# Baltic Leadership Programme

# Communications Toolkit

Version: December 2015

Logo

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# About this toolkit

This toolkit draws on the knowledge from the 'Baltic Leadership Programme (BLP) Communication' modules, the content of its modules and good practice from organisations working with the the EU Strategy for the Baltic Sea region to provide concrete guidance, tips and practical examples on how the strategy can be communicated – both internally and externally.

The toolkit is a collection of useful documents contained in the Material folders on the website [www.balticsea-region-strategy.eu](www.balticsea-region-strategy.eu) . The various guidance documents and tools in the toolkit can be used individually or together as users wish.

### Who is the toolkit for?
The toolkit is designed for any Policy Area Coordinators (PAC) and Horizontal Action Coordinators (HAC) involved in implementing the EU Strategy for the Baltic Sea. The toolkit builds on the BLP Communication modules and can be used as a reference document by BLP participants, although it is also designed to be a useful resource for non-BLP participants.

### Why is internal communication important?
Internal communication is the lifeblood of any organisation. It helps organisations run smoothly by establishing links between people and functions, by creating understanding and promoting knowledge sharing.

**What is the EU Strategy for the Baltic Sea?**

The EU Strategy for the Baltic Sea region (EUSBSR) is a macro-regional strategy that aims to reinforce cooperation and integration to overcome the challenges facing the region. Its three main objectives are:
• Save the sea
• Increase prosperity
• Connect the region

**What is Baltic Leadership Programme (BLP)?**

The Baltic Leadership Programme is a training programme organised by the Swedish Institute, designed to develop the region by bringing together organisations dealing with important issues under the EU Strategy for the Baltic Sea region and giving them the tools they need to create successful cross-border partnerships.

For the organisations working with the Strategy, internal communication involves both working internally within their particular organisations and together with other organisations working with the strategy. Such an approach promotes consistent messaging by ensuring that each organisation, and their employees, have a common understanding of the Strategy and of how it should be communicated internally.

### Why is external communication important?
External communication is any information an organisation distributes to actors outside the organisation itself. External communication focuses on spreading news and information about the organisation to the public and external stakeholders. For the organisations working with the EU Strategy for the Baltic Sea, good external communication ensures that clear and consistent messages reach external target groups.
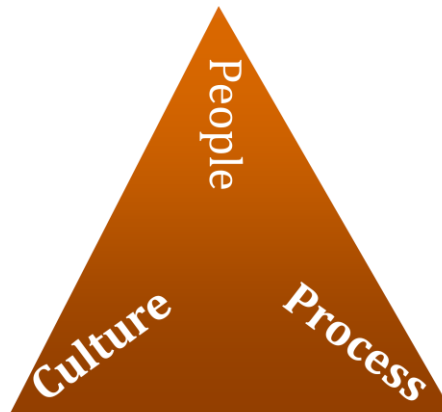
## Tool: How to identify stakeholders

**Step-by-step guide:**
1. Write down your internal communications challenges as concretely as possible
2. Consider each challenge from a People, Culture and or Process perspective. What is the most important angle? You can use a PCP triangle to physically position the challenges so you see them in relation to one another.
3. Make a stakeholder map to define who your stakeholders are
4. Consider each stakeholder from the PCP perspective to identify the main issues and approach.
5. Make a priority graph of your stakeholders to define priorities and actions

List of Challenges

People

Culture    Process

**Step 1**

**Step 2**

**Step 3 and 4**

**Influence power of stakeholders**

**Meet their needs**

- Engage & consult on interest area
- try to increase level of interest
- aim to move into right hand box

**Key player**

- Key players focus efforts on this group
- involve in governance / decision making bodies
- engage & consult regularly

**Least important**

- Inform via general communications, newsletters, website, mail shots
- aim to move into right hand box

**Show consideration**

- Make use of interest through involvement in low-risk areas
- keep informed & consult on interest area
- potential to support as a goodwill ambassador

**Interest of stakeholders**

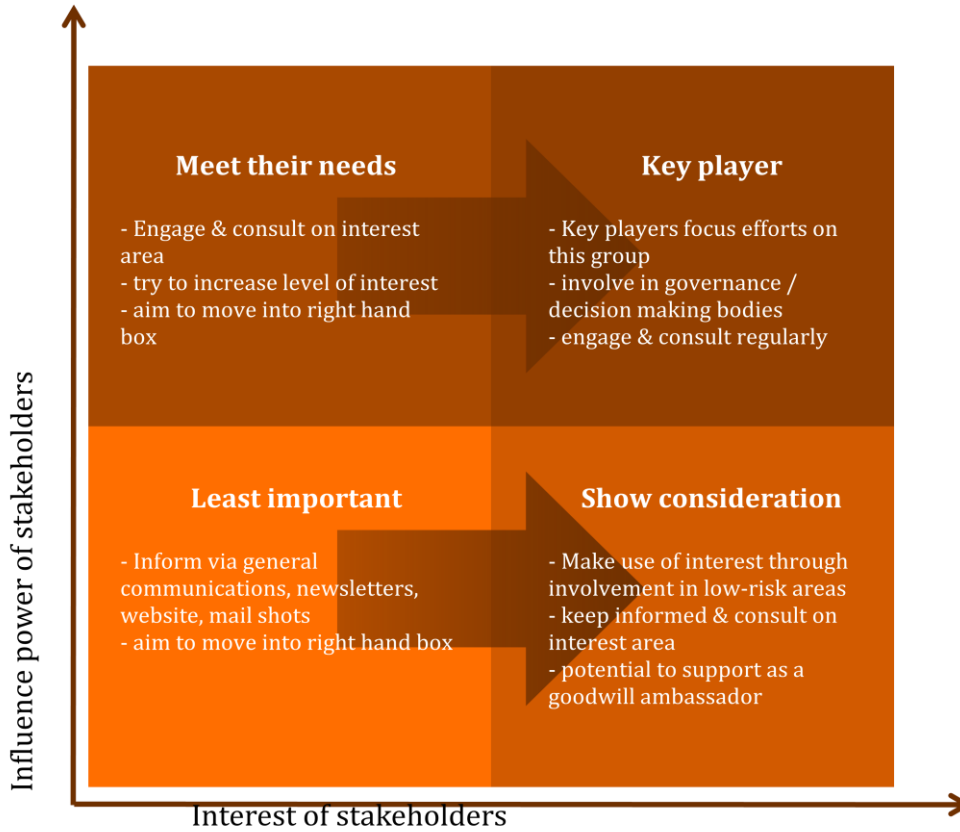## Step 5

# Leadership & Group Processes

When dealing with complicated group processes, remember that there are always natural phases in group formation. Give time for each of these phases to take place in order to keep people on board:

## Tuckmans stage model

Bruce Tuckman reviewed about fifty studies of group development in the mid-sixties and synthesized their commonalities in one of the most frequently cited models of group development (Tuckman, 1965). The model describes four linear stages (forming, storming, norming, and performing) that a group will go through in its unitary sequence of decision making. A fifth stage (adjourning) was added in 1977 when a new set of studies were reviewed (Tuckman & Jensen, 1977).

| Phase: | |
|---|---|
| 1. **Forming** | Group members learn about each other and the task at hand. Indicators of this stage might include: Unclear objectives, Uncommitted members, Confusion, Low morale, Hidden feelings, Poor listening, etc. On the other hand it can also be a very positive first-love phase in which everybody gets a long very well at a personal level.  If this happens phase 2 hits the group very unexpectedly. |
| 2. **Storming** | As group members continue to work, they will engage each other in arguments about the structure of the group which often are significantly emotional and illustrate a struggle for status in the group. These activities mark the storming phase: Lack of cohesion, Subjectivity, Hidden agendas, Conflicts, Confrontation, Volatility, Resentment, anger, Inconsistency, Failure. In a group with a lot of leaders this phase can be very explosive and emotional since they are all fighting for that top dog position. Allow for open discussion. |
| 3. **Norming** | Group members establish implicit or explicit rules about how they will achieve their goal. They address the types of communication that will or will not help with the task. Indicators include: Questioning performance, Reviewing/clarifying objectives, Changing/confirming roles, Opening. |
| 4. **Performing** | Groups reach a conclusion and implement the solution to their issue. Indicators include: Creativity, Initiative, Flexibility, Open relationships, Pride, Concern for people, Learning, Confidence, High morale, Success, etc. |
| 5. **Adjourning** | As the group project ends, the group disbands in the adjournment phase. Make sure to celebrate successes and give credit where credit is due. |

## Integrated Model of Group Development (IMGD)

Building on Tuckman's model and based on her own empirical research as well as the foundational work of Wilfred Bion, Susan Wheelan proposed a "unified" or "integrated" model of group development (Wheelan, 1990; Wheelan, 1994a). This model, although linear in a sense, takes the perspective that groups achieve maturity as they continue to work together rather than simply go through stages of activity. In this model "early" stages of group development are associated with specific issues and patterns of talk such as those related to dependency, counter-dependency, and trust which precede the actual work conducted during the "more mature" stages of a group's life.

IMGD is a practical model that describes group development in four steps, plus an additional, disintegrating step. The steps address the different behaviours and needs of the group, and IMGD helps groups to develop and become more efficient, quality minded and healthy.
The table below describes each one of these phases:

| | |
|---|---|
| **Stage I Dependency and Inclusion** | The first stage of group development is characterized by significant member dependency on the designated leader, concerns about safety, and inclusion issues. Members rely on the leader and powerful group members to provide direction. Team members may engage in what has been called "pseudo-work," such as exchanging stories about outside activities or other topics that are not relevant to group goals. |
| **Stage II Counterdependency and Fight** | In the second stage of group development members disagree among themselves about group goals and procedures. Conflict is an inevitable part of this process. The group's task at Stage 2 is to develop a unified set of goals, values, and operational procedures, and this task inevitably generates some conflict. Conflict also is necessary for the establishment of trust and a climate in which members feel free to disagree with each other. |
| **Stage III Trust / Structure** | If the group manages to work through the inevitable conflicts of Stage 2, member trust, commitment to the group, and willingness to cooperate increase. Communication becomes more open and task-oriented. This third stage of group development, referred to as the trust and structure stage, is characterized by more mature negotiations about roles, organization, and procedures. It is also a time in which members work to solidify positive working relationships with each other |

| | |
|---|---|
| **Stage IV Work / Productivity** | As its name implies, the fourth stage of group development is a time of intense team productivity and effectiveness. Having resolved many of the issues of the previous stages, the group can focus most of its energy on goal achievement and task accomplishment |
| **Final** | Groups that have a distinct ending point experience a fifth stage. Impending termination may cause disruption and conflict in some groups. In other groups, separation issues are addressed, and members' appreciation of each other and the group experience may be expressed. |

[Click here to read more about IMGD.](#)

## Flow theory

Flow theory describes the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. According to Mikhail Csikszentmihalyi, flow is completely focused motivation. It is a single minded immersion and represents perhaps the ultimate experience in harnessing the emotions in the service of performing and learning. In flow, the emotions are not just contained and channelled, but positive, energized, and aligned with the task at hand. The hallmark of flow is a feeling of spontaneous joy, even rapture, while performing a task, although flow is also described (below) as a deep focus on nothing but the activity – not even oneself or one's emotions.

Flow theory postulates three conditions that have to be met to achieve a flow state:

1. One must be involved in an activity with a clear set of goals and progress. This adds direction and structure to the task.[15]
2. The task at hand must have clear and immediate feedback. This helps the person negotiate any changing demands and allows them to adjust their performance to maintain the flow state.
3. One must have a good balance between the *perceived* challenges of the task at hand and their own *perceived* skills. One must have confidence in one's ability to complete the task at hand
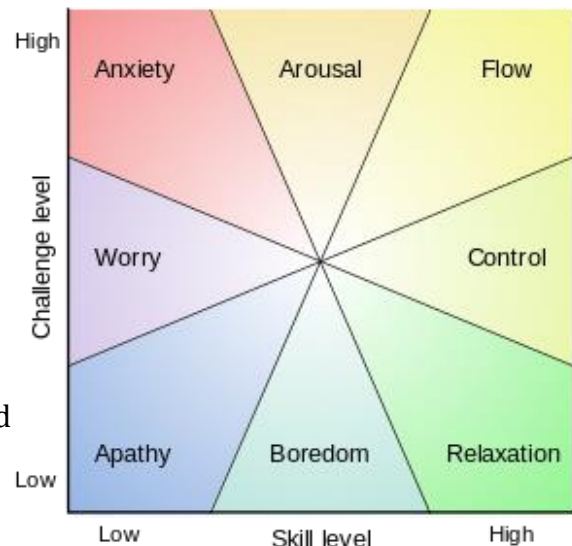


**Challenges to staying in flow**

Some of the challenges to staying in flow include states of apathy, boredom, and anxiety. Being in a state of apathy is characterized when challenges are low and one's skill level is low producing a general lack of interest in the task at hand. Boredom is a slightly different state in that it occurs when challenges are low, but one's skill level exceeds those challenges causing one to seek higher challenges. Lastly, a state of anxiety occurs when challenges are so high that they exceed one's perceived skill level causing one great distress and uneasiness. These states in general differ from being in a state of flow, in that flow occurs when challenges match one's skill level.[23] Consequently, Csíkszentmihályi has said, "If challenges are too low, one gets back to flow by increasing them. If challenges are too great, one can return to the flow state by learning new skills."

Click here to read more about flow theory.

[Watch Mikhaly Csikszentmihalyi's famous TED talk on Flow.](#)

**Tools**

1.The toast exercise. Let everybody draw the process of making toast and compare the different perspectives.

2.Click here for the [Wayback machine](#) on the internet comparing websites past to present.

**Leadership tips**

1. Leadership is not management. Everyone can be a leader (lollypop moments)
2. Tell people what they mean to you and give positive feedback
3. Communicate Why – How – What. Always focus on the WHY first! (**N.B.** *see the Golden Circle tool in this toolkit*)
4. People don't buy what you have, they buy why you have it
5. Try and fail (prototyping is important)
6. Listening is a main leadership quality

**Additional leadership resources and inspiration**

Book: [Drive, the surprising truth about what motivates us by Daniel Pink](#)
Book: [Good Business: Leadership, Flow, and the Making of Meaning by Mihaly Csikszentmihalyi](#)



[Watch Drew Dudley's TED talk on Everyday Leadership & Lollypop moments.](#)

# Adapting your message

This methodology is based on elements on classical rhetoric but can be used for any kind of communication. It is a simple one-word abbreviation that will help you think about crucial parts of your communication

**Methodology:**  always remember KEPLA in communication

**Kairos** is an ancient Greek word meaning the right or opportune moment (the supreme moment). In simple terms it means to put your communication in the right context. What is going on in the larger societal debate and why is your communication relevant for your audience at this point in time? Read more here.

**Ethos** is the credibility you have as the source of the communication. It is not about the content of the message but about you. Why should your audience believe you? Source credibility, charisma or moral competence, are all words used to describe ethos. Think how to build your ethos up before you communicate. Why should they trust you? Read more here.

**Pathos** is the third element from traditional rhetoric. This is not about you but about the content of your communication. Which elements can you use to connect with your audience at heart level. Open their hearts before you open their ears! Elements that strengthen the pathos of your communication are: personal disclosure, vulnerability, personification (Skutnik), real life examples, storytelling etc.  Read more here.

**Logos** is the natural complement to pathos**.** It is all about the logic, argumentation, ratio content. Make sure you have thought your logos through because a flaw in your argumentation has direct impact on your source credibility (ethos). Read more here.

**Adapt.** Always remember that Kairos, Ethos, Pathos and Logos are situational and dependent on the receiver. You will need to adapt your style every time to connect with the specific target audience. What was successful ethos one time might backfire the next

> **Adapting your message tips**
>
> 1. Preparation is key, physical, mental, and content
> 2. Practice with mirror, film yourself, time yourself
> 3. Connect using flattery, personal disclosure, connecting at value level, Skutnik, humility.

**Adapting your message resources and inspiration**



[Watch the TED talk on the gun as instrument for peace and stability by General Peter van Uhm
(how to make the connection)](#)



[TED talk Hans Rosling & the Magic Washing Machine (connecting through humor)](#)



[TED talk Caroline Casey (inspiration and strong opening)](#)

[Text of the Baltic Sea Region Speech by Crown Princess Victoria.](#)

## Intercultural Communication

Adapting your message is even more important in a multicultural environment where you have to communicate across national or organisational cultures. Make sure to adapt your message to each cultural environment in which you operate. In doing so keep the specific country sensitivities in mind (remember McDonald's and Asterix).

Specific sensitivities to take into account:

- Images (what do they mean in the context of your communication partner: the Italian pizza)
- Translations (Pepsi brings your ancestors back from the grave in stead of you back to life, IKEA fartfull workbench, Jussipussi bread)
- Country specific sensitivities (Status of Kashmir, the number 4 in Japanese, the flag for Mexicans)

**What else to think about?**

- Always think of the value that you can connect to in order to reach your audience. If you connect at value level the implementation becomes less of an issue.
- Recognize the importance of relation building. In many countries a good personal relationship is a prerequisite for a good professional relationship.
- Be careful with assumptions. Do you mean the same thing with the same word (one man's transparency is another man's breach of privacy).
- In most other parts of the world "Hierarchy" plays a bigger role than in the Nordics. Pay due attention to peoples positions and functions and don't be afraid to display your own. A too informal style can quickly be misinterpreted for being rude.
- Check the English version of your out-of-office text for tone and content.

[Click here for the full presentation by Ruben on Intercultural communication.](#)

**Geert Hofstede**

Professor Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He defined culture as "the collective programming of the mind distinguishing the members of one group or category of people from others."

**National culture**

The model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one state of affairs over another that distinguishes countries (rather than individuals) from each other. Country scores on the dimensions are relative, as we are all human and at the same time all unique. In other words, culture can be only used meaningfully by comparison. The model consists of the following dimensions:

- **Power Distance Index (PDI)** This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of Power Distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low

Power Distance, people strive to equalise the distribution of power and demand justification to power inequalities.

- **Individualism versus Collectivism (IDV)** The high side of this dimension, called individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we."

- **Masculinity versus Femininity (MAS)** The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material rewards for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented. In the business context Masculinity versus Femininity is sometimes also related to as "tough versus tender" cultures.

- **Uncertainty Avoidance Index (UAI)** The Uncertainty Avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? Countries exhibiting strong UAI maintain rigid codes of belief and behaviour and are intolerant of unorthodox behaviour and ideas. Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.

- **Long Term Orientation versus Short Term Normative Orientation (LTO**) Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritise these two existential goals differently. Societies who score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion. Those with a culture that scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

- **Indulgence versus Restraint (IND)** Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms.

-

Click here for more information on Geert Hofstede's research.

Click here to make a country comparison based on Geert Hofstede's model.

**Organisational Culture**

The Organisational Cultural Model (further developed by Bob Waisfisz in collaboration with Geert Hofstede) consists of six autonomous dimensions or variables and two semi-autonomous dimensions. Organisational Culture is defined as the way in which members of an organisation relate to each other, their work and the outside world in comparison to other organisations. The Dimensions enable a tangible alignment of Organisational Culture and Strategy.

**The dimensions of Organisational Culture**

The Organisational Cultural Model (also called Hofstede's Multifocus Model) consists of six autonomous dimensions or variables and two semi-autonomous dimensions. Click on the dimensions names below to get an explanation of the dimensions. You can also use the tool Culture and Strategy Play & Learn App, to learn about the dimensions in an interactive and intuitive way.

- Means-oriented vs. Goal-oriented
- Internally driven vs. Externally driven
- Easy-going work discipline vs. Strict work discipline
- Local vs. Professional
- Open system vs. Closed system
- Employee-oriented vs. Work-oriented
- Degree of acceptance of leadership style
- Degree of identification with your organisation

Click here for more information on the organisational culture model.

More inspiration:

- Make the connection with KEPLA, flattery etc. (see above).
- Know your audience (what are their values?).
- Adapt your style
- Open their hearts before you open their ears.

Click here for the speech of Bono for the NAACP as a prime example of cultural adaptation.

Book Tip: Richard D. Lewis, When cultures collide. This book was used to provide cultural background information on individual countries for the EUSBSR country presentation exercise.

## Storytelling

**What is storytelling?**

Storytelling is a way of communicating in a way that brings information, facts and figures to life. Good storytelling creates emotional engagement with the audience and results in greater buy-in on what is being conveyed.

**The importance of storytelling for the EUSBSR**

- You do not exist if you do not tell stories about what is going on
- You have no relevance if citizens and tax payers do not understand what you do

**EUSBSR storytelling tips**

- Find relevant stories to tell – make the most of statistics and information already available online!
- The headline is important! Try 6-word headlines as interest hooks to catch your audience. Try to describe something you would like to see as a headline in the future in order to make it happen, e.g. "Politicians join force to reduce the hazardous substances in the Baltic Sea Region!"
- Examples of EUSBSR stories: Baltic Region Savours: Where do we come from, who are we, and where are we going.
- The When, Where, How, What, Why and Who method – can be used to create a straightforward and simple story. The order can change to suit the context.
- Use video cameras or Smartphones to create short films to tell stories.
- Use social media to communicate your messages (see the Social Media section in this toolkit).

**Five general storytelling tips – how to make your story compelling**

1. Know your audience – what are their needs and interests?
2. Add a human element to your story – connect the abstract information to people
3. Appeal to the audience with shared values and beliefs
4. Bring characters to life – appearance, occupation, background, etc
5. Make your story specific and based on reality

## Achieving change

Know that change is by definition met with resistance. This is normal! If you meet resistance in your organization when you want to achieve change or when you find yourself resisting change you can use this model below to analyse where in the process they/you are.

**Methodology:** DABDA, the Kubler Ross Model, also known as the 5 stages of grief.

| Phase | What is happening? |
|---|---|
| **1. Denial** | Individuals believe the diagnosis mistaken, and cling to a false, preferable reality. |
| **2. Anger** | Why me? It's not fair!"; "Who is to blame?"; "Why would this happen |
| **3. Bargaining** | Hope that the individual can avoid a cause of grief, tries to bring up alternatives |
| **4. Depression** | Should I continue at all? |
| **5. Acceptance** | It's going to be okay. I need to get on board. |



The Kübler-Ross change curve
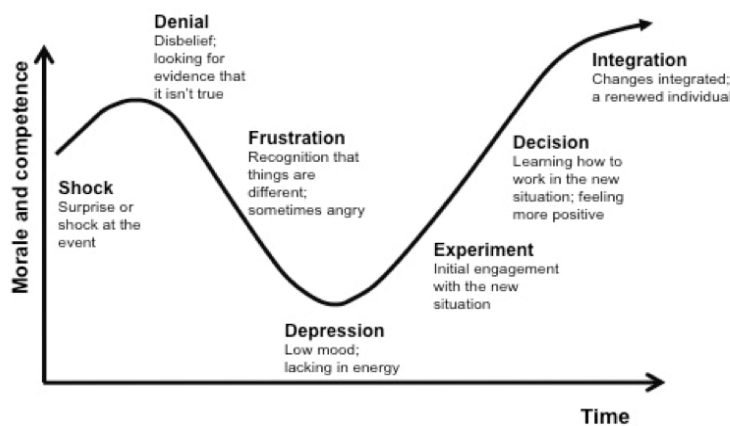
The first two phases in terms of behaviour are accompanied by shock and frustration. Give room and space for this and do not move to phase three before people have had the chance to ventilate. After the low point of depression you will see a change towards bargaining and you can come to a better understanding and new way forward introducing the change.

**N.B.** It is important to realise that once the phase of acceptance is achieved a new and better balance can be reached. Another important lesson is to repair the injuries you might have caused resisting the change in the first three phases. Go back and apologise to make a full circle and contribute to a new and better balance. Read more here.

**Tip on Mentor/Mentee relationships**

Find a leadership mentor outside your own organisation

## Achieving change resources and inspiration

- [The Effective Executive: The Definitive Guide to Getting the Right Things Done and other books by Peter F. Drucker.](#)
- [Blog with top 20 books on change management.](#)

## Effective lobbying

Lobbying can be a positive force for democracy in the EU – providing that it is transparent, balanced and independent from wealth. The common opinions of organisations can be much stronger if conveyed to the EU as one single voice. Lobbying is therefore an important component of a communications strategy that should be considered.

**Five rules for effective lobbying**
1. Identify the right people
2. Communicate value
3. Be reactive and adaptive
4. Have a good spokesperson
5. Invest the necessary resources

# Social Media

Social media is becoming increasingly important and is now a fundamental part of communicating.

As an organisation, you cannot choose whether or not you are in social media - you are already part of the debate! The only choice you have is if you want to participate and influence the debate or let others decide what your image is.

**Five social media tips**

1. Adapt content to mobile devices - As of 2015, there are over 1.8 billion smart phone users in the world, and this figure continues to rise. Smart phone users browse content on the go on small screens.
2. Make good use of video – There are over 1 billion video views on Facebook per day – 65 percent of which are made on a mobile device.
3. Keep ahead of trends – New channels emerge and trends change quickly.
4. If you engage in social media make sure you have a strategy for it and be active.
5. Prepare for critical communication on an open platform.

**Tools**
- [Twitter.](#) Short messages and links for information.
- [Tweetdeck.](#) Practical tool for following several Twitter streams at the same time
- Create a [Youtube Channel](#) for your organisation to upload clips and movies

# Tools for Leadership & Inspiration

## The Golden Circle

The golden circle is a thought model developed by Simon Sinek. The model informs us to start with "Why" at the centre of the circle as it is the most important starting point, followed by "How" and then "What".

**The golden circle: A EUSBSR perspective**
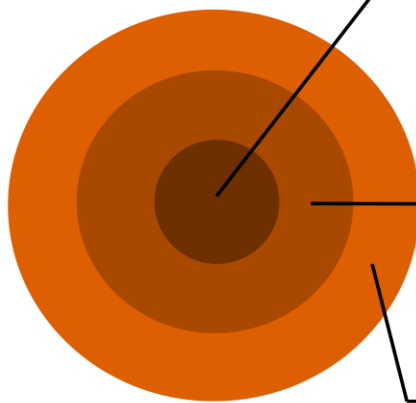
**WHY** – Common position / Create your future / Make a difference/ Live together / Make your vision come alive / Better Live / Benefit for all / Clean environment for our children / Want to go swimming in clear water / Common cultures / Prosperity / Common Baltic Identity / Benefit for all / If you want to have a future / Borders are man-made / Our children / European in a Baltic way / The legacy of the Hanseatic League / Save the Sea / Because we are United/ World needs us / Solve common problems / A better life/

**HOW**- Talk to each other/ cooperation / projects / setting common goals / dialogue / joint initiatives / Pool funding / Grass root engagement / Spreading the word/ Political support / Communication / Social media / Co creation /Networks / Jobs / Leadership / Reflection / Awareness Raising / Meeting target groups

**WHAT**- THE EU STRATEGY FOR THE BALTIC SEA REGION

Source: www.startwithwhy.com

[TED talk Simon Sinek on Why great leaders inspire](#)

### The Marshmallow Challenge

The Marshmallow Challenge is a remarkably fun and instructive design exercise that encourages teams to experience simple but profound lessons in collaboration, innovation and creativity.

The task is simple: in eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top.

Surprising lessons emerge when you compare teams' performance. Who tends to do the worst? Why? Who tends to do the best? Why? What improves performance? What kills it?

If you need to kickstart a meeting, get a team into a creative frame of mind, or simply want to encourage your organization to think about what it takes to dramatically increase innovation, invest 45 minutes to run a marshmallow challenge. Read more here.



Watch Tom Wujec on 'building a tower, the marshmallow challenge'.

**LEGO Serious Play**

The LEGO® SERIOUS PLAY® Method is a facilitated meeting, communication and problem-solving process in which participants are led through a series of questions, probing deeper and deeper into the subject. Each participant builds his or her own 3D LEGO® model in response to the facilitator's questions using specially selected LEGO® elements. These 3D models serve as a basis for group discussion, knowledge sharing, problem solving and decision making.

The LEGO® SERIOUS PLAY® Method is a technique which improves group problem solving. By utilizing visual, auditory and kinesthetic skills, the Method requires participants to learn and listen, and it provides all participants with a voice. The Method serves as a shared language regardless of culture or position. It is also a method that requires a trained facilitator.



[Read more here.](#)

# Plain English

Plain English is presenting information so that in a single reading, the intended audience can read, understand and act upon it. Plain English means writing with the audience in mind and presenting information clearly and accurately.

**Tips for writing in plain English:**

• Keep your sentences short
• Prefer active verbs
• Use 'you' and 'we'
• Use words that are appropriate for the reader
• Don't be afraid to give instructions
• Avoid nominalizations
• Use lists where appropriate

**Resources:**

Click here for free Plain English guides.
Plain English writing for websites online course login

Contact the Plain English Campaign: info@plainenglish.co.uk

## Other useful resources

**EUSBSR Visual identity**
The visual identity for the EUSBSR was developed at the beginning of 2012 in order to increase the perceptibility of the Strategy, which has to be recognisable, clearly communicated and instantly identifiable. In this respect, it should promote the Strategy and cover all written and audiovisual EUSBSR-related material (websites, publications, exhibition material etc.).
Click here for more information on the visual identity.

**KEEP (Knowledge and Expertise in European Programmes)**
KEEP is the source of information on the projects and partners of Territorial Cooperation.
Click here for the KEEP database.


**Three good Swedish Institute project film examples**
**(both internal and external communications):**
Example 1
Example 2
Example 3

**Other useful links**
https://www.youtube.com/user/eusbsr/videos
https://www.flickr.com/photos/eusbsr/sets/
http://www.balticsea-region-strategy.eu/governance
http://ec.europa.eu/regional_policy/en/policy/cooperation/macro-regional-strategies/baltic-sea/#1
https://www.interreg-baltic.eu/about-the-programme/relation-to-eu-strategy-for-the-baltic-sea-region.html
https://www.interreg-baltic.eu/about-the-programme/cooperation-priorities/seed-money.html
Film on Swedish Institute's activities in the Baltic Sea region in connection to the EUSBR

**Do you have more useful links and communication theories that you would like to add to this document? Please contact the Swedish Institute at balticsea@si.se**