22.83%	29
	Total	100%	127

Q9\_4\_TEXT - Other

Other

email

Current comm student

a phone call

This survey

email

email

Alumni email

Email

Email

Didn't hear about it. Just got the survey

email

Coworker

---

email

---

email

---

Alumni email for this survey

---

Email (I think)

---

Students

---

Peers

---

Students

---

Classmates

---

Class announcement/Peers

---

Students

---

Classmates

---

Speakers in class

---

Peers in the comm program

---

Comm Banquet Team

---

Emily Vorpapel! (:

**Q19 - Did you feel the price of the Communication Week Banquet was reasonable?**

#	Answer	%	Count
1	Yes	72.86%	51
2	No	27.14%	19
	Total	100%	70

**Q25 - Did you donate to the Communication program at the banquet?**

#	Answer	%	Count
1	Yes	8.00%	8
2	No	92.00%	92
	Total	100%	100

**Q32 - I would donate at the Communication banquet if the money went towards future Communication banquets.**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Click to write Choice 1	0.00	9.00	4.09	2.34	5.49	77

**Q20 - I would donate at the Communication banquet if the money went towards new developments in the Communication program.**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Click to write Choice 1	0.00	10.00	6.29	2.44	5.93	80

**Q21 - I would donate to Communication banquet/program if I could do so ahead of time. (Donation page/website/etc.)**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Click to write Choice 1	0.00	10.00	5.92	2.52	6.36	76

**Q33 - What would encourage you to donate again next year?**

What would encourage you to donate again next year?

---

\$100

---

I thought I paid for the banquet

---

An update on what money was used for and what needs to be purchased next.

---

more food??

---



Understanding the need.

---

Great professor.

**Q16 - What would encourage you to attend next year?**

What would encourage you to attend next year?

---

I would need to know what exactly it is before I can answer that

---

Heads up on the date. I knew about the event a week before and my schedule didn't allow me to attend

---

It would have to coincide with a visit to the area, as I no longer live in Wisconsin

---

Notification it exists.

---

Nothing, it's a far ride for me.

---

Better edvertising

---

I get proper notification - this is the first ive heard of it

---

Fewer time constraints

---

If I was in the country, not studying abroad

---

I didn't know about it

---

Don't know

---

An invite with information about what will to anticipate

---

More advance notice and excitement about the event. Also, it was just too far.

---

Weekend, can't drive 6 hours for a dinner.

---

convenient time and cost

---

Knowing others I went to school with were going to be there.

---

I live too far away for it to be practical to attend

---

Invite

---

More notice

---

reunion of other Comm majors ??

---

An invitation

---

I was just out of town this year

---

To know it exists

---

Fits into schedule

---

I don't think I knew about this banquet. Staying in the know would help and giving advance notice as well.

---

Availability

---

nothing; I have no desire to go to a banquet with former peers

---

Knowledge of it

---

I live 9 hours away. It would have to be worth my while.

---

Direct mail

---

More communication about the event

---

Knowing about it. Never heard of it!

---

Nothing

---

Affordability, door prizes

---

Knowing about it

---

Receiving an invitation and additional information about its purpose and healthful, organic, vegetarian menu choices

---

I live out of state so it would have to coincide with a visit

---

Possibly knowing more about the event.

---

An invite

---

Knowing there is one

---

Didn't hear anything about it this year. I would consider going if there were noteworthy speakers

---

Professional development

---

more notice and more of what is going on.

---

An invitation

---

I didn't even know it happened.

---

If I lived closer

---

if I knew about it

---

Knowing about it

---

Well, knowing about it would be a start

---

I don't think there would ever be a reason for me to attend. I would feel out of place and like I didn't have a purpose for being there.

---

I'd want to know more about what it is.

---

Knowing when it is

---

If there was something I could contribute

---

Actually knowing there was one would help

---

Include list of attendees. Much like how Facebook does it for events, that way I can see if my classmates are going.

---

Advance notice of a banquet including interesting guest speaker(s) and other events for alumni.

---

I live out of state, so I probably will not attend.

---

I no longer live in the state so it will be difficult

---

Knowing about first, reasonably priced

---

Event speakers

---

Good entertainment

---

I don't live in the area so extremely unlikely that I would attend a future banquet

---

Notification

---

I don' know anything about it. Nor do I live in the area, so not inclined to attend.

---

Notification

---

Further notice

---

An invite

---

More information

---

If it wasn't a banquet and was a sporting event or something. Also, I would donate if i had the money to.

---

Explanation of banquet and invitation

---

If I already knew others attending.

---

Can't do Thursday evenings

---

Not interested in attending

---

I live in Michigan, so distance is a problem.

---

Affordability, proximity, worth my time

---

Hearing about it

---

Hearing about the event

---

Well known speaker

---

I didn't know there was a banquet that included alumni.

---

The difficult part is getting there since I live out of state

---

information

---

A coincidental reason to travel to Wisconsin at the time

---

Availability & Location

---

A strong, national keynote speaker.

---

All events at one time. For example short speakers on whats new in social media, the latest in org com. Whats top of mind on pr. Little information sessions so we can learn then have dinner. All inclusive.

---

???

---

If I was in the US.

---

Knowing sooner rather than later

---

Stories about students have been helped by donations to the Comm Dept (i.e. would not have been able to attend college, were able to get a dream internship/job, etc.)

---

More networking opportunities with local businesses

---

nothing, live out of state

---

Not sure

---

Better timing

---

Notification, theatre

---

Knowing about it

---

Fitting into my schedule

---

getting notice of it

---

A formal invitation in the mail.

---

Reasonable cost and advance knowledge

---

I don't know anything about it yet to be honest.

---

Unsure

---

being made aware of it

---

Scheduling--I taught multiple night classes this semester which was the main reason I couldn't get there

---

Maybe some entertainment such as alumni band or choir.

---

???

---

having my student loans paid off first

---

Good venue

---

More of a heads up and better promotion. I found out via some students that were talking about it on Facebook. I LOVE the idea though. Especially having it during COMM WEEK, which is another great idea. I think alumni would be interested in the banquet to see how their former peers are doing, what jobs they have, etc. And I think Comm alumni are really willing to give back and provide advice and be a mentor.

---

Call it something else

---

Knowing former classmates would also be there.

---

Lower/free price tag

---

Less schedule conflicts.

---

Job opportunities

---

popular guests, other friends going

---

If it is on a weekend I am not busy. This year I had stuff going on during this banquet.

---

cocktails for 21+

---



Knowing the date sooner

Im graduating so it would be more difficult but it would be nice to have an invite as an alumni

not sure

Professional advancement skills

Extra Credit toward classes

More information

I am still prospective in the program; so it would have been good to know if younger, interested students were allowed or if it was more for very serious upperclassmen.

If my friends in the program went, not just "a certain group" within the program

More advanced notice

Food and drinks

More free food

**Q7 - My expectations going into the Communication Week Banquet were... (Select all that apply)**

#	Question	Communication student		Professor		Alumni		Other	
1	Networking opportunities	75.00%	6	42.86%	3	75.00 %	6	0.00 %	0

2	Socialization	87.50%	7	85.71%	6	75.00%	6	0.00%	0
3	Graduation/career advice	37.50%	3	0.00%	0	25.00%	2	0.00%	0
4	Career opportunities	50.00%	4	0.00%	0	0.00%	0	0.00%	0
5	Other	0.00%	0	14.29%	1	25.00%	2	0.00%	0
	Total	Total	8	Total	7	Total	8	Total	0

**Q7 - Were your expectations met?**

#	Answer	%	Count
1	Yes	33.96%	18
2	No	66.04%	35
	Total	100%	53

**Q11 - Why weren't your expectations met?**

Why weren't your expectations met?

---

People were distant, not friendly

---

kjlsdjfs

---

I'm not sure what the question is referring to. Are you asking about my expectations of the banquet or the survey?

---

Expectations of what? This survey has not given me any expectation of anything.

---

I never heard about the event

---

I did not attend the banquet so it was not possible for expectations to be met

---

Can't comment when I know nothing about the event

---

Expectations of what? The banquet I don't know about or this survey? Or, what?

---

I dont think i knew much more than a week or two out.

---

I'm unaware of any banquet.

---

I did not attend

---

The question wasn't applicable to me

---

Na

---

I did not attend.

---

Didn't know about to attend

---

I did not attend.

---

Too many things at different times. I didnt want to go just to eat.

---

I didn't attend and there's no option for me to say N/A. You should add logic routing for the question about whether or not people attended so that we don't have to answer questions that don't apply to us. Come on UWGB COMM!

---

There should be an option for those who didn't attend. If someone selected that they didn't attend on the first page and answered the "yes or no" questions throughout the rest of the survey, any data you pull from this will be biased and useless.

---

I wasn't there.

---

I didn't think it was marketed well enough

---

didn't understand question, what expectations for what - for my degree or experience at the time, for the banquet that I never heard about, for the survey, what?

---

I did not attend

---

No notification

---

If I don't know about it, how could my expectations be met?

---

I didn't go so it's actually N/A - set this survey up better

---

I did not attend.

---

I did not attend the banquet.

---

Nice to see former successful students.

---

Not sure what you mean... As a Comm prof I was very excited to attend the Banquet and support my COMM students

---

Banquets don't allow time for either. Receptions do.

---

Intermingling with others ers

---

I think by having a banquet students should gain skills such as learning how to act in a professional setting and talking to people that they have never met before. It would also allow them to learn from others and hopefully help them feel more prepared for their future.

---

I switched majors and wanted to get to know the faces of the Comm department and find out more about it.

---

talked with peers at my table

---

I went into it with an open mind and hoped for the best

---

I had heard about it through the students running it, i didn't know exactly what to expect

---

Yes

Why weren't your expectations met?

---

People were distant, not friendly

---

kjlsljfs

---

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---

didn't understand question, what expectations for what - for my degree or experience at the time, for the banquet that I never heard about, for the survery, what?

---

I did not attend

---

No notification

---

If I don't know about it, how could my expectations be met?

---

I didn't go so it's actually N/A - set this survey up better

---

I did not attend.

---

I did not attend the banquet.

---

**Q12 - Will you be attending the Communication Week Banquet next year?**

#	Answer	%	Count
1	Yes	54.17%	13
2	Maybe	41.67%	10
3	No	4.17%	1
	Total	100%	24

**Q15 - Why didn't you attend the Communication Week Banquet? (Select all that apply)**

#	Answer	%	Count
1	Cost	11.11%	15
2	Time	26.67%	36



3	Distance	20.00%	27
4	Uninterested	13.33%	18
6	I did not know about the banquet	25.19%	34
5	Other	35.56%	48
	Total	100%	135

Q15\_5\_TEXT - Other

Other

---

The events didn't seem very interesting

---

forgot and not interested unless I know others attending

---

Travel

---

Wasn't aware of it

---

I don't know the purpose of me being there.

---

Have no idea what it was, why it was held, why I should go.

---

I had no idea it was happening

---

Didn't know about it but probably wouldn't have anyway

---

Never heard about it

---

Did not know about it

---

Didn't know about it

---

didn't know about it

---

Never heard of it

---

No idea what it is

---

Didn't know about it

---

Didn't know about it

---

Unaware that it was happening

---

Never even heard about it

---

Didn't know about it

---

Didn't know there was one

---

Did not know about it.

---

didn't know about it

---

Wasn't aware of it

---

## WIIFM

---

Didn't know about it.

---

Until this email I had no idea it existed

---

Didn't know about it

---

No notification

---

Was not aware of it

---

It was sold out by the time I could fit it into my schedule

---

didn't hear about it

---

Didn't know about it early enough

---

did not know about it

---

never heard of it

---

Didn't know about iy

---

Didn't know about it

---

Schedule conflicts

---

Other obligations

---

Work

---

I had another commitment at the time.

---

Did not know about it

---

I had other commitments the day of the banquet so I couldn't attend

---

Unsure of what it entailed

---

Clique-y

#### Q17 - What is your gender?

#	Answer	%	Count
1	Male	26.09%	42
2	Female	71.43%	115
3	Prefer not to answer	2.48%	4
4	Other	0.00%	0
	Total	100%	161

#### Q18 - What is your ethnicity?

#	Answer	%	Count
---	--------	---	-------

---

1	White	92.55%	149
2	Black or African American	0.00%	0
3	American Indian or Alaska Native	1.86%	3
4	Asian	0.62%	1
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Hispanic	1.24%	2
7	Other	3.73%	6
	Total	100%	161

### Appendix E

Continuing on with inviting families to the Communication Banquet, we generated strategies and tactics to further elaborate on this continuous improvement idea. The reason why we did not initially discuss targeting families as potential attendees, was because we felt that there were other audiences that were more persuadable and had tangible benefits in attending. Upon further thought, recognizing the families as a secondary audience is advantageous in the process of persuading the primary audiences. While they may not receive as many substantial benefits as the primary audiences, they solidify the importance of the primary audiences attending the banquet. In order to persuade the families to attend the banquet, we came up with strategies and tactics based off of the ELM model. The focus of this model is to use the primary audiences to target the secondary audience (family). We did this because we recognize the primary audiences act as a bridge to communicate about the banquet to families.

	Strategies	Tactics
<b>Slow (central)</b>	<ul style="list-style-type: none"> <li>-Let primary audiences know that they can invite family members or significant others</li> <li>-Lowering the cost for multiple people attending</li> <li>-Let primary audience showcase their achievements within the Communication department</li> </ul>	<ul style="list-style-type: none"> <li>-Adding the option to add family members or significant others to the attendee list</li> <li>-Having a “meal deal” for additional guests Example- Plus 1 guest additional \$10 Plus 2 guests additional \$20 Children under 10 years old are free</li> <li>-Let professors talk about their classes and research</li> <li>-Let students present past or current projects</li> <li>-Let alumni talk about how</li> </ul>

		they have helped the Communication program
<b>Fast (peripheral)</b>	<ul style="list-style-type: none"><li>-Explain who will attend the banquet</li><li>-Provide details on the banquet</li><li>-Make the banquet fun and exciting</li></ul>	<ul style="list-style-type: none"><li>-Have a flyer for students to give their families about who will attend</li><li>-Direct family to website, have a “guest” section on website</li><li>-For every guest that a primary audience member brings, they will get 5 extra raffle tickets</li></ul>