

Audience Analysis: Gmail & Young Adults

Brian Clark

University of Kentucky

Audience Analysis

Managing communication-based information in our technology driven world can be stressful and difficult. One of the more prominent communication-based technologies in the professional and school world is e-mail. While most people have a general idea on how to communicate using their preferred email program, many struggle to organize and manage the information coming in. This lack of e-mail management can lead to many problems such as unnecessary stress, information overload, and missing out on important information. These problems that arise from unorganized e-mail are why I want to show highschoolers and young college students some basic tips on how to manage their e-mail effectively. Specifically, I will be tailoring this training program to help teenagers and young adults, ages sixteen through twenty-two of any race, religion, geographic location, and ethnic, economic, and demographic background. While this training program may be tailored to the individuals stated, they will not be inaccessible to others who wish to learn how to manage their e-mails. The reason I chose to target this audience is that most of them will be graduating from high school and entering the “adult world”. According to Geoffrey (2014), “Only 6% of teens exchange email daily... they reserve email for official communications, or venues like school where alternatives are banned” (paras. 12). This means that most of my target audience, specifically the highschoolers, have not had much experience with working with an e-mail program. With this movement from being a child to an adult comes a lot more usage of their e-mails whether it be for bills, college, jobs, or advertising and subscriptions. All this information coming in makes it imperative that people get the experience they need to effectively manage it all.

Target Demographic & Qualities

Current day high schoolers and young adults are comprised solely of Generation Z. This means that while I am making this program for teenagers and young adults in general, Generation Z's attributes must be considered. Atay (2022.) has this say about generation Z and their media consumption,

Gen Z spend more (time) on their phones each day than on any other devices combined.

Their attachment to technologies is a clear contributor to promoting an anytime-anywhere type of social engagement. The time spent in front of screens has increased with the arrival of smartphones...Gen Z is actually more inclined to use social media to fill up the time and entertain rather than stay in touch with friends. They prefer fun content over friends, spending an average of about three hours per day on social platforms, time spent longer than members of the older generations (pg.63-64).

With social media being so present in the lives of Generation Z, the way content is consumed and created has fundamentally changed. Short-form content (content that is less than two minutes) has become king. Teenagers and young adults prefer to engage more with shorter content in bursts rather than engaging with longer content. This change in content consumption style can be applied to learning as well as social media. Along with preferring to engage with short form content, another big aspect of learning that current day teenagers and young adults value is mobility and ease of access. According to Keane (2023), "They (college students) use technology that provides convenience in performing tasks, having access to information, and connecting them to staff and peers... laptops and smartphones have been most used and perceived as extremely important in supporting the learning process" (paras. 12). Ever since the smartphone was introduced, a bigger emphasis has been placed on mobility and ease of access,

especially within Generation Z. According to Atay (2022), “Gen Z—also called “digital natives”, a term coined for the first time by Marc Prensky in 2001—is meant to refer to those who fluently speak the language of computers, Internet, phones, and video games. Unlike Millennials, they have had a smartphone since they were born, and they are used to navigating multiple devices” (pg. 62). This change in generational proficiency with technology has led to current teenagers and young adults being able to do technology-based activities like communicate, access information, and entertain themselves quicker and more efficiently.

Training Program

For my training program, I will be teaching some basic tips on how to organize and store information on an e-mail. For my demonstration I have chosen to use Gmail. According to Statista, Gmail holds the second largest market share of e-mail clients in 2022, with the leader being Apple e-mail programs. I chose to use Gmail because it is free to set up an account, is not restricted based on the product being used, and is a popular choice of email when in college and at a professional job. There are five different concepts that I would like my audience to learn and be able to do after going through my training program. These five concepts are: how to access and use the different default categories Gmail offers, how to delete and undelete e-mails, how to empty out the spam and trash categories, how to create labels and add e-mails to them (folder system), and how to unsubscribe to different sender’s e-mails. The way I plan on teaching these concepts is through short form content that can easily be seen on a mobile device or a computer. Each concept will have its own short video that explains what the feature is and how to use it. I chose to conduct my training program in this way due to the value that current teenagers and young adults place on shorter content, mobility, and ease of access. This should make my training program more appealing and easier to engage with for my intended audience.

References

Ani Petrosyan. (2023, August 24). *Global e-mail client market share 2022*. Statista.

<https://www.statista.com/statistics/265816/most-used-e-mail-service-by-market-share/>

Atay, A. (2022). *Social Media, Technology, and New Generations: Digital Millennial Generation and Generation Z*. Rowman & Littlefield.

Geoffrey, F. A. (2014, June 11). *How to Use Tech Like a Teenager; They May Be Young, but They Have Wise Tips on Privacy, Photos and Life With Less Email*. Pro Quest.

<https://www.proquest.com/docview/1535147559/fulltext/D8796010B53046A7PQ/1?accountid=11836&sourcetype=Newspapers>

Keane, T., Linden, T., Hernandez-Martinez, P., Molnar, A., & Blicblau, A. (2023). Digital technologies: Students' expectations and experiences during their transition from high school to university. *Education and Information Technologies*, 28(1), 857–877.

<https://doi.org/10.1007/s10639-022-11184-4>