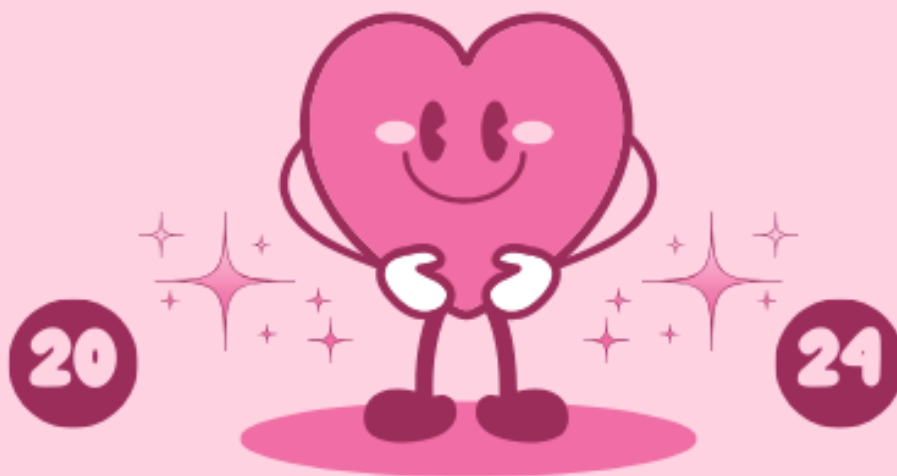# CHANGEMAKER PROGRAM

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FINAL REPORT

FOR PROGRAM DEVELOPMENT

PRESENTED TO

MARCO HON

PRESENTED BY

PHUONG LINH TANG- 103844450
EMMA BALMFORTH- 103992786
LUCA AGNOS- 104005588
MAHFUZ AHAMMED- 103798654

I.   EXECUTIVE SUMMARY

The Changemaker Project was founded by the owner of UDLE cafe- Marco Hon. He aims to empower students by helping them achieve their personal and professional goals through mentorship and career development opportunities. He launched the program in 2023 and since the program has grown with more than 1,000 members. However, the project's growth has brought significant challenges like lack of formal communication channels, branding confusion, and constrained resources.

Currently, the program relies on Marco's personal phone and social media, particularly Instagram, for communication and marketing. This informal approach restricts scalability, limits professionalism, and creates branding confusion, as students often struggle to differentiate between the Changemaker Project and UDLE café. The program also lacks operational support, as Marco manages all aspects alone, and there is minimal student engagement during university holidays. Despite these challenges, the project has various opportunities to enhance visibility and effectiveness. These opportunities include implementing digital marketing strategies, using email campaigns for direct student communication, establishing long-term volunteer strategic , and clarifying the brand's identity.

The project has established the following goals:

- Increase program awareness and accessibility through cohesive digital marketing campaigns and on-campus promotions.
- Establish a volunteer-driven support system to ensure program sustainability.
- Solidify the Changemaker brand, clearly differentiating it from UDLE café.

The scope of the project includes conducting data segmentation on participant information to identify distinct target groups, developing a unique brand identity for Changemaker, implementing a formal feedback collection process, and executing a comprehensive digital marketing campaign to boost program visibility.

The project team leveraged expertise in project management, data analytics, marketing, and business strategy to address the program's challenges. Deliverables included the segmentation of

data from contact and barista spreadsheets (Appendix 6 & 7) to identify potential participant groups, the creation of distinct personas to guide targeted marketing strategies, and the execution of email and social media campaigns. The team also proposed creating a volunteer support network and formalizing the program's data management to facilitate sustainable growth.

Key recommendations include establishing consistent branding to differentiate Changemaker from UDLE, implementing a structured data management system using Google Sheets or HubSpot CRM software, and developing a long-term volunteer engagement strategy. The implementation strategy spans three phases including before, during, and after holiday which will ensure that the project stays visible, engages participants, and continues to grow.

With the implementation plan, the Changemaker Program will achieve enhanced visibility, increased student engagement and a clear brand identity, hence, promoting sustainable growth and significant impact within Swinburne University and local community.

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II. INTRODUCTION

1. Overview

The objective of this report is to provide a comprehensive analysis of the Changemaker Project, focusing on current challenges, growth opportunities, and actionable recommendations to enhance the program's scalability and engagement. It outlines the project's business context, including its background, goals, and scope, as well as detailing expertise areas such as project management, data analytics, marketing, and business strategy.

The report also presents a detailed analysis of insights gathered from data analysis, marketing campaigns, and surveys. Key recommendations are provided to strengthen the Changemaker brand, formalize data management, and establish a sustainable volunteer network.

 An implementation strategy is described, detailing a phased approach to maintain participant engagement before, during, and after holidays. The report concludes by summarizing the findings and expected outcomes, highlighting the steps needed for the long-term success of the Changemaker initiative, along with supporting references and Appendix.

2. Business Background

2.1 Client/company background description

Marco Hon, the founder and owner of the UDLE café at Swinburne University, also leads the Changemaker Project, which he launched in March 2023. Driven by a passion for helping students achieve their personal and professional goals, Marco has single-handedly managed both the café and the project. The Changemaker initiative has grown to over 1,000 members, offering mentorship and support for students' career and personal development. However, its growth has brought significant challenges.

The project lacks a formal communication structure, relying on Marco's personal phone and social media to engage with students. While this fosters personal connections, it limits the project's scalability and professionalism. Additionally, the project is entirely self-funded by Marco, restricting its ability to invest in marketing and resources needed for expansion. Branding confusion also persists, as the project is closely linked to the UDLE café, leading to mixed messaging that dilutes its distinct identity.

Furthermore, Marco's divided attention between managing both the café and the Changemaker Project constrains the initiative's growth. The lack of staff and operational support limits its ability to scale efficiently. To address these issues, the project is working on creating a structured marketing strategy, a formal communication platform, and an online booking system. Additionally, efforts are underway to establish a clear brand identity and recruit volunteers to support its operations.

2.2 Organization's current system(s) or situation:

Currently, the client prefers to engage with students in person, building strong personal connections. However, the project is outgrowing this one-on-one approach as the client is too busy, and he recognises the need to streamline communications and interactions with students to meet growing demand. As a result, the client has expressed openness to developing online systems, such as a booking page, which could help automate and organise student consultations more efficiently. The systems the client currently rely on for communication include his personal phone and Instagram. The client uses his personal phone to interact with students, which lacks the formality needed for professional management of the program. The other system is social media, specifically Instagram, which is used as the main marketing and communication channel for the Changemaker Project. However, it remains informal and has limited reach.

2.3 Business problems, opportunities, objectives, expected benefits if problems solved or opportunities taken up.

2.3.1 Business Problems

The Changemaker program faces several challenges that impact its growth and success:

- **Brand Identity Confusion:** The association with UDLE Burger and Boba Tea creates confusion amongst the students, making it difficult to differentiate between the restaurant and the program, resulting in a lack of clarity about the purpose of the program.
- **Insufficient Marketing and Visibility:** With a heavy reliance on word-of-mouth, the program struggles to attract members due to the limited visibility.

- **Lack of Operational Support:** The program is solely managed by Marco, without any volunteers or additional support, making it difficult to maintain engagement.
- **Resource Constraints:** Limited financial resources restrict the ability to hire staff or expand the program, hindering growth and the ability to dedicate time to the program's development.
- **Low student Engagement:** Student participation drops significantly during holiday periods when fewer students are present on campus.

2.3.2 Opportunities

Despite these challenges, the Changemaker program has serval opportunities that enhance its visibility and effectiveness.

- **Digital Marketing Strategy:** Implementing targeted campaigns on social media platforms like Instagram and Facebook can reach a broader audience.
- **Email Marketing:** Utilizing tools like MailChimp can help establish direct communication with students, creating a sense of community and keeping them updated.
- **Strategic Partnerships:** Collaborating with Swinburne University and local organizations can provide access to additional resources, mentorship opportunities and potential funding.
- **Clarifying Band Identify:** Differentiating the program's identity from UDLE's restaurant can help attract new students interested in a structured mentorship program.

2.3.3 Objectives

The objectives of the project, based on team discussions and meeting notes, include:

- **Transition from Informal to Structured Operations:** Move from a casual mentorship approach to a data-driven, structured model that enhances program effectiveness.
- **Enhance Visibility through Digital Campaigns:** Increase student awareness using a mix of targeted social media campaigns and email outreach through platforms like MailChimp.
- **Improve Data Collection and Analysis:** Formalize processes for capturing and analyzing customer feedback, using tools such as Google Analytics and surveys, to better understand engagement patterns.

- **Clarify Program Identity:** Create a distinct brand identity for the Changemaker program, separate from the UDLE restaurant, making its purpose and benefits clearer to students.

- **Support Sustainable Engagement:** Develop strategies to maintain student engagement throughout the year, including during low-activity periods such as university holidays.

2.3.4 Expected Outcomes

If these objectives are successfully implemented, the Changemaker program can expect:

- **Increased Visibility and Engagement**: Improved digital presence and targeted campaigns will attract more students, fostering continuous engagement throughout the year.

- **Data-Driven Decision-Making**: Improved data collection will provide actionable insights, allowing the program to refine its offerings and address student needs more effectively.

- **Stronger Brand Recognition**: A clear and distinct identity will help the program attract new students focused on mentorship and personal development.

- **Sustainable Growth**: Strategic partnerships and improved resource allocation will support the program's expansion, ensuring long-term success and impact.

3. Project Goals and Scope:

3.1 Project Goals

- **Increase Program Awareness and Accessibility:** The goal is to broaden the program's reach by employing a cohesive marketing strategy that leverages digital channels and on-campus promotion. This will enhance the program's presence, making it more visible and accessible to a wider range of students, particularly those who are currently unaware of its benefits.

- **Establish a Volunteer-Driven Support System:** To ensure the program's sustainability without straining resources, the Changemaker project will recruit volunteers from past participants. This will build a support network that extends the program's capacity without the need for additional financial investment.

- **Solidify Brand Identity**: A key goal is to create a distinct and compelling brand for the Changemaker program, clearly separating it from Marco's other ventures. This new identity will better communicate the program's unique value to students, ensuring it stands out as a mentorship and personal development initiative.

3.2 Project Scope & Deliverables:

- **Data Analysis:** Conduct data segmentation on participant information to identify distinct groups, such as past participants, international students, and potential volunteers. This segmentation will drive targeted communication and tailored engagement strategies.

- **Brand Development**: Establish a unique brand identity for the Changemaker program, including the creation of a logo, slogan, and visual theme (Appendix 15). Consistent branding across all channels will clearly differentiate Changemaker from other ventures.

- **Feedback Mechanism:** Implement a feedback collection process through surveys, focus groups, and analytics to monitor participant satisfaction and program impact. The feedback will guide continuous improvements to better align with participant's needs.

- **Marketing Campaign**: Execute a comprehensive digital marketing strategy using social media and email outreach to increase program visibility. This includes promoting success stories, upcoming events, and volunteer opportunities to engage and attract participants.

3.3 Alignment with Business Problems/Opportunities:

- **Brand Identity Confusion:** By establishing a unique brand identity, the project directly addresses the confusion between Changemaker and UDLE. Creating a logo, slogan, and consistent branding will differentiate the program, making it recognizable as a mentorship and personal development initiative rather than a restaurant-related service. This will also attract students, specifically seeking mentorship opportunities.
- **Insufficient Marketing and Visibility**: The marketing campaign goals aim to enhance visibility through digital channels and on-campus promotions, allowing Changemaker to reach a broader audience and attract more students. Social media and email outreach will showcase success stories, upcoming events, and volunteer opportunities, engaging both current and potential participants and reducing reliance on word-of-mouth marketing.
- **Lack of Operational Support:** The establishment of a volunteer-driven support system enables Changemaker to extend its capacity without additional financial strain. Recruiting past participants as volunteers provides operational support for the program's activities, alleviating some of the workload on Marco and sustaining engagement.
- **Low Student Engagement During Holidays**: By implementing data segmentation and feedback mechanisms, the project can better understand engagement patterns and student needs.

III. EXPERTISE AREAS

1.Project Management:

1.1 Introduction

Project management is a vital discipline in ensuring the successful execution of initiatives across diverse industry areas, including social entrepreneurship and community-driven ventures such as the Changemaker project. Success in project management can be gauged by multiple dimensions, including the achievement of predefined outcomes, adherence to timelines, sustainable practices, and alignment with budget constraints (Rolstadås et al., 2014). Beyond merely delivering results, project success encompasses efficiency, organizational growth, customer satisfaction, and preparedness for future challenges—aspects that are crucial for community-based initiatives like Changemaker.

Effective project planning plays a fundamental role in realizing these successes, involving the establishment of clear goals, the definition of objectives, and a structured timeline that guides the entire effort (Zwikael, 2009). Within the context of the Changemaker project, project planning is the foundation for delivering positive social impact while navigating the complexities of engaging students and stakeholders. A well-designed project plan not only clarifies the work to be accomplished but also helps in efficiently allocating resources and ensuring the commitment of everyone involved.

Project management in this group project involved the coordination of tasks, team collaboration, and the scheduling of meetings to ensure smooth progress. The role also required overseeing the completion of key deliverables, such as the final report and presentation. Effective project management ensures that each team member contributes effectively, timelines are met, and communication flows smoothly between the team and external stakeholders like Kelly, our mentor, and Marco, the client.

By focusing on structured planning, systematic goal setting, and sustainability, the project aims to foster an environment that supports both individual growth and community development, laying the groundwork for an impactful future.

1.2 Methodology

- **Task Assignment and Tracking:** Each team member was assigned specific responsibilities such as data analysis, marketing strategy, and report writing. Tasks were tracked using MS Planner (Appendix 1), and progress was monitored through shared documents and periodic meetings. Communication with the team and Kelly was conducted via Discord (Appendix 3) and MS Teams (Appendix 2) for weekly check-ins, while updates with Marco were tracked through messages and emails. Moreover, the Gantt chart (Appendix 5) is a project management tool that falls under the category of Project Management due to its role in organizing and tracking project tasks. It visually represents the project timeline, showing the start and end dates of each task, as well as dependencies between tasks.

- **Collaboration and Communication**: Regular team meetings were scheduled to foster collaboration, address challenges, and keep everyone informed about the project's status. These meetings ensured alignment among team members, allowed for adjustments in response to feedback, and provided a platform to address concerns and receive the necessary guidance.

- **Scheduling and Client Coordination**: Meetings with Kelly and Marco were organized at key stages of the project to gather feedback and make necessary adjustments to our approach. These meetings were critical in refining the project's scope, ensuring that it aligned with the client's goals and expectations.

- **Final Report and Presentation Preparation:** The project manager ensured that the team remained on track to complete the final report and presentation. Drafts were regularly reviewed and kept up to date, with each member being assigned specific sections of the report and presentation slides. This ensured a comprehensive and cohesive final product that accurately reflected the group's work.

1.3 Outcomes

Overall, project management played a pivotal role in the successful execution of the group project. By coordinating tasks, ensuring collaboration, and maintaining clear communication with the client and mentor, the team was able to stay on schedule and deliver high-quality outputs. The process facilitated the timely completion of the final report and presentation,

ensuring all project goals were met. Further details on the methodologies used for task tracking and collaboration are provided in the Appendix.

2 Data Analytics

2.1 Introduction

Data analytics can be defined as the science of fusing heterogeneous data from various sources, drawing relations and causalities among them, making predictions to gain insights, and supporting decision-making (Semanjski, 2023).

In the Changemaker project, data analysis played a crucial role in shaping marketing strategies, improving program development, and identifying business improvements. The area of Data Analysis in this project primarily involved using Python and the Excel Filter Function to segment and analyze unstructured data, including Google reviews, contact lists, and barista spreadsheets. Python was used to handle unstructured data, applying tools such as Optical Character Recognition (OCR) to convert images to text and conducting sentiment analysis to determine public perception. Meanwhile, Excel's filter function was employed to organize and segment structured data, such as contact lists, which helped in targeting specific audience segments effectively.

Overall, data analytics helped uncover actionable insights that informed strategic decisions for the Changemaker project. For example, segmenting contact lists helped in tailoring marketing campaigns to different demographics. Data analytics provide a clearer picture of the Changemaker program's current state and pinpointed opportunities for growth, allowing the initiative to better meet the needs of its participants.

2.2 Methodology: Tools and Methods Used
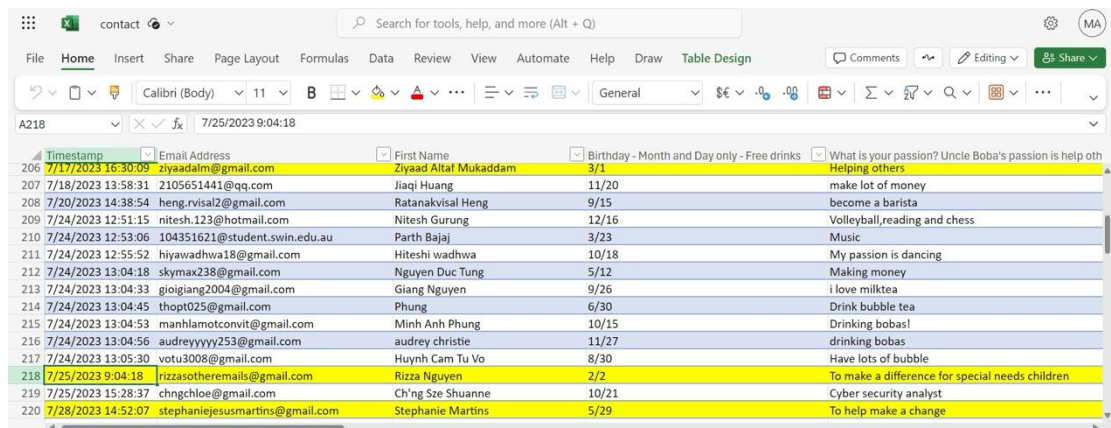
2.2.1 Contact Spreadsheet (Appendix 7)

Tools Used:

- **Microsoft Excel**: The primary tool used for organizing and analyzing the contact data was Excel. Excel's filtering and sorting capabilities allowed for segmentation and extraction of valuable insights.

Methods Applied:

- **Data Segmentation Using Excel Filters**: The contact spreadsheet, containing information such as email addresses, passions, and preferred drinks, was segmented based on specific criteria. Key fields used for segmentation included:
  - **Passions**: Filtering by "What is your passion?" to identify participants who expressed strong interest in specific areas such as "Entrepreneurship," "Community services," or "Mental Health." This allowed for targeted marketing strategies, grouping individuals based on their interests.
  - **Date of Entry**: By filtering the "Timestamp" column, participants were categorized based on their join date, allowing tailored communications to address the differing needs of new and long-term participants. This segmentation enables more personalized engagement strategies, enhancing the relevance and effectiveness of outreach efforts.
  - **Engagement Patterns**: Using responses to questions like "How do you get to know UDLE?" allowed us to assess how participants initially discovered the program. This provided insights into the most effective communication channels, such as word of mouth, online marketing, or events.

Figure 1: Contact Spreadsheet

2.2.2 Barista Spreadsheet (Appendix 6)
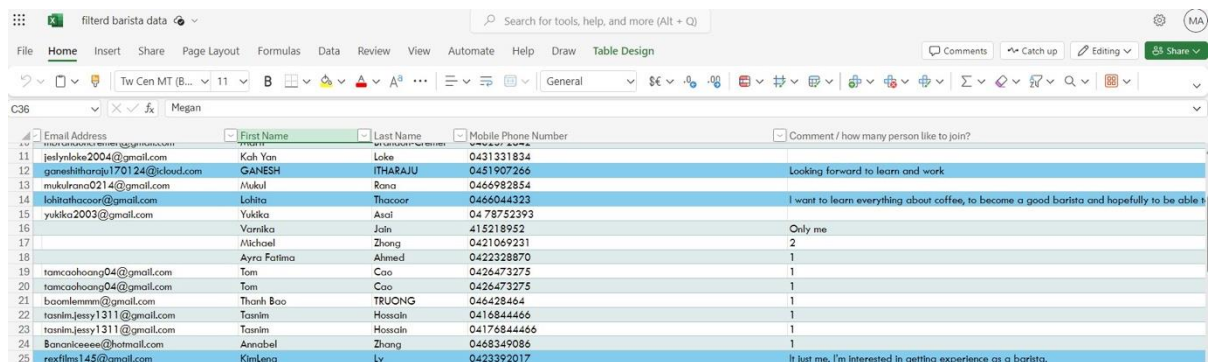
Tools Used:

- **Excel**: The barista data was also analyzed using Excel's filtering and sorting functions, allowing us to categorize information based on frequency of visits and participation in barista-related events.

Methods Applied:

- **Filtering by Event Participation**: The barista data included participants who had attended barista classes or events. Using Excel's filter function, participants were segmented based on their activity involvement, identifying both frequent attendees and those engaged in multiple events.
- **Frequency Analysis**: By analyzing the frequency of interactions (such as class attendance), highly engaged participants were identified as potential candidates for further roles, such as volunteers or ambassadors for the program.

Figure 2: Barista Spreadsheet

2.2.3 Google Reviews:
Assumptions:

Assumptions in the Python method are necessary to simplify the analysis process by defining clear criteria for how data will be categorized and interpreted, despite the complexity and variability of natural language.

- **Keyword Presence Equals Relevance:** It is assumed that the presence of a keyword (e.g., "burger" for food or "Marco" for the owner) directly correlates to the content of the

review. This overlooks the possibility that a reviewer might mention a keyword in passing without it being the primary focus of the review.

- **Sentiment Classification Based on Star Ratings:** It is assumed that higher star ratings (4-star and 5-star) indicate positive reviews, and lower star ratings (1-star and 2-star) indicate negative reviews. This assumption does not account for cases where a review may express mixed sentiments but still give a high rating.

- **Uniformity in Language Use:** The method assumes that reviewers use consistent language patterns when discussing certain topics. It does not account for regional language differences, slang, or unique ways of expressing sentiment, which may result in missed keywords.

- **Generalization of Sentiment:** It is assumed that sentiment analysis based on specific words (positive or negative) captures the overall tone of a review, while the same word could be interpreted differently based on context (e.g., "service was slow" could be seen as neutral or negative depending on other factors in the review).

Method Used:

Firstly, the Google reviews provided by Marco were in image format (Appendix 8). An OCR (Optical Character Recognition) tool was used to convert these reviews from images into text. After extracting the text, the data was processed using Python (Appendix 9) to conduct a comprehensive analysis and segmentation. This approach enabled the categorization of reviews by star ratings, content focus (such as mentions of food or the owner), and sentiment (positive or negative), providing valuable insights for the Changemaker project.
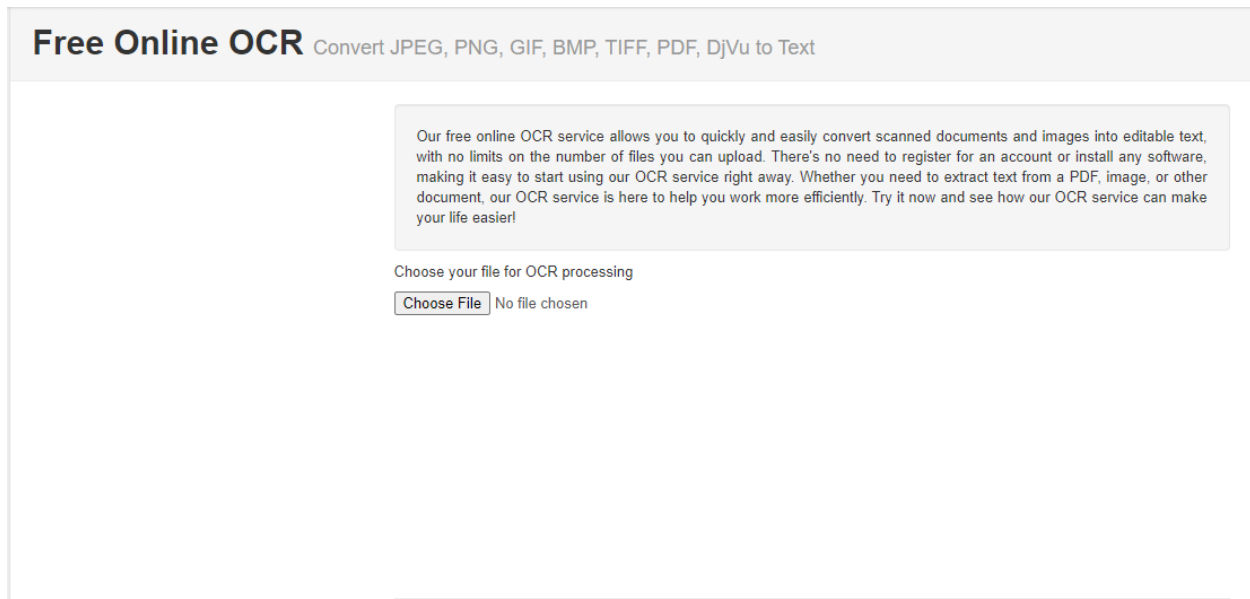
Figure 3: OCR tool

To perform the segmentation of Google Reviews using Python (Appendix 9), the process was as follows:

▫ **Rating Segmentation:**

Using Python, the reviews were segmented by star rating, categorizing them into groups such as 5-star and 4-star reviews. Additionally, a sentiment analysis function was applied to classify each review as either positive or negative based on its rating. This approach allows for the separation of customer feedback based on both star ratings and sentiment, enabling a more detailed analysis of customer satisfaction. Python was chosen for this data analysis because it provides a powerful and flexible toolset, allowing the team to perform tailored segmentation and sentiment analysis efficiently, ensuring the most relevant insights for the Changemaker project.

Positive or Negative

```python
# Function to label reviews as positive or negative
def label_review(rating):
    if rating == '*****' or rating == '****':
        return 'positive'
    else:
        return 'negative'

# Apply the function to the 'Rating' column
data['Sentiment'] = data['Rating'].apply(label_review)
df_with_nan['Sentiment'] = df_with_nan['Rating'].apply(label_review)

data
```

Figure 4: Python code of rating

- **Review Content Categorization:**

Using Python, the review content was categorized based on whether the reviews were related to food or the owner. Through a keyword analysis, two sets of keywords were established: one for food-related terms (e.g., "burger," "boba," "delicious") and another for owner-related terms (e.g., "Marco," "friendly," "welcoming"). This method enabled the identification of the focus of each review.

→ If the review contained references to both food and the owner, it was classified as "both."
→ If only food-related keywords were detected, the review was categorized as "food."
→ If the review mentioned only owner-related keywords, it was classified as "owner."
→ In cases where neither food nor owner keywords were present, the review was labeled as "neither."

From this, Python was chosen for this analysis because of its flexibility and efficiency in performing keyword-based content classification, making it the most suitable tool for handling unstructured text data and deriving actionable insights. This categorization helped refine the understanding of customer preferences, contributing to the program's marketing and engagement strategies.

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Owner or food

```python
# Define keywords
food_keywords = ["burger", "boba", "food", "meal", "breakfast", "delicious", "tasty","options"]
owner_keywords = ["Marco", "owner", "uncle", "friendly", "welcoming","Macro","boss"]

# Function to classify reviews
def classify_review(review):
    review_lower = review.lower()  # make case-insensitive
    is_food = any(word in review_lower for word in food_keywords)
    is_owner = any(word in review_lower for word in owner_keywords)

    if is_food and is_owner:
        return "both"
    elif is_food:
        return "food"
    elif is_owner:
        return "owner"
    else:
        return "neither"

# Apply the classification to all reviews
for review in reviews:
    label = classify_review(review)
    print(f"Review: {review}\nClassification: {label}\n")
```

Figure 5: Python code

 2.3. Outcomes:

2.3.1 Contact Spreadsheet (Appendix 7)

- **Segmentation and Categorization**:
- ▫ **Identified Three Main Participant Groups**:
    - a. **Past Participants**: This group consists of individuals who were previously part of the Changemaker program. By analyzing their date of engagement and interaction history, we identified participants who have a strong affinity for the program but may require re-engagement strategies.
        - → Reaching out to past participants, like Shivani Chander, who had a positive initial experience, provides an opportunity to reignite their interest in the program. They can serve as advocates to bring in new students through their personal stories.
    - b. **International Students**: By analyzing names and background details, international students are vital segment of the Changemaker community which were identified primarily through indirect engagement channels, such as campus

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tours and spontaneous visits. These interactions highlight the need for targeted outreach strategies to better connect with this group and support their integration into the program.

→ International students, such as Kinuli Ranaweera, offer a diverse group that can benefit from targeted communications and support, specifically addressing challenges they may face as newcomers to the community.

c. **Potential Volunteers**: This group includes individuals whose aspirations and motivations align with community service or personal growth, making them ideal candidates for volunteer roles in the program.

→ Segmenting volunteer opportunities highlights individuals like Leah Partington, who aspire to help others, offering a pool of committed participants ready to contribute their time to the Changemaker initiative.

▫ **Increased Understanding of Participant Motivations**: Segmenting data by passions and engagement methods allowed us to understand what drives different participants. This insight is crucial for tailoring future program offerings, marketing strategies, and volunteer engagement efforts.
Example: Understanding that participants like Giang are driven by creative passions (baking, discovering music) helps the Changemaker program align its events and mentorship offerings with these interests.

▫ **Enhanced Personalization in Communication**: Through segmentation, the Changemaker program can now target participants with more personalized communication, based on their past interactions and interests. This approach increases the likelihood of retaining participants and improving their long-term engagement with the program.

2.3.2 Barista Spreadsheet (Appendix 6)

- **Professional and Personal Motivations**: The segmentation of the barista spreadsheet data revealed two key motivations for joining the barista program: professional

aspirations and personal curiosity. These two categories help in crafting future program offerings to meet participant expectations.

→ Individuals like Lohita Thacoor, who aspire to master barista skills and latte art, indicate a strong professional drive. This insight suggests the need for advanced, skill-building workshops to cater to participants looking for career-oriented training.

- **Opportunity for Program Ambassadors**: Among participants, those with a clear professional interest, such as aspiring baristas, can be nurtured into program ambassador roles. These individuals can share their journey and learning experiences with new participants, reinforcing the community-driven aspect of the Changemaker program.

  Example: Lohita's passion for becoming a skilled barista makes her a prime candidate for mentorship roles or promotional efforts, helping others see the value in the program.

- **Personalized Learning Paths**: Segmentation also highlighted the importance of differentiating learning paths based on participants' goals. Some, like KimLeng Ly, are motivated by personal interest in gaining barista experience, while others aim for professional development.

  → By tailoring the barista program to offer both casual classes for personal enrichment and more in-depth training for professional aspirations, the Changemaker program can cater to a broader audience and increase retention.

2.3.3 Google Reviews

By using Python to filter the unstructured data from the reviews, detailed segmentation was achieved. The script separated the 5-star reviews from the 4-star reviews based on the rating. Furthermore, the reviews were categorized by their content, identifying whether the focus was on the food, the owner, both, or neither (Appendix 10). Additionally, sentiment analysis was applied to classify each review as either positive or negative. This provided valuable insights into customer satisfaction and identified areas for improvement. Python was chosen for this analysis due to its ability to handle unstructured data efficiently and its suitability for tailored data analysis, ensuring that the results were both accurate and actionable.

Name	GOOGLE REVIEWS	Rating	Sentiment	Label
Bhasa Ratchawang-in	Feel like home with kind uncle. Kid-friendliness: Suitable for everyone	★★★★	positive	owner

Figure 6: Filtered Google Reviews Spreadsheet

Moreover, this method provided a clear segmentation of the reviews, enabling the identification of reviews focused on either the food, the owner, or both (Appendix 10). This segmentation is highly valuable for targeted marketing efforts, as it allows Changemaker to concentrate on the aspects of the business that resonate most with customers—whether it's the food offerings, Marco's personal interaction with customers, or a combination of both. By utilizing Python, this approach was chosen for its ability to efficiently segment unstructured data, offering insights critical for refining marketing strategies and enhancing customer engagement.

Limitation: These limitations highlight areas where the Python-based segmentation method may need further refinement, particularly in handling diverse language and nuanced sentiments in customer reviews.

- **Data Quality:** The accuracy of the segmentation process is highly dependent on the quality of the data input. If the reviews contain spelling errors, inconsistent phrasing, or incomplete information, the Python script may misclassify certain reviews, affecting the overall analysis.
- **Keyword Dependency:** The method relies on pre-defined keywords to categorize the reviews (e.g., food or owner-related terms). Reviews that use synonyms or unusual phrasing that do not match the pre-defined keywords may be missed, limiting the coverage and accuracy of the segmentation.
- **Limited Contextual Understanding:** While sentiment analysis can identify positive or negative tones, it might not fully capture the context or nuances of certain reviews. For example, a review might contain both positive and negative elements, but the Python script might classify it as either fully positive or negative, missing the mixed nature of the feedback.
- **Inability to Handle Complex Sentences**: Python's basic keyword analysis might struggle with reviews that contain complex sentence structures. Sentences that express

sentiments about both the food and the owner in intricate ways may be classified incorrectly, leading to skewed results.

- **Over-Simplification of Sentiment:** The method classifies reviews as either positive or negative, but there may be neutral or mixed reviews that don't fall neatly into these categories. This over-simplification could limit the depth of insights.

In summary, the data analysis transformed unstructured feedback into **focused insights**, helping the client make data-driven decisions to improve client satisfaction, refine their marketing strategies and expand their program. The data provided insights into customer preferences and sentiment, enabling the Changemaker program to create more targeted marketing strategies. For example, promoting highly rated aspects like food quality or Marco's friendliness can attract new participants.

3 Marketing

3.1 Introduction

The Marketing area of expertise focuses on creating effective strategies to engage and attract participants to the Changemaker program, utilizing data-driven insights. By analyzing customer reviews and demographic information, targeted marketing efforts were developed, including audience segmentation, brand alignment, and content creation. The goal is to improve awareness and engagement through channels like social media and email campaigns.

3.2 Methodology

3.2.1 Personas (Appendix 9)

Three personas were developed based on key demographics within the student community.

- **Riley Harper (Persona 1)** – A third-year student and past participant looking to improve leadership skills and resume-building opportunities.
- **Ravi Agarwal (Persona 2)** – An international postgraduate student seeking guidance and opportunities to connect with local students and build a network.
- **Sarah Adam (Persona 3)** – A first-year student interested in volunteering to gain practical experience and develop design skills.

 Overall, these personas (see Appendix 9) reflect the different segments of the student body and helped shape tailored content and engagement strategies. By identifying the unique motivations, challenges, and needs of these individuals, the Changemaker Project can deliver more targeted communication.

3.2.2 Persona Selection Criteria:

- **Diverse Student Demographics:** The personas represent key categories, a local student (Riley Harper), an international student (Ravi Agarwal), and a new student volunteer (Sarah Adam). This diverse range of personas were chosen to address the wide range of needs within the student body.

- **Engagement Level:** Riley represents past participants who are now motivated to improve their professional profiles; Ravi represents international students who may feel disconnected or unsure about engaging in campus life, while Sarah is a new student eager to get involved.

- **Challenges and Motivations**: These personas were created based on their unique motivations, networking, leadership growth, skill development, and challenges they face, including navigating campus resources, balancing commitments, and uncertainty about program structures. This allows marketing content to directly address their concerns, providing clear information and opportunities for involvement.

A major part of the strategy was clarifying the Changemaker Project's brand identity, differentiating it from UDLE café. This included developing consistent messaging that reflects the project's focus on student empowerment, and aligning visual branding across social media, email campaigns, and promotional materials.

3.2.3 Social Media Outreach

Instagram was used as the primary platform for outreach, leveraging posts, stories, and reels to showcase participant success stories, promote upcoming events, and engage the student

community. This method created a dynamic, engaging presence for the Changemaker Project, building a stronger digital footprint that resonated with the target audience.

3.3 Outcomes:

- **Increased Visibility & Improved Participation:** The Changemaker Project gained new followers and saw a significant increase in engagement on Instagram through stories and reels. Furthermore, with a focus on targeted outreach through personas, the project saw an increase in participation, with more students expressing interest in volunteering and engaging in the program.

- **Audience Segmentation:** Using data analysis from Google reviews and barista class registrations, the marketing campaign segmented Changemaker's audience into distinct categories. This segmentation process allowed the creation of targeted personas representing key student groups, including past participants and international students seeking potential volunteers. Each persona highlights unique characteristics, motivations, and engagement patterns, enabling the Changemaker program to tailor its outreach strategies more effectively and enhance student involvement by addressing each segment's specific needs and interests.

- **Brand Alignment:** Establishing a distinct identity separate from UDLE café, clarifying its focus on student empowerment, growth, and community support. By creating a unique visual and thematic brand that resonates with these values, Changemaker aims to eliminate confusion and enhance its appeal as a mentorship and personal development program. This alignment ensures consistent, impactful messaging across all platforms, reinforcing Changemaker's mission to support students effectively.

By aligning the marketing strategy with the needs of the target personas, the Changemaker Project successfully built brand awareness, enhanced its digital presence, and fostered stronger engagement with students. The strategic use of personas, brand alignment, and social media outreach laid the foundation for sustained growth and increased participation, positioning the Changemaker Project as a key resource for student development at Swinburne.

4. Email Campaign

4.1 Introduction:

Email marketing, particularly through platforms like Mailchimp, played a crucial role in expanding the Changemaker Project's reach. It allowed for direct communication with past participants, current students, and student clubs, promoting events, volunteer opportunities, and sharing success stories. This personalized communication complemented social media efforts and helped build stronger relationships with the program's audience.

4.2 Methodology:

Mailchimp was used to automate newsletters and event invitations, ensuring a consistent and professional communication process. Audience segmentation within the platform allowed email content to be tailored based on specific audience types, such as past participants, potential volunteers, and international students, ensuring messaging remained relevant. This targeted approach increased engagement and kept the community informed about ongoing events and opportunities.

4.2.1 Past Participant

To gather feedback and guide the project's future, a Google survey was developed and distributed via email. The survey questions were carefully crafted to assess participant satisfaction, gather suggestions for improvement, and explore awareness and visibility of the Changemaker program. Questions ranged from how participants first heard about the program to what aspects they enjoyed the most and any challenges they faced. This feedback informed future email campaigns and social media content.

4.2.2 Student Club
- Research on UDLE's Instagram:
  - Review all Instagram posts from UDLE to identify mentions or collaborations with student clubs.
  - Note down each club that has been featured or tagged.
- Create a Spreadsheet: (Appendix 11)
- Design an Email Campaign:

- Use the data in the spreadsheet to segment clubs based on the type of collaboration (e.g., events, workshops).

- Personalize emails to reflect the nature of past collaborations and propose new opportunities for engagement.

4.3 Outcomes:

The results of the email campaign were promising. An increase in email open rates and click-through rates was observed, indicating a growing interest in the program. This uptick in engagement reflects an effective connection with the audience, signaling heightened curiosity and participation in program offerings. Past participants and new students showed more engagement, with more students registering for workshops and volunteering activities directly through emails. Survey responses provided valuable insights into student needs and experiences, which further informed both program development and future marketing strategies.

*4.3.1 Survey Development and Feedback (*Appendix 12 & 13)

To ensure the survey was both insightful and user-friendly, questions were designed to focus on participants' experiences, awareness of the program, and their suggestions for improvement. The survey also included optional fields for identifying information (e.g., name, email) to allow follow-up communication, if necessary. A screenshot of the survey is attached to the appendix 7 and 8 for reference. Challenges emerged, particularly regarding compliance with Swinburne's data privacy policies and the Privacy Act. All survey data collected was anonymized and securely stored, with clear communication provided on data usage to maintain trust with respondents.

4.3.2 Challenges

A primary challenge involved navigating data privacy requirements, with strict adherence to Swinburne's policies and the Privacy Act. Ensuring that all identifiable information was optional and transparently communicating data usage was essential. Additionally, some students showed reluctance to provide feedback, which limited the depth of insights gathered. Another limitation was assuming that all recipients would actively engage with email communications; while email marketing improved engagement overall, it may not account for students who do not consistently check their emails.

- Assumptions for Student Clubs

- **Student Clubs Are Interested in Re-engagement:** It's assumed that student clubs who previously collaborated with UDLE would be interested in re-establishing partnerships, as they have seen value from past interactions.

- **Email as an Effective Communication Channel:** The assumption is that emails are a reliable method to reach student clubs for engagement, feedback, and collaboration.

- **Instagram Captures All Collaborations:** It is assumed that all past club collaborations with UDLE have been posted on Instagram, providing a comprehensive overview.

- **Incomplete Data:** Not all collaborations may be documented on Instagram, leading to an incomplete list of past collaborators.

Overall, the email marketing campaign, supported by the Google survey, played an essential role in increasing awareness and engagement with the Changemaker Project. By ensuring personalized communication and maintaining compliance with privacy regulations, stronger relationships were established with students, allowing the program to be more effectively tailored to their needs. The campaign's impact led to increased event participation rates and improved visibility throughout Swinburne, enhancing the program's reach and engagement.

5 Business Strategy:

5.1 Introduction

The Business Strategy area focuses on identifying and addressing the core business problems facing the Changemaker program. The key objectives include recognizing growth opportunities, increasing student engagement, and optimizing resource allocation. By analyzing both internal and external factors, this area aims to develop a strategic plan that enables sustainable growth and enhances the program's impact on its participants.

5.1 Methodology

- **Problem Identification**: Through stakeholder discussions and data analysis, the main business challenges were identified—such as brand identity confusion, insufficient

marketing and visibility impacts the ability to attract members, lack of operational support, data collection and management issues and student engagement

- **Brand Development:** Establish a strong market presence, the brand identity will be strategically implemented across all touchpoints including digital platforms (website, social media), print materials, posters, and email campaigns. Consistent branding will be a key differentiator, helping Changemaker to create a distinctive position in the marketplace, build brand equity, and foster customer loyalty. The logo, slogan, and visual theme will be leveraged in every communication piece to establish a cohesive and reliable brand image, reinforcing Changemaker's value proposition and driving long-term engagement.

- **Opportunity Assessment:** Several growth opportunities were pinpointed, including - adopt a targeted digital marketing strategy, utilizing email marketing tools, clarify brand identity.

- **Strategy Development**: Key recommendations were made for the Changemaker program, focusing on Consistent Branding, Formalize Data Management and Develop Long-term Volunteer Strategy.

5.3 Outcomes

Overall, the strategic initiatives undertaken are expected to result in enhanced brand recognition, improved student engagement, optimized resource allocation, sustainable growth, and a robust volunteer network. By implementing consistent branding across all platforms, the Changemaker program is expected to achieve increased brand recognition and a stronger market presence. The recommendation and implementation plan will be explained in detail in the next section of the report.

IV. RECOMMENDATION

As the Changemaker program evolves, additional initiatives could further strengthen its impact:

To ensure the long-term sustainability of the Changemaker program, it is recommended to:

1. **Consistent Branding:**

   Changemaker must be built as a recognizable and professional brand that stands apart from UDLE. Consistent branding is vital, as it avoids confusion, especially considering that both Changemaker and UDLE are run by Marco. The distinction will help potential participants clearly understand what Changemaker stands for, why it exists, and how they can benefit from being part of the program. For Changemaker, creative ads that highlight the program's success stories, opportunities for student growth, and community impact can help improve recall among students and foster greater engagement. This approach ensures that the brand stays memorable and top-of-mind for its target audience (Ang et al., 2007). The consistent use of the new logo and the new slogan "share your story, shape your future" (Appendix 15) will help reinforce Changemaker's mission and values. The logo (Appendix 15) should visually represent Changemaker's focus on student growth, while fonts and visual elements should be selected to communicate professionalism, creativity, and community. Messaging should emphasize the core mission of student empowerment, delivered with a tone that's encouraging, aspirational, and student centric. This strategy would define Changemaker's unique identity, focusing on its mission to empower students while differentiating it from the restaurant. Regular reviews will ensure the brand evolves in alignment with program growth and goals. Benefits include stronger brand recognition, increased trust, and more focused student engagement, minimizing confusion between Changemaker and UDLE.

2. **Formalize Data Management:**

   Implementing a structured data management system using accessible tools like Google Sheets or a Customer Relationship Management (CRM) system will enable efficient monitoring of program growth, engagement metrics, and outcomes. A well-

maintained system will allow the owner to make data-driven decisions, analyze trends, and enhance operational efficiency.

a. For CRM: To enhance the Changemaker program's operational efficiency and facilitate its growth, we recommend implementing a Customer Relationship Management (CRM) system. CRM was emerged in the 1970s as a tool to enhance sales-force automation and management which has evolved significantly over the years (Buttle, 2004). In another study, Chen and Popovich (2003) define CRM as an integration of processes, human capital, and technology aimed at achieving the best possible understanding of a company's customers. When focusing particularly on customer retention and relationship management, CRM represents the most recent integrative approach available. For the Changemaker project, a HubSpot CRM system will centralize all participant information, providing a comprehensive view of interactions and engagement data (HubSpot, 2023).

Figure 7: HubSpot CRM tool

This approach will enable the team to track program growth, identify opportunities to improve participant engagement, and evaluate overall program effectiveness. The insights derived from structured data will help ensure that the Changemaker program delivers impactful and targeted support to participants, ultimately contributing to its expansion and long-term sustainability.

3. Develop Long-Term Volunteer Strategy:

Establishing a volunteer network by engaging past participants in program activities will ensure sustained growth and support without additional financial burden. The first step is contact with individuals who have previously taken part in the Changemaker program, encouraging them to contribute by sharing their insights, mentoring current participants, or helping organize events. By involving alumni, we can leverage their unique experiences to inspire and guide current participants. We plan to create an alumni group where past participants can easily connect, stay informed about upcoming events, and engage in new activities that further the mission of Changemaker. Moreover, a consistent feedback mechanism is important to gather input from volunteers on their experiences, challenges, and opportunities for improvement. This could involve periodic surveys, one-on-one meetings, or feedback workshops. Creating an open feedback loop will ensure that volunteers feel heard and valued, while also enabling continuous program improvement. Strengthening this sense of community will contribute to the sustained growth and resilience of the Changemaker initiative.

A detailed table outlining the advantages and disadvantages of the Changemaker recommendations can be found in appendix 16.

V. IMPLEMENTATION STRATEGY

Implementation strategies refer to the specific approaches or methods used to improve the adoption, execution, and long-term sustainability of a program or practice (Curran et al., 2012). These strategies aim to facilitate smooth integration, ensure consistent application, and support ongoing use to achieve desired outcomes. By coordinating strategic plans at different levels, strategic planning ensures alignment and coherence throughout the organization (Lee & Puranam, 2015). In addition, effective strategy implementation is crucial for proper evaluation of the strategy (Bonoma, 1984). Moreover, strategy implementation is often more challenging than its formulation, and many organizations face difficulties in effectively implementing their strategies (Andrews et al., 2011; HREBINIAK, 2006). As such, understanding the strategy implementation process is key to ensuring the Changemaker initiative maintains momentum, engages participants, and grows sustainably. By following these principles, the Changemaker project can empower its participants, establish solid foundations, and effectively navigate organizational changes to achieve its goals.

For Changemaker, a comprehensive implementation strategy has been developed that guides the project through 3 phases includes **"Before Holidays," "During Holidays," and "After Holidays**

1. **Before Holidays**

The primary focus before the holidays is to establish the foundational infrastructure for Changemaker's outreach and engagement strategy. First, the new logo (Appendix 15) will play a crucial role in creating a distinct identity for Changemaker, setting it apart from UDLE and establishing its unique voice. This logo (Appendix 15) should be prominently featured across all branding elements, including social media posts, email newsletters, posters, and promotional materials. Moreover, an email campaign should be implemented to ensure consistent communication and engagement with participants. This campaign will include a series of newsletters, event invitations, and volunteer opportunities, all aligned with the Changemaker's mission of empowering students. The emails should be visually appealing, utilizing the new branding elements such as the logo, colors, and messaging style to maintain brand consistency. Using tools like Mailchimp, the campaign can be automated to send personalized content to

different audience segments. Developing and setting up this email campaign will take approximately 1 week.

Expanding Changemaker's digital presence is also important. To increase engagement, a poll should be created on Instagram to ask questions related to Changemaker, such as what kind of events participants are interested in or what they found most valuable. Additionally, content should be made specifically for participants to remind them of Changemaker's mission and ongoing activities. Engagement metrics should be tracked through Instagram polls to measure interaction rates and gather insights for future content. Simple weekly posts should be planned to maintain engagement without the need for an extensive content calendar.

Finally, data collection and preparation are essential to build a solid foundation for future campaigns. Google Forms should be set up for event RSVPs, volunteer sign-ups, and feedback collection. These forms should be integrated with Google Sheets or another accessible CRM-like tool to track participant engagement and better organize the data. This CRM setup will make it easier to collect and review data, enhancing data-driven decision-making and strategic adjustments. Setting up Google Forms and integrating them into Google Sheets will take approximately a week.

2. **During Holidays**

Maintaining visibility and engaging with participants during the holiday period is crucial to keep the initiative alive while students are away from the campus. Email campaigns play a pivotal role during this period. Bi-weekly emails should be prepared, each one focusing on a different aspect of the Changemaker initiative, including past participant success stories, upcoming event previews, and volunteer opportunities. To ensure engagement, each email should include clear calls to action, such as links to sign up for events, short surveys to gather feedback, volunteer registration links or just a hello but with Changemaker logo for them to recall. Utilizing an email campaign management tool like Mailchimp will make it easier to schedule and track these emails. Preparing these email campaigns should begin 2-3 weeks before the holiday period, and they should continue every week while students are away.

Social media and online content also need to be consistent during the holiday period. To keep Changemaker more memorable among students and supporters, stories of past participants should be shared on social media. Posts should also highlight upcoming events, information on how Changemaker has made an impact, and provide inspirational content that keeps the vision and mission of Changemaker clear to the audience. Content should be posted 2-3/ week, using social media scheduling tools to ensure consistency even while students are on holiday.

Data management is equally important during this phase to understand what is resonating with the audience and to gather insights that can be used later. The CRM that was set up before the holidays should now be used to categorize data collected from events, emails, and social media engagements. It is vital to analyze which types of events or content gathered the most interest and interaction. Hence, this will help identify what participants are interested in and where adjustments might be needed.

3. After Holidays

Re-engagement is the key goal for the period after the holidays. It's important to hit the ground running by using a combination of events and strategic outreach to maintain and grow interest in Changemaker. Marco can consider hosting a welcome-back event to reintroduce Changemaker to both old and new participants. The owner may organize this event during the orientation as well as the first 2 weeks of school including inviting students, past participants, and those who have expressed interest in volunteering. This event should be fun and engaging, with a focus on activities like small-group workshops where participants can set their goals for the semester or activities that encourage them to share what inspires them. The event could be hosted at Marco's restaurant- UDLE to keep costs down while providing a welcoming atmosphere.

A data-driven strategy is needed to adjust ongoing campaigns and maximize Changemaker's impact. Using the data gathered and analyzed during the holidays, the owner should identify trends such as popular topics or events and use this information to guide post-holiday content. This is also the time to experiment with new forms of outreach if certain types of posts were not resonating with students. Insights gained from the data can be used to refine email campaign content, event topics, and even the language and tone used in social media posts. Conducting a review of the data and making these adjustments should take about a week. Additionally, a QR

code could be created for participants attending events, allowing them to easily access online surveys, event information, or join the Changemaker community. Conducting a review of the data and making these adjustments should take about a week.

Developing a long-term volunteer engagement strategy at this point to sustain growth without additional financial pressure, Marco should look to build a network of volunteers by encouraging past participants to continue supporting Changemaker through event assistance and creating social media content. To keep this volunteer network motivated, regular training sessions should be arranged, and feedback should be collected to understand their experiences and make improvements. Engaging volunteers should be an ongoing process, with weekly feedback sessions to keep track of volunteer satisfaction and areas of improvement.

With a comprehensive approach to outreach and engagement before, during, and after the holidays, Changemaker can build a solid foundation for long-term success. This strategy will ensure that the project stays visible during quieter periods, keeps current participants engaged, and positions itself to grow and attract new supporters through proactive planning and strong communication efforts

VI. CONCLUSION

The Changemaker program faces challenges such as brand confusion, limited market reach and insufficient operational support. The project's goals were to address these issues by improving program visibility, refining its branding, and improving student engagement though data-driven strategies.

Provided recommendations focused on implementing targeted digital marketing campaigns, utilizing email outreach, and transitioning to a more structured, data-driven approach of communication. These solutions are designed to encourage interactions with students, increase awareness of the program, and show members of UDLE that they're willing to help their community when struggling. By implementing these strategies, the program can overcome its challenges and achieve its goals of greater visibility, consistent engagement, and long-term growth. These changes will allow for the program to meet students' expectations while expanding its impact within the community of Hawthorne.

We would like to express our gratitude to Marco Hon and former Changemaker members for their collaboration throughout this project. The information given has been invaluable in developing solutions designed around the program's needs.

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VIII. APPENDIX

Appendix 1: MS Planner

Appendix 2: MS Teams

Appendix 3: Discord: https://discord.gg/hpTYfjMvra

Appendix 4: Meeting Notes: meeting minutes and notes updated.docx

Appendix 5: Gannt Chart:
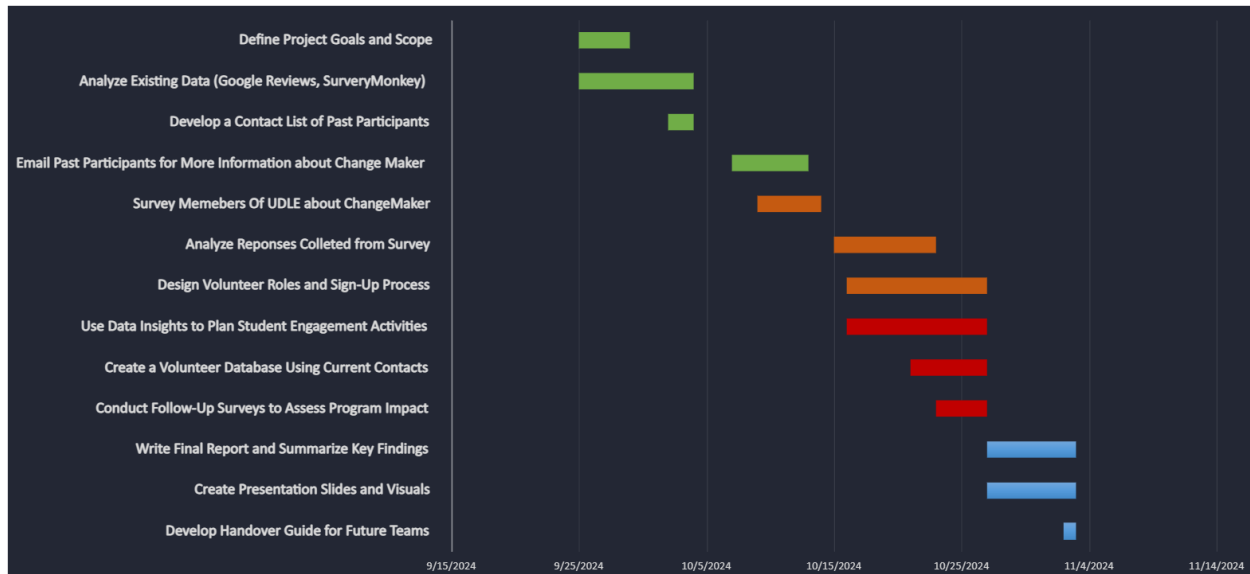
Task Name	Start (Date)	End (Date)	Duration (Days)
Define Project Goals and Scope	9/25/2024	9/29/2024	4
Analyze Existing Data (Google Reviews, SurveyMonkey)	9/25/2024	10/4/2024	9
Develop a Contact List of Past Participants	10/2/2024	10/4/2024	2
Email Past Participants for More Information about Change Maker	10/7/2024	10/13/2024	6
Survey Memebers Of UDLE about ChangeMaker	10/9/2024	10/14/2024	5
Analyze Reponses Colleted from Survey	10/15/2024	10/23/2024	8
Design Volunteer Roles and Sign-Up Process	10/16/2024	10/27/2024	11
Use Data Insights to Plan Student Engagement Activities	10/16/2024	10/27/2024	11
Create a Volunteer Database Using Current Contacts	10/21/2024	10/27/2024	6
Conduct Follow-Up Surveys to Assess Program Impact	10/23/2024	10/27/2024	4
Write Final Report and Summarize Key Findings	10/27/2024	11/3/2024	7
Create Presentation Slides and Visuals	10/27/2024	11/3/2024	7
Develop Handover Guide for Future Teams	11/2/2024	11/3/2024	1

Appendix 6 Filtered Barista Spreadsheet Filtered Barista Spreadsheet

Appendix 7 Filtered Contact Spreadsheet Filtered Contact Spreadsheet

Appendix 8 UDLE Google Review

GOOGLE REVIEWS

Appendix 9 Python Code for Google Review python code for google review.pdf

Appendix 10 Filtered Google Review Spreadsheet Google Review Spreadsheet

Appendix 11 Student Club:

SWINBURNE STUDENT'S CLUB

Last Updated: 2/10/2024
Prepared by: Linh Tang

Club Name	INSTAGRAM	Email	Description	Have they ever collab with Changemaker/ UDLE	Type of Collaboration
Swinburne Pop Culture Club	swin.pcc		The Swinburne Pop Culture Club is a place for all students to come meet others and discuss their favourite facts in pop culture history.	Yes	Catering & Events
Swinburne Sustainability Society	swin.sustainability	Swin.sustainability@gmail.com	Swinburne's green initiative club bringing sustainability related events on and off campus.	Yes	Catering & Events
Swinburne E-sports	swinesports		The Swinburne Esports Club is dedicated to enjoying, learning, and participating in competitive online gaming. They aim to help newcomers learn and provide veterans with a place on one of our competitive teams and also welcome casual players looking to find new friends to play with	Yes	Catering & Events
Swinburne Anime esports Gaming expo	saegexpo		Swinburne Anime eSports Gaming Expo	Yes	Catering & Events
Swinburne Women in Business Society	swin.wibs	swibsociety@gmail.com	Swinburne Women in Business Society Empowering Future Women Leaders 💪	Yes	Catering & Events
Malaysians Swinburne Association	msa_swinburne		A cultural club for Malaysian students and those interested in Malaysian culture.	Yes	Catering & Events
Swinburne Islamic Society	swinburne.islamic	contactus@swinis.org	facilitate students to practice Islam with ease. We endeavour to do this through services and activities designed to encourage friendship. We will engage with all faiths and nationalities to foster peace, cooperation & understanding amongst all. We support all students and staff of all faiths to feel safe and free to practice their faiths at our campus.	Yes	Catering & Events
Swinburne Poetry Club	swinburne_poetry_club		Discovering the power of words ✍️	Yes	Catering & Events

Club Name	INSTAGRAM	Email	Description	Have they ever collab with Changemaker/ UDLE	Type of Collaboration
Pixel Swin (Photography Club)	pixelswin.au		PixelSwin is Swinburne's photography club! We foster an engaging, lively, and active community of photographers and enthusiasts alike	Yes	Catering & Events
Gender Agenda (LGBTQ+)	_genderagenda	genderagenda@swin.edu.au	Gender Agenda is a welcoming group made up of trans, non-binary, genderqueer, genderfluid, those who are questioning, and allies, hosting events, get-togethers & other activities.	Yes	Catering & Events
Swinburne International Students Club	swinintlstudents	sisc2023@outlook.com	Swinburne University is a place to dwell SISC serves as a diverse plate that could be served well From Africa, Asia, America, Oceania, or Europe, we unite and feel alive	Yes	Catering & Events

Appendix 12: The Changemaker Program Feedback Survey (For Student)

Changemaker Program Feedback Survey

Thank you for participating in the Changemaker program. Your feedback is essential for us to improve and increase the program's reach. Please take a few minutes to answer the following questions and help us create a better experience for future participants.

Please note:

- Participation in this survey is voluntary.
- The information you provide will be kept confidential and used solely for the purpose of improving the Changemaker program.
- Any identifying information (such as name and email) is optional and will only be used to contact you for follow-up, if necessary.
- Your responses will be analysed anonymously, and no personal data will be shared with third parties.

By proceeding with this survey, you are giving consent for us to collect and use your data in accordance with these terms.

Sign in to Google to save your progress. Learn more

* Indicates required question

Do you consent to participate in this survey and for your data to be used for the purposes stated above? *

◯ Yes

◯ Yes (anonymous)

◯ No (If you select this option, your responses will not be recorded, and you will exit the survey.)

Next   Clear form

Personal Information

Name *

Your answer

Email *

Your answer

Back   Next   Clear form

Program Experience

How did you first hear about the Changemaker program? *

- ○ Social Media (Instagram)
- ○ UDLE Cafe
- ○ Word of mouth
- ○ Swinburne communication (newsletter, website)
- ○ Other: _____

On a scale of 1-5, how satisfied were you with the overall experience of the Changemaker program? *

	1	2	3	4	5	
Not satisfied	○	○	○	○	○	Extremely satisfied

What did you enjoy the most about the Changemaker program?

Your answer

Were there any challenges or difficulties you encountered while participating in the Changemaker program? *

- ○ Yes (please specify)
- ○ No

Please specify if you selected yes in the previous question

Your answer

Back   Next   Clear form

Visibility and Awareness

Before participating, how aware were you of the Changemaker program? *

○ Not aware at all

○ Somewhat aware

○ Very aware

What platforms or methods do you think would best increase awareness of the Changemaker program among students? *

☐ Social media campaigns (Instagram, Facebook)

☐ Email/newsletter

☐ Posters/flyers on campus

☐ Collaboration with student clubs

☐ Events or workshops

☐ Other: _____

Back   Next   Clear form

Program Improvements

Do you feel the Changemaker program is distinct enough from UDLE (Burger and Boba Tea restaurant)? *

○ Yes

○ No (please provide suggestions)

Please provide suggestions if you selected no in the previous question

Your answer

What improvements would you suggest for the Changemaker program?

Your answer

Would you be interested in volunteering or contributing to the Changemaker program in the future? *

○ Yes

○ No

○ Maybe (please explain)

Please explain why if you selected maybe in the previous question

Your answer

Back   Next   Clear form

Engagement and Feedback

What type of activities or initiatives would you like to see in the Changemaker   *
program in the future?

☐ Workshops on personal/professional development

☐ Networking events with industry professionals

☐ Volunteer opportunities

☐ Peer mentorship programs

☐ Other: _____

Any additional comments or feedback?

Your answer

Back   Next   Clear form

Thank you!

Thank you for taking the time to complete the Changemaker Program Feedback Survey. Your insights and feedback are invaluable to us as we work to improve the program and enhance its visibility at Swinburne.

We appreciate your support and look forward to making the Changemaker program even better for students like you!

Back   Submit   Clear form

Appendix 13 The Changemaker Program Feedback Survey (For Student Club)

CHANGEMAKER PROJECT SURVEY

At Changemaker, every student's story is powerful and has the potential to inspire change, not just in their own lives but in the lives of others. That's why our slogan, **"Share Your Story, Shape Your Future,"** embodies our commitment to helping students unlock their full potential through personal growth, community support, and meaningful collaboration.

We are reaching out to gather valuable feedback from student clubs like yours that have previously collaborated with **Changemaker** or **UDLE**. Your insights are crucial in helping us improve our project outcomes.

By completing this survey, you're not only sharing your experiences but also shaping the future of the Changemaker program to better serve the next generation of students.

We appreciate your time and candid feedback, and we look forward to building even more impactful collaborations in the future.

Thank you for being part of this journey!

Warm regards,
Team 15- Changemaker

* Indicates required question

CHANGEMAKER'S PROJECT FINAL REPORT

Write Your Story, Shape the Future with Changemaker

1. Do you consent to participate in this survey and for your data to be used for the purposes stated above? *

   Mark only one oval.

   ◯ Yes

   ◯ No (If you select this option, your responses will not be recorded, and you will exit the survey.)

   Collaboration Experience

2.   What is your club name? *

_____

3.   How many members are currently in your club *

Mark only one oval.

◯ Less than 10

◯ 10-50

◯ 51-99

◯ Over 100

4.   Have your club ever collab with UDLE/ Changemaker Program? *

Mark only one oval.

◯ No

◯ Yes

◯ Other: _____

CHANGEMAKER PROJECT SURVEY

5. Can you describe the nature of the collaboration (e.g., events, workshops, promotions)? *

Mark only one oval.

- ( ) Events
- ( ) Workshops
- ( ) Promotions
- ( ) Have not collab yet
- ( ) Other: _____

6. How would you rate the overall success of the collaboration? *

Mark only one oval.

	1	2	3	4	5	
Unsu	( )	( )	( )	( )	( )	Very successful

7. What were the key benefits your club experienced from collaborating with Changemaker or UDLE?

_____

8. How did your members engage with the Changemaker program during the collaboration? *

Mark only one oval.

	1	2	3	4	5	
Low	◯	◯	◯	◯	◯	Very High Enagement

9. What feedback did you receive from your club members regarding their involvement with the Changemaker program?

Mark only one oval.

◯ Option 1

10. Were there any challenges in getting students to participate in the collaboration? If so, what were they?

Mark only one oval.

◯ No Challenges

◯ Other: _____

11.   Did the collaboration help your club achieve any of its goals (e.g., member growth, skills development)?

Tick all that apply.

☐ Yes
☐ No
☐ Other: _____

12.   What aspects of the Changemaker program had the most positive impact on your members

Tick all that apply.

☐ Personal Growth and Development
☐ Confidence Building
☐ Mentorship and Guidance
☐ Networking Opportunities
☐ Inspiration and Motivation
☐ Enhanced Well-Being
☐ Sense of Community

☐ Other: _____

13.   Would your club be interested in collaborating with UDLE and the Changemaker program again in the future

Mark only one oval.

( ) Yes

( ) No

( ) Maybe

( ) Other: _____

14.   What suggestions do you have for improving future collaborations between Changemaker, UDLE, and student clubs?

_____

15.   Are there any specific activities or events that you think would enhance future collaborations?

Mark only one oval.

( ) Yes

( ) No

( ) Maybe

( ) Other: _____

16. How can the Changemaker program better support your club's mission and goals in future partnerships?

_____

17. Is there any additional feedback or insights you'd like to share regarding your club's collaboration with Changemaker and UDLE

Mark only one oval.

◯ Yes

◯ No

◯ Other: _____

18. **Thank you for taking the time to complete this survey. Your feedback is invaluable and will help us continue to improve and grow the Changemaker program.**

_____

Appendix 14: Three Personas

Persona 1

Source: https://stock.adobe.com/hu/images/smiling-30-years-old-woman-in-green-house-doing-yoga/525372217

RILEY HARPER

Age: 21

Major: Business Managment

Year: Full Time 3rd year undergraduate

Job position: Part Time Marketing intern

Location: South Melbourne

Travel time to campus: PTV 47min/Car 35min

Birthplace: Australia

Hobies: Fitness, reading, and volunteering

Background

- Riley participated in the Changemaker program during her second year at Swinburne. She found the program through word of mouth and was motivated by the opportunity to gain leadership skills and improve her networking abilities.
- Riley completed a project where she collaborated with other students to organize a sustainability initiative on campus.

Motivations

- Wants to build a strong resume with real-world experiences.
- Is looking for networking opportunities and professional growth programs.
- Interested in workshops on leadership, communication, and project management.
- Riley joined the Changemaker program to enhance her leadership and project management skills.
- She wanted to make an impact on campus by working on projects with a social or environmental cause.

Challenges

- Overwhelmed by the variety of student offerings on campus and struggles to distinguish between them.
- Time management is a challenge, balancing her academic, part-time job, and club activities.
- Initially, Riley struggled to understand how the Changemaker program differed from other student programs on campus.
- She found the program's branding unclear and almost overlooked it because she thought it was connected to the UDLE cafe.

Goals

- To gain valuable experiences that can help her stand out in a competitive job market.
- Improve her leadership and team-building skills.
- Riley is now looking to help improve the Changemaker program and engage other students by sharing her experiences.
- She sees the potential for more students to benefit from the program, but feels stronger branding and better communication are needed.

Preferred Channels

- Instagram
- Swinburne newsletter
- Student clubs

1

Persona 2

Source: https://stock.adobe.com/hu/images/smiling-30-years-old-woman-in-green-house-doing-yoga/525372217

RAVI AGARWAL

Age: 25

Major: Masters in computer science

Year: Full Time 1st year postgrad

Job position: Part Time Software development intern

Location: Hawthorn (on-campus)

Travel time to campus: NIL

Birthplace: India

Hobies: Traveling, photography, and games

Background

- Ravi recently moved from India to pursue a master's degree at Swinburne. He is actively seeking support for building his professional network and gaining experience that will help him transition into the Australian job market.
- Ravi is aware of the Changemaker program but is unsure if it can help with his specific needs as an international student.

Motivations

- Ravi is eager to improve his skills, especially in leadership and communication, while building a network in Australia.
- He's searching for opportunities to contribute to meaningful projects that align with his career aspirations.
- Wants to gain work experience and build connections in the Australian job market.

Challenges

- Ravi finds it difficult to navigate all the available programs on campus and is unsure which ones are tailored to international students.
- He is concerned about his ability to connect with local students and professionals, given cultural and language differences.
- Faces difficulty understanding the range of opportunities available at Swinburne.
- Feels disconnected from the broader student community.
- Language barriers and cultural differences sometimes make him hesitant to join new activities.

Goals

- To find a supportive network that can help him grow both personally and professionally.
- Gain practical experience through the Changemaker program that aligns with his career aspirations.

Needs

- A clear understanding of how the Changemaker program can help international students like him gain experience and build a network.
- More tailored outreach to international students to make them feel included in the program.

Preferred Channels

- Email
- Student orientation events
- Social media targeting international student communities

2

Persona 3

Source: https://stock.adobe.com/hu/images/smiling-30-years-old-woman-in-green-house-doing-yoga/525372217

SARAH ADAM

Age: 20

Major: Design

Year: Full Time 1st year undergraduate

Job position: Casual restaurant waiter

Location: Carlton

Travel time to campus: PTV 37min/ Car 24min

Birthplace: Australia

Hobies: Digital art, concerts, and hiking

Background

- Sarah is new to Swinburne and has recently learned about the Changemaker program. Although she hasn't participated yet, she's interested in volunteering and supporting initiatives that align with her passion for design and community building.
- Sarah has expressed a desire to contribute her design skills to the program's marketing efforts and help organize events.
- She is highly motivated to volunteer but needs clearer information on the program's objectives and how she can contribute effectively.

Motivations

- Sarah is eager to be part of a community that helps her grow personally and professionally.
- She wants to gain practical experience in event organization and design by volunteering with the Changemaker program.
- Wants to connect with a community of students who share similar interests.
- Interested in developing professional skills but needs guidance on where to start.

Challenges

- As a first-year student, Sarah is still adjusting to university life and is unsure how to balance her academic workload with volunteering.
- She's uncertain about the structure of the Changemaker program and how her specific skills can be used to support it.
- Unclear on the differences between various programs offered at Swinburne.

Goals

- To find an outlet to develop her creative skills while also gaining practical experience for her future career.
- Get involved in student-led projects that align with her design interests.

Preferred Channels

- Campus events
- Peer recommendations
- Social media

10

Appendix 15 Changemaker's Logo

Appendix 16 Table of Recommendations' Advantages and Disadvantages

Recommendation	Advantages	Disadvantages
Consistent Branding	- Increase student engagement about joining the program, as they feel connected to its purpose of student empowerment and growth. - Reduce student's confusion and attracting the right audience. - Build a professional and recognizable identity	- Time-consuming in promoting the new identity - Hard for Marco when he runs both UDLE and Changemaker and cause reluctance in completely separating the two brands

Formalize Data Management	• Easier to tracking of program progress and positively affect decision making • Allow to grow systematically and organize tasks more efficiently	• Require training when adopting new technology • The free version of CRM may come with limitation and need to upgrade • Require a robust data privacy and security strategy
Develop Long-Term Volunteer Strategy	• No additional cost by recruiting alumni • Increase sense of community • Increase the authenticity of Changemaker by real-life stories of success from past participants	• Need an extra layer of operational complexity when managing group of volunteers • Can cause fluctuate because of their availability